IJGGSD
ISSN: 3155-7716
International Journal of Global Goals and Sustainable Development
RESEARCH | INNOVATION | INCLUSION | SUSTAINABLE FUTURES
DOI: https://doi.org/10.65339/ijggsd.V1.I1.90

Explicit Instruction in Teaching Waltz Social Dance

Jessa S. Caballero
Teacher I, San Fernando National High School, Cebu, Philippines

Email: caballerojhessalocsc@gmail.com

ABSTRACT

This study examined changes in Grade 8 students' Waltz social dance performance following explicit instruction and developed an instructional guide based on performance outcomes and learning experiences. A sequential explanatory mixed-methods design incorporated a one-group pretest–posttest assessment of 80 purposively selected learners from two intact sections at San Fernando National High School, Cebu, during School Year 2025–2026. Across six sessions over four weeks, students practiced five Waltz positions through explanation, demonstration, guided practice, and corrective feedback. Performance was rated using a researcher-made four-point rubric and analyzed using descriptive statistics, paired-samples t-tests, and Cohen's d; open-ended responses underwent thematic analysis. The overall performance mean rose from 2.64 to 3.07, with significant improvements in all five positions ($p < .001$) and large reported effect sizes ($|d| = 1.19–1.39$). Open Facing Position achieved an Excellent posttest rating, while Open Position advanced from Developing to Good Performance. Students reported clearer understanding, improved confidence and coordination, and benefits from feedback, alongside continued needs for practice and guidance. The findings indicate meaningful within-group improvement associated with explicit instruction. Teachers should implement and evaluate the resulting six-session instructional guide, particularly for challenging positions. The single-school, nonrandomized design without a comparison group limits causal interpretation and generalizability. The guide offers a context-specific resource for instructional improvement, supporting SDG 4 (Quality Education) and indirectly SDG 3 (Good Health and Well-Being) through engagement in physical activity.

Keywords: *Dance Performance, Explicit Instruction, Grade 8 Students, Guided Practice, Instructional Guide, Motor Skills, Waltz Social Dance*

1. INTRODUCTION

Physical Education contributes to students' holistic development by strengthening movement competence, physical literacy, confidence, and social interaction. Dance education provides opportunities to develop coordination, balance, posture, rhythm, and accurate movement execution while encouraging meaningful participation in physical activities. The Philippine Department of Education's MATATAG Physical Education and Health Curriculum identifies social and ballroom dances as part of the Grade 8 learning content, emphasizing the importance of developing movement competencies through appropriate instructional experiences (Department of Education, 2023a). Recent research likewise highlights the importance of structured teaching, observational learning, and corrective feedback in developing students' motor skills (Han et al., 2022a, 2022b). Waltz social dance requires learners to execute coordinated movements, maintain appropriate body alignment, observe rhythmic timing, and establish effective partner positioning. These competencies may be challenging for students who require additional guidance in performing complex movement sequences. Explicit instruction provides a systematic approach through clear explanations, teacher demonstrations, guided practice, corrective feedback, and independent performance. Research suggests that these instructional elements can support motor skill acquisition in Physical Education (Chatzipanteli et al., 2023; Lusiana & San Diego, 2025). Accordingly, this study examined the implementation of explicit instruction in teaching Waltz social dance among Grade 8 students at San Fernando National High School during School Year 2025–2026, with the findings serving as the basis for developing an instructional guide.

Research Problem

Mastering Waltz social dance requires students to demonstrate accuracy, coordination, posture, timing, and synchronization with a partner. However, learners may experience difficulties in executing specific dance positions when instructions are insufficiently structured or when opportunities for demonstration, guided practice, and feedback are limited. Research examining motor skill learning in Physical Education has established the importance of observational learning and appropriately designed feedback in improving movement performance (Han et al., 2022a, 2022b). Similarly, Lusiana and San Diego (2025) reported improvements in students' gymnastic motor skills following structured direct instruction, although their investigation involved a different movement competency and age group. Dance education also involves affective dimensions, including confidence, engagement, and willingness to participate. Dela et al. (2024) demonstrated that a structured cooperative learning approach improved students' confidence in dance learning, while Thahirah and Budiman (2023) reported positive learning outcomes following the implementation of constructivist dance instruction. Although these studies establish the relevance of organized instructional approaches to dance and movement learning, they do not directly evaluate explicit instruction in teaching the five Waltz positions among Grade 8 students. The present study addresses this specific instructional gap by examining students' pretest and posttest performance in Open Facing Position, Outside Partner Position, Promenade Position, Close Position, and Open Position. It also investigates students' experiences after receiving explicit instruction. The research was conducted among 80 Grade 8 students at San Fernando National High School using six instructional sessions over four weeks. Its findings provide a contextual basis for developing an instructional guide intended to support the systematic teaching of Waltz social dance.

