

Exploring Filipino Education Freshmen Students' Attitudes toward Folk Dancing

Teejay D. Panganiban

College of Teacher Education
Batangas State University JPLPC-Malvar, Batangas, Philippines
Corresponding author E-mail: teejay_panganiban_18@yahoo.com

Abstract: This study unfolds the attitudes of the Teacher Education freshmen students of BSU Malvar campus for the academic year 2010-2011 towards folk dancing. This undertaking specifically sought answers the following questions: What is the profile of the respondents in terms of sex, program enrolled and type of high school graduated from? How do the respondents assess their attitude towards folk dancing? How do the responses of the respondents compare when grouped according to profile? Is there a significant relationship between the profile of the respondents and their attitude towards folk dancing? And, what activities may be proposed to develop the attitude towards folk dancing and to promote folk dancing among the Teacher Education students of BSU Malvar campus?

The study used the descriptive type of research. The researchers made use of the freshmen students of Bachelor in Elementary Education and Bachelor in Secondary Education from the CTE department of BSU Malvar campus. A total of 50 students were chosen as the respondents of the study. The main instrument that was used in this study is a questionnaire that was developed by the researchers. Frequency and percentage, weighted mean, chi-square and T-test were the statistical techniques utilized in the analysis of the gathered data.

After the needed data were obtained, tabulated, statistically treated, analyzed and interpreted, it was found out that 90 percent of the total population was female; there was an equal number of respondents when grouped according to the program enrolled, and 88 percent of the total respondents were product of public high school.

The respondents have a positive attitude towards folk dancing; this was shown by the composite mean of 2.97. When the respondents were grouped according to sex there is no significant difference between the attitudes of male respondents when compared to the female respondents. The study also revealed that no significant difference exists on the attitudes towards folk dancing between the respondents coming from public high school as compared to their private high school graduate counterparts. A significant difference was however observed when the attitudes of the respondents towards folk dancing were compared according to the program they were enrolled.

Sex and the type of high school where the respondents graduated from were not significantly related to the attitude of the respondents towards folk dancing. Program enrolled was found related to the attitude of the students. Different activities were proposed by the researchers towards the development of the students' attitude towards folk dancing. Seminars and workshops, conducting fieldtrips and attending folk dance expositions, holding a folk dancing competition and folk dance concerts were suggested.

Based from the finding, it was concluded that majority of the respondents were female coming from secondary public high schools. An equal number of respondents were observed for both BEEd and BSEd students. It was also concluded that the respondents have a positive attitude towards folk dancing. There is no significant difference between the attitudes of the respondents in terms of sex and type of high school graduated from. A significant difference was however observed when the attitudes of the respondents towards folk dancing were

compared according to the program they were enrolled. Sex and the type of high school where the respondents graduated from were not significantly related to the attitude of the respondents towards folk dancing, but there is a significant relationship between the attitude of the respondents' and the program they were enrolled. The development of the students' attitude towards folk dancing can be enriched through seminars and workshops, conducting fieldtrips, attending folk dance expositions, and holding a folk dancing competition and folk dance concerts.

In the light of the conclusions it is recommended that the attitude of BEEd students towards folk dancing should be more encourage as folk dances are mostly taught in elementary level as part of different activities. In this regard the College of Teacher Education department should organize a folk dance troupe. It is also hoped that the Physical Education teachers teaching folk dances should continuously learn about Philippine folk dances. The history and cultural background of each and every folk dance taught should be given first before learning the steps in order to better understand the concept of the dance was suggested. Also, the CTE department and the PESCA office should invest in the different dance equipments, instruments and other materials such as costumes and props that can be used in teaching folk dances. And further studies about the attitudes of students and about folk dancing may be carried out by other researchers to uncover other queries concerning the two variables.

Keywords: attitudes, folk dancing, teacher education, freshmen students.

Citation: Teejay D. Panganiban. 2018. Exploring Filipino Education Freshmen Students' Attitudes toward Folk Dancing. *International Journal of Recent Innovations in Academic Research*, 2(7): 178-188.

