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The Effectiveness in Peer Teaching Strategy in Teaching Cha-Cha-Cha Dance on the Performance of Grade 8 Students

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Abstract

This study examined the effectiveness of the peer teaching strategy in enhancing the Cha-Cha-Cha dance performance of Grade 8 students and explored their learning experiences as a basis for developing a lesson guide. A sequential explanatory mixed-methods design incorporating a one-group pretest–posttest pre-experimental approach was employed among 45 students at Maguikay National High School, Mandaue City, Cebu, during School Year 2025–2026, selected through convenience sampling. Data were collected using a researcher-made performance assessment rubric and semi-structured interviews and analyzed through descriptive statistics, paired-samples t-tests, and thematic analysis. Results revealed that the overall performance mean increased from 3.43 (Proficient) to 4.79 (Excellent), with statistically significant improvements across all five dance competencies ($p < .001$). The Rock Step and Side Step (Chassé) demonstrated the largest mean gains. Qualitative findings revealed improved confidence, coordination, teamwork, enjoyment, and understanding of dance movements despite initial difficulties and variations in engagement. The study concludes that structured peer teaching is a promising instructional approach for enhancing dance competencies and collaborative learning. Physical Education teachers are encouraged to implement the developed lesson guide through peer demonstrations, guided practice, constructive feedback, and continuous supervision. However, the limited sample, short intervention period, and absence of a control group restrict generalizability and causal interpretation. The study supports SDG 4 (Quality Education) and SDG 3 (Good Health and Well-Being) by promoting collaborative learning and structured physical activity. Its sustainability contribution lies in providing a reusable instructional resource that supports learner-centered teaching, continuous skill development, and sustained student participation in Physical Education.

Keywords: Cha-Cha-Cha; Collaborative Learning; Dance Performance; Grade 8 Students; Mixed-Methods Research; Peer Teaching; Physical Education

1. Introduction

Peer teaching is a collaborative instructional strategy that promotes skill acquisition through demonstration, observation, practice, and feedback. This study examined its effectiveness in improving the Cha-Cha-Cha dance performance of Grade 8 students at Maguikay National High School, Mandaue City, Cebu, during School Year 2025–2026. It also explored students' learning experiences as a basis for developing a dance lesson guide.

Dance develops coordination, rhythm, balance, body awareness, creativity, confidence and socialization (Daryanti et al., 2025). Cha-Cha-Cha requires accurate timing, weight transfer, and coordinated footwork (West & Caves, n.d.). However, differences in students' abilities and experiences may limit the effectiveness of conventional teacher-led demonstrations (Tanır, 2025). Peer teaching addresses these challenges through collaborative practice, demonstrations, and individualized feedback.

Tanır (2025) described peer teaching as an approach that supports psychomotor learning and student interaction. Madou et al. (2023) examined specialized content knowledge in reciprocal peer learning. Maia et al. (2024) examined peer mentoring circles and participants' experiences, while Wu et al. (2026) examined peer mentoring in music education, including leadership and self-efficacy. Daryanti et al. (2025) reviewed the educational roles of traditional dance. These findings support structured peer teaching in developing dance competencies through guided practice and corrective feedback. Schulze and von Huth (2022) reviewed cooperative learning structures in Physical Education, while Beseler et al. (2024) examined peer-teaching feedback in motor-skill instruction.

International research on peer-assisted learning supports collaborative approaches to Physical Education instruction. In the Philippines, the right to quality education is recognized under the Philippine Constitution (Article XIV, Section 1, 1987). Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, promotes learner-centered instruction, while Department of Education Order No. 10, s. 2024 provides guidelines for implementing the MATATAG Curriculum. Within Maguikay National High School, peer teaching offers an alternative approach to addressing differences in students' Cha-Cha-Cha competencies while supporting curriculum objectives. Recent Physical Education research also identifies peer teaching as a practical strategy for movement-skill development (Tanır, 2025; Nair & Ramakrishnan, 2026).

The study is anchored in Social Constructivism, Vygotsky's Zone of Proximal Development, and Bandura's Social Learning Theory. Social Constructivism emphasizes learning through interaction and collaboration, consistent with peer-assisted Physical Education instruction examined by Beseler et al. (2024). The Zone of Proximal Development explains how guidance from more competent peers supports independent skill development (Vygotsky, 1978). Bandura (1977) emphasized learning through observation, imitation, reinforcement, and self-efficacy. Beseler et al. (2024) highlighted the relevance of peer-assisted strategies to motor learning, while structured peer teaching demonstrated benefits in selected motor performance and learning outcomes (Schulze & von Huth, 2022). These perspectives support teacher-supervised peer instruction in dance skill development.