Assumptions of the Study

This study was guided by the assumption that students' mastery of Waltz social dance competencies may be supported by clearly organized instruction, teacher demonstrations, progressive practice, and timely corrective feedback. It assumes that breaking complex dance

movements into manageable instructional steps can facilitate students' understanding of movement sequences, partner positioning, posture, and timing. These assumptions are consistent with research showing that observational learning and selected forms of corrective feedback can support motor skill development in Physical Education (Han et al., 2022a, 2022b). The study further assumes that active participation, repeated performance, and constructive learning experiences can contribute to students' confidence and engagement in dance activities. Research on dance education has documented improvements in learning outcomes and self-confidence under structured instructional approaches (Thahirah & Budiman, 2023; Dela et al., 2024). These assumptions provide the rationale for investigating students' performance before and after explicit instruction; however, improvement is treated as an empirical question rather than a predetermined outcome.

Objectives of the Study

This study aimed to determine the effectiveness of explicit instruction in teaching Waltz social dance among Grade 8 students of San Fernando National High School during School Year 2025–2026 as a basis for developing an instructional guide. Specifically, it sought to assess students' pretest performance in the Open Facing Position, Outside Partner Position, Promenade Position, Close Position, and Open Position; determine their posttest performance in the same competencies following the implementation of explicit instruction; establish whether a statistically significant difference existed between their pretest and posttest performances at the 0.05 level of significance; examine students' learning experiences after participating in the instructional intervention; and develop an instructional guide for teaching Waltz social dance based on the findings.

Theoretical or Conceptual Basis

The study is anchored in three complementary learning perspectives: Direct Instruction Theory, Social Learning Theory, and Constructivist Learning Theory. These provide a conceptual explanation of how structured teaching, observation, guided practice, and active participation may support students' acquisition of Waltz social dance competencies. Direct Instruction Theory, associated with the instructional work of Siegfried Engelmann, emphasizes systematically sequenced learning activities, clear explanations, teacher modeling, guided practice, and corrective feedback. Within Waltz instruction, this perspective supports teaching dance positions and movement sequences progressively before requiring students to perform independently. Lusiana and San Diego (2025) provided recent empirical support for structured direct instruction in Physical Education, reporting improved motor performance following a step-by-step instructional intervention. Social Learning Theory, associated with Albert Bandura, explains learning through observation, modeling, imitation, and the reproduction of demonstrated behaviors. In Waltz instruction, students observe the teacher's posture, footwork, timing, and partner positioning before practicing the demonstrated movements. Han et al. (2022b) found strong evidence supporting observational learning in Physical Education motor skill development. Chatzipanteli et al. (2023) likewise demonstrated the relevance of live and video modeling to students' self-regulation during movement instruction. Constructivist Learning Theory, associated with Jean Piaget, emphasizes active engagement and the development of understanding through meaningful learning experiences. Although explicit instruction is teacher-directed during initial skill acquisition, students subsequently consolidate their understanding through repeated practice, partner interaction, self-correction, and reflection. Thahirah and Budiman (2023) demonstrated the relevance of constructivist approaches in supporting dance learning outcomes and student motivation. Collectively, these perspectives inform the study's conceptual framework. Explicit instruction, characterized by explanation, demonstration, guided practice, feedback, and independent performance, serves as the instructional intervention. Students' performance in the five Waltz social dance positions

constitutes the principal outcome, while their reported learning experiences provide additional explanatory evidence. The integrated findings serve as the basis for the development of an instructional guide for teaching Waltz social dance.