Copyright: Teejay D. Panganiban, **Copyright©2018**. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

1. Introduction

One of the most important roles that education plays in the society is the promotion and preservation of culture amongst groups of people. Education creates an avenue for transmitting the rich ethnicity of a nation in order to successfully hand down the customs, beliefs, traditions, and practices of a civilization from generations to generations. This important utilitarian role of education to society has long been acknowledged; hence curriculum makers included different areas of discipline promoting nationalism to all each learning levels in both basic and tertiary education.

In the Philippine education system, aside from the study of history and literature, transmission of culture may come from other learning experiences that take place in the school. Dance as a part of physical education serves as a means of learning the way of life of different groups of people from different places and ethnicity.

Dance is a sport and an art form that generally refers to movement of the body, usually rhythmic and to music, used as a form of expression, social interaction or presented in a spiritual or performance setting. Dance may also be regarded as a form of nonverbal communication between humans, and is also performed by other animals (bee dance, patterns of behavior such as a mating dance). Motion in inanimate objects may also be described as dances (the leaves danced in the wind), and certain musical forms and genres. Definitions of what constitutes dance are dependent on social, cultural, aesthetic and moral constraints and range from functional movement (such as folk dance) to virtuoso techniques such as ballet.

Dance can be participatory, social or performed for an audience. It can also be ceremonial, competitive or erotic. Dance can embody or express ideas, emotions or tell a story. (<http://en.wikipedia.org/wiki/Dance>).

The universal knowledge of dance is a movement using the body as the medium or movement to express its meaning, as stated by Dr. Larry Gabao (2007). To comprehend a dance, one must gain background and understanding from simple to complex movement interpreting how and why the use of the body part and the whole body to a particular order, hence, dance becomes a physical activity executed in a musical pattern and an accompaniment.

Dancing has evolved many styles. From ethnologic, classical and ballet, theatrical, social and ballroom dances to different techniques of modern dance, human has never failed to express culture in arts. Break dancing and krumping are related to the modern hiphop culture, African dance is interpretive of customs, ballet, ballroom, waltz and tango are classical styles showing lifestyle of people while square and the electric slide are forms of step dances usually in mass and crowd presentation.

Folk dance is one of the most popular dances when it comes to richness and grandeur. They are performed by dancers associated with national and cultural groups. Folk dances are often derived from ethnic dances. It is a form of social dancing that has become a part of the customs and traditions of people. Most folk dances were developed among people in villages and were on from generation to generation in a particular region.

Folk dances expose a great deal about the culture of a particular people, their beliefs, desire, interests, and habits. Thus through folk dances one can discover a lot from a society's heritage. Folk dances are typically considered the products of national or cultural traditions; it is done for various purposes, typically for preservation, recreation or performance. There is a substantial overlap between the dances done for recreation and performance; however dancers of both types are often concerned with the preservation of a dance for its cultural value.

Countries of the world have cultures made more colorful, beautiful and vibrant because of folk dances which are reflections of who they are and what they are. The Philippines will not be left behind. The "Pearl of the Orient" boasts of a variety of Philippine folk dances.

Philippine dances were originally patterned after European dances during the Spanish regime, Pandango sa Ilaw, Cariñosa, Rigodon and Balitao are examples of these dances Filipinos are known for. Aside from these western-influenced dances, ethnic created dances such as Tinikling made its way to nationwide recognition. Despite its apparent adaptation to western dances, still Filipinos pay tribute to their cultural roots. Every district in the islands has its own folk dance, interpreted attractively in festivals and local shows which have added to the country's reputed contribution to world's illustration of traditional arts. (<http://www.camperspoint.com/spip.php?article 229>).

The success of preserving one's culture is dependent on different efforts made in order for it to survive and avoid extinction. Most of which should come from authorities responsible for its perpetuation. However, utmost consideration should also be given to the young generation to which culture is passed on. The attitudes of the young towards accepting culture plays a significant role in the continuance and survival of these handed down ethnic heritage.

Educators agree that the attitudes of student play an important role in the education Process. Rebollo (2002), points out that the attitudes are directly related to learning: not only do they develop as a result of satisfying or frustrating nature of learning experiences, but once established, they facilitate or impede further learning. In this regard it is important to establish a positive attitude in every learning situation. A positive outlook may ensure success of gaining much from the educative process.