Despite existing research on peer teaching in Physical Education, limited evidence specifically addresses its application to Cha-Cha-Cha dance performance among Grade 8 students. This study addressed this gap by examining pretest and posttest performance in the Forward-Backward Step, Side Step (Chassé), Rock Step, New York Step, and Spot Turn. It also explored students' learning experiences to inform the development of a structured lesson guide.

The study aligns with SDG 4 – Quality Education by promoting inclusive, learner-centered, and collaborative instructional practices. It also supports SDG 3 – Good Health and Well-Being through structured physical activity, motor skill development, confidence, and positive social interaction, although health outcomes were not directly measured.

The study contributes to educational sustainability by promoting collaborative and responsive teaching practices that can be integrated into Physical Education programs. It supports social sustainability through teamwork, communication, leadership, and shared responsibility. The developed lesson guide provides teachers with a structured instructional resource for improving dance instruction and sustaining student participation.

2. Material and methods

2.1 Research Design

The study employed a sequential explanatory mixed-methods design incorporating a one-group pretest–posttest pre-experimental design. Quantitative data were collected to determine changes in students' dance performance, followed by qualitative interviews to explore their learning experiences. The findings were integrated to provide a basis for developing a Cha-Cha-Cha lesson guide. The study followed the Input–Process–Output framework. The input comprised students' dance performance and learning experiences. The process involved securing permission, conducting pretest and posttest assessments, implementing the peer teaching strategy, gathering student feedback, and analyzing the findings. The output was a lesson guide incorporating peer demonstrations, guided practice, and corrective feedback.

2.2 Locale of the Study

The study was conducted at Maguikay National High School, located in Sitio GK San Miguel, Sudlon, Barangay Maguikay, Mandaue City, Cebu, Philippines. Established in September 2007, the school operates under the Department of Education and provides secondary education to learners within the community and surrounding areas.

2.3 Respondents of the Study
The respondents comprised 45 Grade 8 students enrolled during School Year 2025–2026, consisting of 23 males and 22 females. Of these, 22 students belonged to Section Dignity and 23 to Section Divinity. Additionally, 15 participants participated in qualitative interviews to describe their experiences with the peer teaching strategy.

2.4 Sample and Sampling Procedure
Convenience sampling was employed to select the 45 Grade 8 students from Sections Dignity and Divinity. The respondents were students of the researcher officially enrolled in Maguikay National High School during the specified school year.

2.5 Research Instrument
The primary instrument was a researcher-made analytic performance rubric covering five Cha-Cha-Cha competencies: Forward-Backward Step, Side Step (Chassé), Rock Step, New York Step, and Spot Turn. The rubric assessed movement accuracy, timing, rhythm, coordination, balance, posture, and overall execution. Physical Education teachers validated the instrument. Each competency was rated using a five-point scale: 5 (Excellent), 4 (Proficient), 3 (Satisfactory), 2 (Developing), and 1 (Needs Improvement). The overall performance scores were interpreted as Excellent Performance (21–25), Very Good Performance (16–20), Satisfactory Performance (11–15), Developing Skills (6–10), and Needs Improvement (1–5). Semi-structured interview questions were also utilized to gather students' learning experiences following the intervention.

2.6 Data Gathering Procedure
Written permission was sought from the school principal before conducting the study. The respondents were informed about the research purpose and procedures. A pretest was administered to assess their initial Cha-Cha-Cha dance competencies, followed by a four-week peer teaching intervention involving demonstrations, collaborative practice, and corrective feedback. After the intervention, a posttest was conducted using the same performance rubric. Semi-structured interviews were subsequently administered to gather students' experiences. The collected data were organized, analyzed, and interpreted as a basis for developing the lesson guide.

2.7 Data Analysis Techniques
Frequency and percentage were used to describe the respondents' profiles and performance distributions. Mean and standard deviation were employed to determine students' performance levels and score variability. A paired-samples t-test was used to determine significant differences between pretest and posttest performance. Qualitative responses were analyzed through thematic analysis to identify recurring patterns in students' learning experiences. Quantitative and qualitative findings were integrated to inform the development of the lesson guide.