This study primarily aligns with Sustainable Development Goal 4 (Quality Education) by examining an instructional approach intended to improve the quality of learning experiences and movement skill development in Physical Education. Through structured demonstrations, guided practice, corrective feedback, and performance assessment, the study seeks to provide evidence that may assist teachers in delivering more systematic and accessible dance instruction. The development of an instructional guide also supports educational and institutional sustainability by providing a practical resource that can inform future teaching and instructional improvement. This direction is consistent with the Department of Education's emphasis on foundational competencies, physical literacy, and meaningful learning experiences under the MATATAG Curriculum (Department of Education, 2023a, 2023b). The study also has a secondary alignment with Sustainable Development Goal 3 (Good Health and Well-Being) because dance is a form of physical activity that can contribute to movement development, engagement, and psychosocial well-being. Recent reviews have identified potential psychological and well-being benefits associated with dance participation, although these outcomes vary across settings and interventions (Fong Yan et al., 2024; Du et al., 2025). The present study does not directly measure long-term health outcomes; therefore, its contribution to SDG 3 is indirect and relates primarily to supporting students' confidence, movement competence, and participation in physical activities. Overall, the study contributes principally to educational sustainability through instructional improvement and teacher support, with potential implications for students' physical and psychosocial well-being. Its sustainable development relevance rests on strengthening practical learning opportunities in Physical Education rather than claiming direct environmental or broad population-level impacts.

2. METHODOLOGY

Research Design

The study utilized a mixed-methods sequential explanatory research design, integrating quantitative and qualitative approaches. The quantitative phase employed a one-group pretest–posttest design to assess changes in students' performance before and after the implementation of explicit instruction. The qualitative phase examined students' learning experiences through open-ended interview questions to further explain the quantitative findings. The intervention consisted of six instructional sessions conducted over four weeks, focusing on five Waltz social dance competencies: Open Facing Position, Outside Partner Position, Promenade Position, Close Position, and Open Position. The integration of quantitative and qualitative findings provided the basis for developing a six-session instructional guide.

Research Locale or Study Setting

The study was conducted at San Fernando National High School, a public secondary school in San Fernando, Cebu, Philippines, under the supervision of the Department of Education. The school offers Junior High School and Senior High School programs following the K to 12 Basic Education Curriculum. The research setting was selected because Waltz social dance was included among the learning competencies in the students' Physical Education classes. The school also provided suitable spaces for conducting dance instruction, practice activities, and performance assessments.

Participants or Data Sources

The participants were 80 Grade 8 students enrolled at San Fernando National High School during School Year 2025–2026. They were drawn from two intact sections, Faith and Love, with 40

students from each section. The participants consisted of 33 males and 47 females. Purposive sampling was employed to select students enrolled in Physical Education classes that included Waltz social dance and who were available to participate in the instructional intervention and assessments. The participants completed the pretest and posttest performance assessments and provided qualitative responses regarding their experiences with explicit instruction.

Research Instruments or Materials

The primary research instrument was a researcher-made performance assessment rubric designed to evaluate students' execution of five Waltz social dance positions: Open Facing Position, Outside Partner Position, Promenade Position, Close Position, and Open Position. The rubric assessed movement accuracy, coordination, posture, timing, and execution of prescribed dance steps using a four-point rating scale: 4 for Excellent Performance, 3 for Good Performance, 2 for Developing Performance, and 1 for Beginning Performance. The researcher served as the primary rater and applied the same assessment criteria during the pretest and posttest to maintain consistency. Open-ended interview questions were also used to gather students' experiences after participating in explicit instruction. These questions explored students' perceptions of learning the Waltz positions, their experiences during practice, and the perceived positive and negative aspects of the instructional approach.