The significance of culture preservation and establishing a positive attitude towards nationalism that may be shown by the interest of the young people through different folk dances influenced the researchers in coming up with this study. The researchers as future physical education teachers do not only recognize the importance of folk dancing as a form of exercise but as well as vital component of preserving the richness of our own culture. The researchers were also interested in finding out if the attitude of the students is related to different personal factors and how it varies when compared according to their profile in terms of sex, program enrolled, and the type of high school where they graduated from.

1.1 Objectives of the study

This research study focused on probing the attitudes towards folk dancing of the Teacher Education freshmen students of Batangas State University Malvar campus for the academic year 2010-2011. This undertaking specifically sought answers the following questions: What is the profile of the respondents in terms of: Sex, Program enrolled, Type of high school graduated from? How do the respondents assess their attitude towards folk dancing? How do the responses of the respondents compare when grouped according to profile? Is there a significant relationship between the profile of the respondents and their attitude towards folk dancing? Lastly, What activities may be proposed to develop the attitude towards folk dancing and to promote folk dancing among the Teacher Education students of BSU Malvar campus?

2. Methodology

This chapter discussed the nature of the study in terms of research design, population and respondents, sampling design, measurement and instrument, research procedures, and data analysis.

The study used the descriptive type of research in order to reveal the perception of the respondents of their attitudes towards folk dancing. This design is used in obtaining information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The method involves processes ranging from surveys which describe the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time. It is qualitative. It describes in detail the matter being researched and is rich in information (Deauna, 2000).

Previous researchers, articles publish in the net and other reading material served as references for the researchers to be able to gather the related information about the study. he main instrument that was used in this study is a questionnaire that was developed by the researchers. The items in the self-constructed questionnaire were considered in the aim of unfolding the perception of the respondents about their attitude towards folk dancing.

The questionnaire was composed of 10 items that were answered in a fixed alternative format. The responses in the questionnaire were given in a four point scale option which will

reveal how the respondents agree to each specific statement; the verbal interpretation was as follows:

Numerical Equivalent	Weighted Mean	Verbal Interpretation
4	3.25-4.00	Strongly Agree/Highly Positive
3	2.50-3.24	Agree/Positive
2	1.75-2.49	Disagree/Negative
1	1.00-1.74	Strongly Disagree/Highly Negative

The weighted mean of the responses from the questionnaire will unfold the attitude of the respondents towards folk dancing; the weighted means will be interpreted using the interpretation given in the table above.

3. Results and Discussion

This chapter presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner, following the order of presentation of the specific problems posed at the beginning of the study.

3.1 Profile of the Respondents

The respondents used in this study were the Teacher Education freshmen students of Batangas State University for the Academic Year 2010-2011. This portion dealt with the profile of the respondents according to sex, program enrolled, and the type of high school the respondents graduated from.

Table 1. Profile of the Respondents in terms of Sex, Program Enrolled, and Type of High School Graduated From

Sex	Frequency	Percentage
Male	5	10
Female	45	90
Total	50	100%
Program Enrolled	Frequency	Percentage
BEEd	25	50
BSEd	25	50
Total	50	100%
Type of High School	Frequency	Percentage
Public	44	88
Private	6	12
Total	50	100%

Majority of the respondents having a percentage of 90 which is equivalent to 45 respondents, with a program enrolled that there was an equal number of respondents belonging to the two categories when grouped according to the program they were enrolled. The total population of 50 respondents was equally divided into two, of which 25 respondents or 50 percent of the total was observed for both BEEd and BSEd respondents. It can be seen from the table that majority of the respondents were product of public secondary high schools this were 88 percent of the total respondents or 44 out of the total population of 50 students.

According to Omos *et al.*, (2003) the sex or gender is a personal trait and social position that members of a society attach to the nature of being male or female.

Moreover, the formal basic education system in the Philippines consists of six years of schooling at the primary (or elementary) level and four years at the secondary (or high school) level. Primary education is compulsory and free in public schools while secondary education is not compulsory, but also free in public high schools. Elementary and secondary schools, both public and private, number 41,949 and 8,2887, respectively. The government finances 88.6 percent of elementary schools and 59.3 percent of high schools and the rests are all private or enterprise based institutions. (Caoli, 2007).