3. Results and Discussion

3.1 Pretest Performance in Cha-Cha-Cha Dance Skills

3.1.1 Forward-Backward Step
The Forward-Backward Step obtained the highest pretest mean of 4.16 (SD = 1.19), interpreted as Proficient. Among the respondents, 57.78% demonstrated Excellent performance, while 4.44% needed improvement. The findings indicate relatively strong initial performance, although some students experienced difficulties in timing, balance, and weight transfer. Beseler et al. (2024) examined feedback and motor-skill learning during peer teaching.

3.1.2 Side Step (Chassé)
The Side Step obtained a mean of 3.09 (SD = 1.31), interpreted as Satisfactory. Although 46.67% demonstrated Proficient performance, 22.22% needed improvement. The findings indicate difficulties in lateral footwork, rhythm, and weight transfer. Gürsoy and Zekioglu (2026) examined peer-mediated learning of complex sport techniques, supporting the need for guided practice.

3.1.3 Rock Step
The Rock Step recorded the lowest pretest mean of 2.84 (SD = 1.30), interpreted as Satisfactory. Approximately 40.00% demonstrated Satisfactory performance, while 24.44% needed improvement. The findings suggest that the Rock Step required greater instructional attention, particularly in balance and weight transfer. Nair and Ramakrishnan (2026) reported motor-competence gains following a peer-teaching Physical Education program, while Gürsoy and Zekioglu (2026) highlighted peer-mediated instruction for complex motor skills.

3.1.4 New York Step
The New York Step obtained a mean of 3.80 (SD = 1.27), interpreted as Proficient. Among the respondents, 42.22% demonstrated Proficient performance and 33.33% achieved Excellent ratings. The findings indicate relatively strong initial performance, although some students required additional guidance in posture, directional

transitions, and coordination. Beseler et al. (2024) examined feedback and motor-skill learning during peer teaching, while Gürsoy and Zekioglu (2026) examined peer-mediated acquisition of complex movement skills.

3.1.5 Spot Turn

The Spot Turn obtained a mean of 3.24 (SD = 1.26), interpreted as Satisfactory. Approximately 42.22% demonstrated Proficient performance, while 17.78% needed improvement. The findings indicate the need for additional practice in controlled rotation, balance, and rhythmic execution. Nair and Ramakrishnan (2026) reported improvements in motor competence following peer teaching, while Beseler et al. (2024) examined peer-teaching approaches to motor-skill learning.

3.1.6 Overall Pretest Performance

The overall pretest mean was 3.43, interpreted as Proficient. The Forward-Backward Step ranked highest (4.16), followed by the New York Step (3.80), Spot Turn (3.24), Side Step (3.09), and Rock Step (2.84). The findings identified the Rock Step, Side Step, and Spot Turn as priority competencies requiring additional instructional support, particularly in rhythm, coordination, balance, and weight transfer.

3.2 Posttest Performance in Cha-Cha-Cha Dance Skills

3.2.1 Forward-Backward Step Leko (2025) examined teacher and peer support in Physical Education learning, and Kabiri et al. (2022) documented a school-based physical activity mentoring intervention. The Forward-Backward Step obtained a posttest mean of 4.82, interpreted as Excellent. Approximately 82.20% achieved Excellent performance, while 17.80% were rated Proficient. The findings suggest improved movement accuracy, timing, balance, and weight transfer following peer demonstrations and repeated practice.

3.2.2 Side Step (Chassé)

The Side Step recorded a posttest mean of 4.87, interpreted as Excellent. Approximately 86.70% demonstrated Excellent performance, while 13.30% achieved Proficient ratings. The findings suggest improvements in lateral footwork, rhythmic coordination, and smooth movement transitions through collaborative practice and peer feedback.

3.2.3 Rock Step

The Rock Step obtained a posttest mean of 4.71, interpreted as Excellent. Approximately 75.60% demonstrated Excellent performance, 20.00% were Proficient, and 4.40% were Satisfactory. The findings indicate improved balance, weight transfer, and movement control. Nevertheless, continued practice remains necessary to strengthen technical execution.

3.2.4 New York Step Purnomo et al. (2021) also examined peer teaching in basketball instruction, providing related evidence from Physical Education. The New York Step recorded the highest posttest mean of 4.93, interpreted as Excellent. Approximately 93.30% achieved Excellent performance, while 6.70% were rated Proficient. The findings suggest improved body alignment, movement coordination, arm extension, and execution following the intervention.

3.2.5 Spot Turn

The Spot Turn obtained a posttest mean of 4.62, interpreted as Excellent. Approximately 62.20% achieved Excellent performance, while 37.80% demonstrated Proficient performance. Although it recorded the lowest posttest mean, the findings indicate improved turning techniques, balance, and body control. Continued practice may further refine students' performance.