Data Gathering Procedure

Before data collection, the researcher secured written permission from the school principal and coordinated with the concerned Physical Education teachers regarding the implementation schedule. The study's objectives, procedures, and participation requirements were explained to the students, and the necessary parental consent and student assent were obtained. A pretest was administered to assess the participants' initial performance in the five Waltz social dance positions using the researcher-made assessment rubric. Following the baseline assessment, explicit instruction was implemented through six instructional sessions over four weeks during regularly scheduled Physical Education classes. The instructional process involved clear explanations, teacher demonstrations, step-by-step instruction, guided practice, immediate corrective feedback, repeated practice, and independent performance. Dance competencies were introduced progressively to support students' understanding and execution of the required movements. After the intervention, a posttest was administered using the same performance rubric and comparable assessment conditions to determine changes in students' performance. Subsequently, qualitative data were gathered through open-ended interview questions regarding students' learning experiences, including their perceived improvements, difficulties, and responses to explicit instruction. The collected data were checked for completeness, organized, coded, and prepared for quantitative and qualitative analyses.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. The mean was used to determine students' average performance in each Waltz competency, while the standard deviation measured the variability of their scores. Mean scores were interpreted using the following ranges: 3.26–4.00 for Excellent Performance, 2.51–3.25 for Good Performance, 1.76–2.50 for Developing Performance, and 1.00–1.75 for Beginning Performance. A paired-samples t-test was employed to determine whether a statistically significant difference existed between students' pretest and posttest performances at the 0.05 level of significance. Cohen's d was used to assess the magnitude of the observed performance difference. Qualitative responses were examined through thematic analysis by identifying recurring patterns, organizing related responses, and developing themes describing students' experiences with explicit instruction. The quantitative and qualitative findings were integrated to evaluate the instructional approach and inform the development of the proposed instructional guide.

Ethical Consideration

The study observed ethical principles governing educational research, particularly voluntary participation, informed consent, confidentiality, and participant welfare. Permission was obtained from the school administration, while parental or guardian consent and student assent were secured because the participants were minors. Students were informed of the study's purpose and procedures and their right to decline or withdraw without academic consequences. Participant identities were protected through the use of identification codes, and collected information was treated confidentially in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012. Research records were securely maintained, restricted to authorized research personnel, and used exclusively for academic purposes, with proper disposal after the required retention period. Appropriate safety measures were observed during dance activities, and all participants were treated with fairness, dignity, and respect. The researcher maintained objectivity and academic integrity throughout data collection, analysis, interpretation, and reporting.

3. RESULTS AND DISCUSSION

3.1 Pretest and Posttest Performance in Waltz Social Dance

3.1.1 Open Facing Position

The students obtained a pretest mean of 2.94 (SD = 0.662), interpreted as Good Performance, and a posttest mean of 3.31 (SD = 0.542), interpreted as Excellent Performance. The mean increased by 0.37 points, indicating improved execution of the Open Facing Position after the instructional intervention. The posttest performance reflected greater accuracy in posture, coordination, timing, and movement execution. The improvement suggests that systematic demonstrations, guided practice, and corrective feedback supported students' performance of this foundational dance position. Han et al. (2022b) identified observational learning as a valuable approach to motor skill acquisition in Physical Education. Similarly, Moon et al. (2024) emphasized the importance of structured physical education experiences in developing motor competence. These findings provide a relevant basis for interpreting the observed improvement in students' movement accuracy and coordination.

3.1.2 Outside Partner Position

The pretest mean for the Outside Partner Position was 2.72 (SD = 0.666), while the posttest mean increased to 3.13 (SD = 0.624), representing a gain of 0.41 points. Both results were interpreted as Good Performance. Nevertheless, the higher posttest score indicated improvement in students' ability to maintain appropriate partner positioning, body alignment, coordination, and prescribed footwork. The findings suggest that step-by-step instruction and repeated practice supported students' understanding and execution of partner-based movements. Lusiana and San Diego (2025) reported improvements in motor performance following structured direct instruction in elementary gymnastics, emphasizing the role of systematic demonstrations and corrective feedback. Although their study involved a different movement skill, its findings support the educational relevance of explicit instruction for developing complex psychomotor competencies.

3.1.3 Promenade Position

The students' pretest performance in the Promenade Position obtained a mean of 2.56 (SD = 0.590), which increased to 3.04 (SD = 0.586) during the posttest. The 0.48-point increase was the largest mean gain among the five Waltz competencies, although both assessments remained within the Good Performance category. The improvement reflected greater competence in

partner alignment, balance, timing, synchronization, and movement execution. The observed improvement highlights the potential value of progressive demonstrations, guided rehearsal, and corrective feedback in learning movements that require coordinated actions between partners. Jouira et al. (2024) found that an aerobic dance intervention improved selected postural balance measures among children, supporting the broader relevance of dance-based movement practice to balance development. Likewise, Han et al. (2022a) reported that appropriately designed feedback can enhance motor skill learning in Physical Education. These findings provide supporting evidence for the instructional components used in the present study, although the interventions and populations were not identical.