3.2. Attitudes of the Respondents towards Folk Dancing

The succeeding table reveals the attitudes of the respondents towards folk dancing. The data gathered through the questionnaire accomplished by the respondents. The data presented herein concern on the Attitudes of the Respondents towards Folk Dancing according to the difference between the Attitudes of the Respondents towards Folk Dancing when grouped according to Profile.

Table 2. Attitudes of the Respondents towards Folk Dancing

Items	Weighted Mean	Verbal Interpretation
1. I always attend my folk dance class.	3.24	A
2. I enjoy learning different folk dances.	3.06	A
3. I am interested in learning the variety of steps in folk dancing.	2.96	A
4. I love wearing different costumes in folk dancing.	2.86	A
5. I enjoy using the props in folk dancing.	2.88	A
6. I like folk dances more than any other genre of dance.	2.38	DA
7. I enjoy folk dancing because through dance I can express myself and communicate my emotions.	2.92	A
8. I feel the need to learn folk dances because it will help me a lot in the future.	2.94	A
9. I enjoy learning folk dances because it introduces me to the richness and grandeur of the Filipino culture.	3.16	A
10. I feel that learning folk dances is a way of developing my sense of nationalism.	3.28	SA
Composite Mean	2.97	P

Legend: A-Agree, DA-Disagree, SA-Strongly Agree, P-Positive

Table 2 shows that the respondents have a positive attitude towards folk dancing; this was shown by the composite mean of 2.97 as they agree in almost all of the items given. The positive attitude of the respondents was reflected as the students recognized the utilitarian role of folk dances to the development of nationalism and the preservation of cultural pride.

As supported by the study of Cuchapin, Reyes, and Brito. Cuchapin stressed that when the students were asked whether they appreciated having learned folk dances there were 92 percent who answered they did, while 8 percent answered otherwise. In the same manner, Reyes revealed that the positive attitude of the respondents towards folk dancing as observed in her study may be due to the fact that students' realize the value of folk dancing activities in terms of the development of the physical fitness, social skills, good behavior, aesthetic sense as well as love of country. Same is true with the present study. The similarity of the finding can also be proved as Brito (2001) observed the students positive responses were due to motivation and belief that folk dancing activities has recreational, social and cultural values.

4. Difference between the Attitudes of the Respondents towards Folk Dancing when grouped according to Profile

The table presents the difference between the Attitudes of the Respondents towards Folk Dancing when grouped according to Profile.

Profile		Mean	DF	Computed Value	Tabular Value	Decision Ho	Interpretation
Sex	Male	3.14	6	1.36	±2.45	Accept	Not Significant
	Female	2.97					
Program enrolled	BEEd	2.87	36	-2.32	±1.96	Reject	Significant
	BSEd	3.10					
Type of school	Public	2.99	13	0.03	±2.16	Accept	Not Significant
	Private	2.98					

The table above discloses response to the query if a significant difference exists between the attitudes of the respondents when grouped according to their profile. It can be seen from the table that when the respondents were grouped according to sex there is no significant difference between the attitudes of male respondents when compared to the female respondents with regards to folk dancing. This was shown by a computed T-value of 1.36 which lies within the critical value of ±2.45 found having a DF of 6 at 0.05 level of confidence. This finding made the researchers accept the null hypothesis and conclude that the attitudes of the two groups are comparable to one another.

The similar finding is also true when the respondents were grouped according to the type of high school where they graduated from. The table reveals that no significant difference exists on the attitudes towards folk dancing between the respondents coming from public high school as compared to their private high school graduate counterparts. A computed T-value of 0.03 lying almost exactly at the middle of the region of acceptability clearly defines the absence of a significant difference between the compared values. The critical value considered for this test was ±2.16 found using a DF of 13 also at 0.05 level of confidence.

A significant difference was however observed when the attitudes of the respondents towards folk dancing were compared according to the program they are enrolled. A computed value of -2.32 falls in the area of rejection using the critical value of ±1.96 using a DF of 36 at 0.05 level of confidence. This analysis made the researchers reject the null hypothesis and consider the significance shown by the difference between the means of the two groups. The

finding suggests that BSEd students display a significantly more positive attitude towards folk dancing than the BEEd students.