3.2.6 Overall Posttest Performance

The overall posttest mean was 4.79, interpreted as Excellent. Of the 225 performance ratings, 80.00% were Excellent, 19.10% were Proficient, and 0.90% were Satisfactory. No ratings fell under Developing or Needs Improvement. The findings support the educational value of structured peer teaching. Asmiwirda (2022) reported improvements in dance-learning activity and achievement through peer tutoring, while Edrada (2022) examined peer-supported dance instruction. Beseler et al. (2024) found that peer-teaching with video feedback supported immediate motor-skill improvements in preservice Physical Education teachers. Similarly, Tanır (2025) emphasized the relevance of structured peer interactions in Physical Education.

3.3 Significant Differences Between Pretest and Posttest Performance

The paired-samples t-test revealed significant improvements across all five dance competencies: Forward-Backward Step ($t = 4.21$, mean gain = 0.66), Side Step ($t = 9.45$, mean gain = 1.78), Rock Step ($t = 9.28$, mean gain = 1.87), New York Step ($t = 6.02$, mean gain = 1.13), and Spot Turn ($t = 7.23$, mean gain = 1.38). All competencies obtained p-values below .001 ($df = 44$), resulting in the rejection of the null hypothesis. The Side Step recorded the largest effect size ($dz = 1.41$), followed by the Rock Step ($dz = 1.38$), Spot Turn ($dz = 1.08$), New York Step ($dz = 0.90$), and Forward-Backward Step ($dz = 0.63$). These findings are consistent with

Asmiwirda (2022), who reported improved dance learning achievement through peer tutoring, and Edrada (2022), who examined peer-supported dance instruction. Tanır (2025) also emphasized the relevance of peer-assisted learning in motor skill development. The improvements suggest the potential benefits of peer demonstrations, repeated practice, and corrective feedback. However, the absence of a control group prevents attributing the improvements exclusively to peer teaching.

3.4 Students' Experiences with the Peer Teaching Strategy

3.4.1 Improved Confidence and Coordination

Students reported increased confidence, coordination, and teamwork through collaborative practice and corrective feedback from classmates. These experiences complement the overall performance improvement from 3.43 to 4.79, suggesting that peer-supported instruction provided opportunities for motor skill development and confidence-building. However, confidence was not directly measured quantitatively. Azpiazu et al. (2024) examined the role of social support in adolescents' school adjustment, providing a broader contextual perspective rather than direct evidence about dance performance.

3.4.2 Enjoyment and Positive Learning Experiences

Students described peer-assisted Cha-Cha-Cha instruction as enjoyable, interesting, and helpful despite experiencing initial difficulties. These findings are consistent with Asmiwirda's (2022) report that peer tutoring was associated with increased dance-learning activity and achievement. Enjoyment may encourage participation, although its direct influence on performance was not established.

3.4.3 Improved Understanding Through Peer Guidance

Students reported that peer explanations, demonstrations, and teacher guidance helped them understand and execute dance movements more easily. These experiences support Asmiwirda's (2022) findings regarding the benefits of peer tutoring in dance education. Collaborative instruction provided opportunities for clarification, observation, and guided practice.

3.4.4 Teamwork, Cooperation, Communication, and Patience

Students reported developing teamwork, communication, cooperation, and patience while assisting classmates and correcting performance errors. The findings highlight the reciprocal nature of peer teaching, consistent with Asmiwirda (2022), who reported increased student participation in dance-learning activities. However, these social competencies were identified qualitatively rather than measured separately. Maia et al. (2024) described peer mentoring as a supportive collaborative process, while Wu et al. (2026) examined peer mentoring and self-efficacy in music education; both offer indirect perspectives on collaborative arts learning.

3.4.5 Improvement in Rhythm, Timing, and Dance Skills

Students reported improvements in rhythm, timing, movement coordination, and overall dance performance through repeated collaborative practice. These experiences complement the significant improvements across all five dance competencies, indicating consistency between students' perceived progress and assessed performance.

3.4.6 Initial Difficulties and Improvement Through Practice

Some students initially struggled with remembering dance steps, maintaining rhythm, and executing footwork. Continuous practice and assistance from peers and teachers helped them overcome these difficulties. This pattern is consistent with Asmiwirda's (2022) findings regarding progressive improvements in dance-learning activity and achievement. Guided practice and corrective feedback provided opportunities for students to refine challenging movements. Lobo (2025) documented social and injury-related concerns about dance participation in Physical Education, supporting the need for sensitive instructional supervision.