3.1.4 Close Position

The students obtained a pretest mean of 2.68 (SD = 0.603) and a posttest mean of 3.10 (SD = 0.529), indicating an improvement of 0.42 points. Both scores were interpreted as Good Performance. The increase indicated better execution of the Close Position, particularly in maintaining the required dance hold, body alignment, balance, coordination, and prescribed movement patterns. The improvement suggests that clear demonstrations and opportunities to practice with corrective feedback supported students' development of the required dance movements. Han et al. (2022a) found that selected feedback strategies, including corrective and visually supported feedback, contributed positively to motor skill learning. Feng et al. (2025) also demonstrated the relevance of structured demonstrations and guided feedback to skill acquisition in school-based Physical Education. Although their investigation concerned table tennis rather than dance, it provides additional support for the instructional value of demonstration and feedback.

3.1.5 Open Position

The Open Position obtained the lowest pretest mean of 2.29 (SD = 0.577), interpreted as Developing Performance. Following explicit instruction, the posttest mean increased to 2.75 (SD = 0.526), interpreted as Good Performance. The improvement of 0.46 points indicated progress in students' ability to maintain appropriate spacing, partner coordination, posture, timing, and movement control. The transition from Developing Performance to Good Performance suggests that structured explanations and guided practice were particularly relevant to a competency in which students initially demonstrated greater difficulty. Yin et al. (2025) found that school-based interventions can improve children's fundamental movement skills, supporting the importance of organized opportunities for movement learning. Similarly, Đošić et al. (2025) reported improvements in selected motor competence and balance outcomes following structured dance programs among preschool children. Although these studies involved younger populations and different movement tasks, they reinforce the broader significance of systematic movement practice in motor skill development.

3.1.6 Overall Waltz Social Dance Performance

The overall pretest mean across the five competencies was 2.64, interpreted as Good Performance, while the overall posttest mean increased to 3.07, also interpreted as Good Performance. This represented a mean improvement of 0.43 points. Open Facing Position obtained the highest posttest mean of 3.31, interpreted as Excellent Performance, while Open Position recorded the lowest posttest mean of 2.75, interpreted as Good Performance. All five competencies demonstrated higher mean scores following the intervention. The findings suggest that the structured instructional sequence was associated with improvements in students' Waltz

performance. Hattie (2023) emphasized the importance of effective teaching practices, appropriate feedback, and evidence-informed instructional decisions in supporting learning outcomes. Moon et al. (2024) and Yin et al. (2025) likewise demonstrated the relevance of school-based physical activity interventions to motor competence development. The observed improvement is consistent with this literature, although the present study's one-group design does not establish that explicit instruction was the sole cause of the gains.

3.2 Significant Difference Between Pretest and Posttest Performance

The paired-samples t-test revealed statistically significant differences between the pretest and posttest performances across all five Waltz competencies. The Open Facing Position obtained $t(79) = -10.70$, $p < .001$; Outside Partner Position, $t(79) = -10.70$, $p < .001$; Promenade Position, $t(79) = -12.40$, $p < .001$; Close Position, $t(79) = -11.90$, $p < .001$; and Open Position, $t(79) = -12.10$, $p < .001$. All results were significant at the 0.05 level, leading to the rejection of the null hypothesis. The reported Cohen's d values were −1.20, −1.19, −1.39, −1.33, and −1.36, respectively. Their absolute magnitudes, ranging from 1.19 to 1.39, indicated large standardized differences between pretest and posttest performances. The statistically significant improvements and large reported effect sizes indicate substantial changes in students' performance following the instructional intervention. These results are consistent with Han et al. (2022a), who found that feedback can improve students' motor skill learning, and Lusiana and San Diego (2025), who documented improvements following structured direct instruction in gymnastics. Hattie (2023) also highlighted the importance of effective instructional practices and feedback in learning. However, because the present investigation used a one-group pretest–posttest design without a comparison group, the results establish significant within-group improvement rather than definitive causal superiority over other teaching approaches.