The finding that no significant difference was observed on the attitude of the respondents when grouped according to sex is similar with the findings of Brito (2001). In his study he concluded that the students' attitude towards folk dancing was not much affected by sex differences as both genders have positive attitudes towards folk dancing. This was found different as compared to the findings of Reyes to which she found that girls have higher degree of preference for folk dancing activities than boys. Her findings coincide with the findings of Cuchapin which revealed that the attitude of students towards folk dancing is comparable in terms of age, and type of residence, while is significantly different in terms of sex. Furthermore he recommended that dance teachers should motivate the boys to create in them liking folk dancing.

4.1 Relationship of the Respondents Profile to their Attitudes towards Folk Dancing

To dig deeper on the effect of the chosen factors used to describe the profile of the respondents to their attitudes towards folk dancing, the significance of the relationship that may exist between the respondents profile and their observed attitude was also sought in this study. Table shows the analysis on this part of the query.

Profile	Computed Value	Tabular Value	Decision Ho	Interpretation
Sex and Attitude	6.60	7.81	Accept	Not Significant
Program enrolled and Attitude	24.88	7.81	Reject	Significant
Type of school and Attitude	7.63	7.81	Accept	Not Significant

The table above reveals that the sex and the type of high school where the respondents graduated from were not significantly related to the attitude of the respondents towards folk dancing. Both the computed values of 6.60 and 7.63 respectively were found less than the tabular value 7.81 using a DF of 3 at 0.05 level of confidence. This made the researchers accept the null hypothesis that sex and type of school were not significantly related to the respondents observed attitudes. This means that these considered factors do not significantly affect the attitude of the respondents.

A computed value of 24.88 found when the profile of the respondents in terms of program enrolled was correlated to their attitude suggests a significant relationship between the two variables. This was shown as the computed value was found greater than the tabular value of 7.81. With this finding, the researchers rejected the null hypothesis and accepted otherwise. This finding can be supported by the earlier finding that among the factors considered as profile of the respondents, the attitude of the respondents towards folk dancing is significantly different only when the respondents were grouped according to the program to which they were enrolled.

The non-significance of the relationship between the other chosen profile such as sex and the type of high school where the respondents graduated from to the attitude they exhibit towards folk dancing can be found similar to the past findings that many other factors were not significantly related to attitude. Brito (2001) found out that the students' attitude towards folk dancing were not much affected by sex differences and year level of the students, while Cuchapin found out that age and type of residency were also not significantly related to the development of attitude towards folk dancing.

5. Implications of the Findings

After the needed data were obtained, tabulated, statistically treated, analyzed and interpreted, the major findings were as follows, The profile of the respondents in terms of sex, program enrolled, and type of high school graduated from are as follows: Majority of the respondents or 90 percent of the total population was female. This was consisted of 45 out of the total 50 respondents. Only 5 respondents were found to be male; this was 10 percent of the total population.

An equal number of respondents were observed when grouped according to the program enrolled. The total population of 50 respondents was equally divided into two, of which 25 respondents or 50 percent of the total was observed for both BEEd and BSEd respondents. Majority of the respondents where product of public secondary high schools this were 88 percent of the total respondents or 44 out of the total population of 50 students. Only 6 respondents or 12 percent of the population were graduates of private secondary high schools. The respondents have a positive attitude towards folk dancing; this was shown by the composite mean of 2.97. This was revealed as the respondents strongly agree in most of the statement. The respondents strongly agree that learning folk dances is a way of developing their sense of nationalism reflected by a weighted mean of 3.28. This was the highest rated item in the questionnaire.

The positive attitude of the respondents towards folk dancing may also be rooted to the observed premise that basically the respondents enjoy learning the dance and all that goes with it. This was shown by a weighted mean of 3.06. Because of these observed findings, the respondents have gained the motivation to attend their folk dance classes as shown by a weighted mean of 3.24; this was found to be the second highest rated item. However, when the respondents were asked if they prefer folk dances compared to the other genre of dances a weighted mean of 2.38 was observed for their response which shows a disagreement for the statement. When the respondents were grouped according to sex there is no significant difference between the attitudes of male respondents when compared to the female respondents. This was shown by a computed T-value of 1.36 which lies within the critical value of ± 2.45 found having a DF of 6 at 0.05 level of confidence. This finding made the researchers accept the null hypothesis and conclude that the attitudes of the two groups are comparable to one another.