3.4.7 Variations in Engagement and Readiness

Although most students reported positive experiences, some expressed uncertainty, limited enthusiasm, and differences in readiness. Posttest standard deviations ranged from 0.25 to 0.55, indicating variability in performance. These findings suggest that peer teaching does not guarantee uniform motivation or engagement. While Asmiwirda (2022) reported improvements in dance-learning participation, individualized encouragement and instructional support remain necessary.

3.5 Integration of Quantitative and Qualitative Findings

The overall performance mean increased from 3.43 (Proficient) to 4.79 (Excellent), representing a mean gain of 1.36. Significant improvements were recorded across all five competencies ($p < .001$). Qualitative findings revealed improved confidence, coordination, enjoyment, teamwork, and understanding of dance movements alongside initial learning difficulties. The combined findings support structured peer teaching as a promising instructional approach for Cha-Cha-Cha dance education. However, the qualitative experiences provide contextual explanations rather than definitive evidence of causality.

3.6 Development of a Cha-Cha-Cha Dance Lesson Guide

Based on the quantitative and qualitative findings, a lesson guide was developed incorporating peer demonstrations, collaborative exercises, guided practice, constructive feedback, and teacher supervision. The instructional material addresses students' identified learning difficulties, particularly in rhythm, balance, coordination, and weight transfer. It provides a structured resource for supporting dance skill development and active participation in Physical Education. Danganan et al. (2025) examined peer coaching in teacher education, offering an example of structured peer support in educational practice.

4. Conclusion & Recommendations

The study concludes that the implementation of the peer teaching strategy was associated with significant improvements in the Cha-Cha-Cha dance performance of Grade 8 students at Maguikay National High School. Students demonstrated progress across all five fundamental dance competencies, particularly in the Rock Step and Side Step (Chassé), which initially required greater instructional attention. The qualitative findings complemented the quantitative results, revealing improved confidence, coordination, teamwork, communication, and understanding of dance movements. Although some students initially experienced difficulties with rhythm, footwork, and memorizing dance sequences, collaborative practice and peer guidance supported their learning. Variations in engagement and readiness emphasized the importance of continuous teacher supervision and individualized assistance. Overall, structured peer teaching represents a promising instructional approach for developing dance competencies and encouraging active participation in Physical Education. These findings provided the basis for developing a Cha-Cha-Cha lesson guide integrating peer demonstrations, guided practice, and constructive feedback.

Physical Education teachers are encouraged to incorporate structured peer teaching into Cha-Cha-Cha dance instruction using the developed lesson guide. Particular attention should be given to the Rock Step, Side Step (Chassé), and Spot Turn through progressive exercises emphasizing rhythm, balance, coordination, and weight transfer. Teachers should select and orient competent peer tutors, facilitate reciprocal learning activities, and provide continuous supervision to ensure accurate demonstrations and constructive feedback. School administrators and curriculum designers may support the integration of collaborative instructional strategies into Physical Education programs. Students should be encouraged to participate actively, practice consistently, and demonstrate patience, cooperation, and respect during peer-assisted activities. Regular performance assessments should be conducted to identify competencies requiring further improvement and provide individualized instructional support. Future researchers may examine peer teaching across different dance competencies, student populations, and educational settings to establish broader evidence of its instructional effectiveness.

The study was limited to 45 Grade 8 students from two sections of Maguikay National High School selected through convenience sampling, restricting the generalizability of the findings. The one-group pretest–posttest design lacked a control group, preventing the exclusive attribution of performance improvements to peer teaching. The four-week intervention also limited the assessment of long-term skill retention. Furthermore, qualitative findings reflected students' reported experiences rather than independently measured psychosocial outcomes, and the discrepancy between the reported interview sample and respondent identification codes requires verification. Future studies may employ larger samples, comparison groups, and extended intervention periods to strengthen the evidence regarding peer teaching in dance education.

5. Compliance with ethical standards

The researcher acknowledges the participation of the 45 Grade 8 students from Sections Dignity and Divinity of Maguikay National High School, Mandaue City, Cebu. Written permission was sought from the school administration, and respondents were informed about the study before data collection. Confidentiality and privacy were emphasized in the research questionnaire, and respondent codes were used when presenting qualitative responses. The manuscript does not explicitly document conflicts of interest, funding arrangements, informed consent, or formal ethics committee approval.

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