3.3 Students' Experiences After Utilizing Explicit Instruction

3.3.1 Clear and Structured Instruction Enhances Understanding of Dance Movements

The thematic analysis revealed that students perceived clear and structured explanations as helpful in understanding the required Waltz positions. They reported that learning individual movements progressively, rather than performing complete sequences immediately, made the dance steps easier to understand and follow. Teacher demonstrations also helped them recognize appropriate posture, positioning, timing, and movement sequences. These experiences suggest that dividing complex dance movements into manageable instructional components supported students' understanding. Thahirah and Budiman (2023) demonstrated that organized and participatory dance learning experiences can improve students' learning outcomes. Han et al. (2022b) likewise emphasized the relevance of observational learning in developing motor skills. The findings suggest that demonstrations followed by guided practice may help learners connect observed movement patterns with their own physical execution.

3.3.2 Improved Confidence and Coordination in Performing Waltz

Students reported greater confidence and comfort in performing Waltz social dance after participating in explicit instruction. Their responses also indicated perceived improvements in movement coordination and partner interaction. Students described becoming more comfortable executing the required movements and coordinating their actions with classmates during dance activities. The findings indicate that understanding the required steps and receiving instructional guidance may support students' confidence during performance-based activities.

Dela et al. (2024) documented improvements in students' self-confidence following a structured cooperative dance-learning intervention. Although their instructional approach differed from explicit instruction, the findings similarly highlight the relationship between organized dance learning experiences and students' confidence in performing movements.

3.3.3 Guided Practice and Feedback Support Skill Improvement

Students identified repeated practice and immediate corrective feedback as helpful aspects of explicit instruction. They reported that opportunities to repeat the movements and receive corrections allowed them to recognize mistakes, remember the required steps, and improve their performance. Their responses indicated that guided practice helped them execute the Waltz positions with greater accuracy and coordination. The findings reinforce the importance of combining demonstrations with opportunities for practice and feedback. Han et al. (2022a) found that feedback improved motor skill learning, particularly when appropriate feedback strategies were selected. Feng et al. (2025) likewise reported that structured instructional demonstrations and guided peer feedback supported motor skill development in Physical Education. These studies provide a relevant basis for understanding why students valued continuous correction and repeated practice during Waltz instruction.

3.4 Additional Learning Experiences of Students

3.4.1 Desire for Continued Practice and Mastery

Students expressed a desire for additional opportunities to practice Waltz social dance after completing the instructional sessions. They recognized that repeated performance could help them improve movement accuracy, coordination, and confidence. Their responses indicated an awareness that mastering the required dance positions involved continued practice beyond the initial demonstrations. This finding suggests that students recognized motor skill development as a progressive learning process. Han et al. (2022a) emphasized the importance of feedback in refining motor performance, while Đošić et al. (2025) demonstrated improvements in selected motor outcomes through repeated participation in structured dance activities. These findings support the value of providing sustained opportunities for learners to practice and refine movement skills.

3.4.2 Positive Engagement, Confidence, and Enjoyment in Dance Learning

Students described positive experiences while learning Waltz social dance, including greater enjoyment, comfort, confidence, and willingness to participate. They also reported positive interactions with classmates during partnered activities. These responses indicated that students generally viewed the structured instructional experience favorably and became more comfortable participating in dance performance. The findings suggest that organized learning experiences may support affective engagement alongside psychomotor development. Dela et al. (2024) found that structured dance learning through cooperative instruction improved students' confidence, while Thahirah and Budiman (2023) reported positive student responses and motivation in constructivist dance learning. Although these studies examined different teaching approaches, they demonstrate that the organization of dance instruction can be relevant to students' confidence and engagement.

3.4.3 Continued Need for Teacher Guidance and Additional Demonstration

Despite improvements in performance and generally positive learning experiences, some students reported needing additional demonstrations, patient explanations, and corrective

feedback when performing difficult Waltz positions. Their responses indicated that certain movements continued to require instructional support even after the intervention. This highlighted the importance of maintaining opportunities for further practice and clarification. The findings suggest that improvements in performance do not necessarily eliminate the need for teacher guidance. Han et al. (2022a) emphasized the value of appropriately designed feedback in supporting motor skill learning, while Lusiana and San Diego (2025) demonstrated the relevance of structured guidance when teaching challenging movement skills. These findings support the continued provision of instructional assistance while students progressively develop their ability to perform dance movements independently.