Next, The study also revealed that no significant difference exists on the attitudes towards folk dancing between the respondents coming from public high school as compared to their private high school graduate counterparts. A computed T-value of 0.03 was observed in this matter. The critical value considered for this test was ± 2.16 found using a DF of 13 also at 0.05 level of confidence. A significant difference was however observed when the attitudes of the respondents towards folk dancing were compared according to the program they were enrolled. A computed value of -2.32 falls in the area of rejection using the critical value of ± 1.96 using a DF of 36 at 0.05 level of confidence. The finding suggests that BSEd students display a significantly more positive attitude towards folk dancing than the BEEd students. Sex and the type of high school where the respondents graduated from were not significantly related to the attitude of the respondents towards folk dancing. Both the computed values of 6.60 and 7.63 respectively were found less than the tabular value 7.81 using a DF of 3 at 0.05 level of confidence. A computed value of 24.88 found when the profile of the respondents in terms of program enrolled was correlated to their attitude suggests a significant relationship between the two variables. This was shown as the computed value was found greater than the tabular value of 7.81. Lastly, different activities were proposed by the

researchers towards the development of the students' attitude towards folk dancing. Seminars and workshops, conducting fieldtrips and attending folk dance expositions, holding a folk dancing competition and folk dance concerts were suggested.

6. Conclusions and Recommendations

Based from the findings the following were the conclusions and the recommendations of the study. First, the majority of the respondents were female coming from secondary public high schools. An equal number of respondents were observed for both BEEd and BSEd students. The respondents have a positive attitude towards folk dancing. There is no significant difference between the attitudes of the respondents in terms of sex and type of high school graduated from. While the significant difference was however observed when the attitudes of the respondents towards folk dancing were compared according to the program they were enrolled. Sex and the type of high school where the respondents graduated from were not significantly related to the attitude of the respondents towards folk dancing. There is a significant relationship between the attitude of the respondents' and the program they were enrolled. The development of the students' attitude towards folk dancing can be enriched through seminars and workshops, conducting fieldtrips, attending folk dance expositions, and holding a folk dancing competition and folk dance concerts.

In the light of findings and conclusions, the following recommendations are hereby given: The attitude of BEEd students towards folk dancing should be more encourage as folk dances are mostly taught in elementary level as part of different activities. Also, The College of Teacher Education department should organize a folk dance troupe that will help future teachers be inculcated with the love for folk dances to be better able in transmitting the treasured folk dances as a means of cultural preservation.

Second, The Physical Education teachers teaching folk dances should continuously learn about Philippine folk dances in order give emphasis on every detail of the dance to preserve its authenticity and at the same time to improve their competency on the delivery of instruction. The history and cultural background of each and every folk dance taught should be given first before learning the steps in order to better understand the concept of the dance by heart and to create a deeper appreciation for the dance. The CTE department and the PESCA office should invest in the different dance equipments, instruments and other materials such as costumes and props that can be used in teaching folk dances. Further studies about the attitudes of students and about folk dancing may be carried out by other researchers to uncover other queries concerning the two variables.

References

1. Brito, Virginia M. 2001. Attitudes of Junior and Senior Students of Eulogio Rodriguez Jr. High School Towards folk Dances, S.Y. 1999-2000. Philippine Normal University, Manila.
2. Caoli-Rodriguez R. 2007. The Philippines Country Case Study. Country profile commissioned for the Education for All Global Monitoring Report 2008. Education for All by 2015: will we make it. UNESCO.
3. Cuchapin, Januario M. 2002. Attitudes of College Students towards Folk Dancing in Bayombong Pangasinan.
4. Gabao Larry A. 2007. Philippine Normal University.

5. <http://www.camperspoint.com/spip.php?article 229>.
6. <http://en.wikipedia.org/wiki/Dance>.
7. Rebollo, Maximillano, 2002. Moral Education in the Schools; Manila, UST Publishing House.
8. Reyes, 2003. Attitudes of First, Second, and Third Year High School Students toward Folk Dancing.