3.5 Development of an Instructional Guide for Waltz Social Dance

Based on the quantitative and qualitative findings, a six-session instructional guide was developed for teaching Waltz social dance through explicit instruction. The guide covers Open Facing Position, Outside Partner Position, Promenade Position, Close Position, and Open Position. It incorporates learning objectives, clear explanations, teacher demonstrations, step-by-step movement instruction, guided practice, immediate corrective feedback, repeated practice, and opportunities for independent performance. The instructional guide was designed to provide Physical Education teachers with a systematic resource for teaching the identified competencies. The development of the guide reflects the instructional needs identified through students' performance assessments and reported learning experiences. Lusiana and San Diego (2025) demonstrated the value of structured direct instruction in developing movement skills, while Han et al. (2022a, 2022b) emphasized the contributions of feedback and observational learning to motor skill acquisition. The guide translates these instructional principles and the study's findings into an organized teaching resource. Its effectiveness as a separate instructional product, however, would require further implementation and evaluation.

4. CONCLUSIONS AND RECOMMENDATIONS

Among 80 Grade 8 students from two sections at San Fernando National High School, performance in all five assessed Waltz social dance positions improved following six sessions of explicit instruction over four weeks. The overall performance mean increased from 2.64 to 3.07, and the pretest–posttest differences were statistically significant across all competencies, with large reported effect sizes. The Open Facing Position attained the highest posttest rating, while the Open Position, initially the weakest competency, improved from Developing to Good Performance. Students also described clearer understanding of dance sequences, greater confidence and coordination, and benefits from guided practice and corrective feedback. Some nevertheless continued to need teacher assistance and further practice. Taken together, the quantitative and qualitative findings indicate that the structured teaching approach was associated with meaningful improvement in Waltz performance in this school context. They also informed the development of a six-session instructional guide for Physical Education teachers.

Physical Education teachers should consider using the developed instructional guide when teaching the five Waltz positions, following its sequence of explanation, demonstration, guided practice, immediate feedback, and independent performance. Because the Open Position showed the lowest initial and final scores, teachers should give this competency particular instructional attention while continuing to reinforce partner coordination, posture, and timing across all positions. They should provide further demonstrations and repeated practice for students who remain uncertain and encourage learners to apply feedback actively. School administrators should support teacher development and provide instructional resources for consistent implementation. Teachers should also evaluate the guide during actual lessons and

refine its activities in response to students' performance and experiences, including their need for teacher guidance and opportunities to participate confidently. Future researchers should test the approach with larger samples, other grade levels or dance genres, and a comparison group to examine whether similar improvements occur in different contexts.

The findings are confined to 80 purposively selected Grade 8 students from two intact sections of one public high school during School Year 2025–2026. The one-group pretest–posttest design had no comparison group, so improvements cannot be attributed exclusively to explicit instruction. The intervention lasted four weeks and assessed only five Waltz positions; longer-term retention and other dance competencies were not examined. Performance ratings relied on a researcher-made rubric applied by the same researcher, while accounts of learning experiences were gathered through open-ended questions. These conditions limit generalizability and warrant further evaluation in other settings.

5. REFERENCES

Chatzipanteli, A., Fotiadou, K., Krommidas, C., Fotiadis, A., Papaioannou, A. G., & Digelidis, N. (2023). The effects of video modeling on children's self-regulation in physical education. *International Journal of Sport Psychology, 54*(5), 404–421. https://doi.org/10.7352/IJSP.2023.54.404

Dela, Cahyadi, O., & Triyoga Hoesodoningsih, R. Y. (2024). Increasing student confidence in learning dance through the Student Teams Achievement Division (STAD) learning model. *Jurnal Pendidikan Tari, 4*(2), 56–66. https://journal.unj.ac.id/unj/index.php/jpt/article/view/38252

Department of Education. (2023a). *MATATAG curriculum: Physical education & health (Grades 4 & 7)*. https://www.deped.gov.ph/wp-content/uploads/PE-and-HEALTH_CG-2023_Grade-4-and-7.pdf

Department of Education. (2023b). *Pilot implementation of the MATATAG curriculum (DepEd Memorandum No. 054, s. 2023)*. https://www.deped.gov.ph/wp-content/uploads/DM_s2023_054.pdf

Đošić, A., Živković, D., Uzunović, S., Živković, M., Đorđević, N., & Pantelić, S. (2025). Effects of a 12-week dance program with two weekly frequency protocols on fine motor competence and balance in preschool children: A randomized controlled trial. *PLOS ONE, 20*(12), Article e0338422. https://doi.org/10.1371/journal.pone.0338422

Du, M., Hancox, J. E., Hooper, O., Sandford, R., & Huang, C. (2026). Dancing towards wellbeing: A scoping review of dance interventions for therapeutic purposes in educational settings. *International Review of Sport and Exercise Psychology, 19*(2), 429–465. https://doi.org/10.1080/1750984X.2025.2471759

Feng, D., Cossich, V. R. A., Abdelrasoul, E., Campelo, A. M., & Katz, L. (2025). The impact of video performance technology and peer-to-peer learning on table tennis skill acquisition in elementary students. *Frontiers in Sports and Active Living, 7*, Article 1653334. https://doi.org/10.3389/fspor.2025.1653334

Fong Yan, A., Nicholson, L. L., Ward, R. E., Hiller, C. E., Dovey, K., Parker, H. M., Low, L.-F., Moyle, G., & Chan, C. (2024). The effectiveness of dance interventions on psychological and cognitive health outcomes compared with other forms of physical activity: A systematic review with meta-analysis. *Sports Medicine, 54*(5), 1179–1205. https://doi.org/10.1007/s40279-023-01990-2

Han, Y., Ali, S. K. B. S., & Ji, L. (2022a). Feedback for promoting motor skill learning in physical education: A trial sequential meta-analysis. *International Journal of Environmental Research and Public Health, 19*(22), Article 15361. https://doi.org/10.3390/ijerph192215361

Han, Y., Ali, S. K. B. S., & Ji, L. (2022b). Use of observational learning to promote motor skill learning in physical education: A systematic review. *International Journal of Environmental Research and Public Health, 19*(16), Article 10109. https://doi.org/10.3390/ijerph191610109

Hattie, J. (2023). *Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge. https://doi.org/10.4324/9781003380542

Jouira, G., Alexe, C. I., Zinelabidine, K., Rebai, H., Mocanu, G. D., Cojocaru, A. M., Dragomir, L., Čaušević, D., & Sahli, S. (2024). The impact of aerobic dance intervention on postural balance in children: A randomized controlled trial. *Children, 11*(5), Article 573. https://doi.org/10.3390/children11050573

Lusiana, L., & San Diego, C. J. G. (2025). Direct instruction: Pembelajaran terstruktur untuk peningkatan kompetensi guling depan pada siswa sekolah dasar. *Gelora: Jurnal Pendidikan Olahraga dan Kesehatan IKIP Mataram, 12*(1), 11–22. https://doi.org/10.33394/gjpok.v12i1.14606

Moon, J., Webster, C. A., Stodden, D. F., Brian, A., Mulvey, K. L., Beets, M., Egan, C. A., Flick McIntosh, L. I., Merica, C. B., & Russ, L. (2024). Systematic review and meta-analysis of physical activity interventions to increase elementary children's motor competence: A comprehensive school physical activity program perspective. *BMC Public Health, 24*, Article 826. https://doi.org/10.1186/s12889-024-18145-1

Thahirah, N., & Budiman, A. (2023). Constructivist approach in dance learning to improve student learning outcomes. *Jurnal Pendidikan Tari, 4*(1), 24. https://doi.org/10.21009/JPT.418

Yin, X., Zhang, D., Shen, Y., Wang, Y., Wang, Z., & Liu, Y. (2025). Effectiveness of school-based interventions on fundamental movement skills in children: A systematic review and meta-analysis. *BMC Public Health, 25*, Article 1522. https://doi.org/10.1186/s12889-025-22696-2