

PROGRESSIVE SKILL DEVELOPMENT OF COLLEGE STUDENTS DANCE ARTISTS

Neil Jhon C. Blanco^a, Bryan L. Cancio^b

neiljhon.blanco@hcdc.edu.ph & bryan.cancio@hcdc.edu.ph

Holy Cross of Davao College, Sta. Ana Avenue, corner C. De Guzman Street, Barangay 14-b, Davao City, 8000, Philippines

Abstract

Progressive skill development in student dancers is a teaching approach that focuses on building dance skills in a logical sequence, starting with the fundamentals and gradually progressing to more complex movements. This study uses quantitative design with a descriptive comparative approach to measure the level of progressive skill development of college student dance artist. The researcher conducted a study to describe the level of progressive skill development on college students in local college within Davao del Norte, a total of 30 respondents who will provide information. The instrument utilized in this study is adopted derived from Hsia et al. (2016). The questionnaire has passed through reliability which resulted to Cronbach's alpha 0.82. The survey comprises 14 items or questions, 6 questionnaires for learning motivation and 8 for self-efficacy. This study utilized measures of central tendency (mean), the T-test, and ANOVA. Among the indicators of progressive skill development, the respondents perceived learning motivation as the highest indicator interpreted as high. This indicates that the progressive skill development of the learners is often evident. Next to the rank is self-efficacy indicator is perceived as high. This indicates that the progressive skill development of the learners is often evident. Therefore, this is to recommend to create opportunities for students to reflect on their learning journey. This helps them identify areas for improvement, set personal goals, and celebrate their achievements, further boosting self-efficacy.

Keywords: Progressive skill development, learning motivation, and self-efficacy

1. Introduction

Progressive skill development is a cornerstone of effective learning, guiding individuals on a gradual and systematic journey towards mastering new skills (Morris, D., & Baker, J. 2020). However, developing talent into productive and creative achievement takes more than effort, access to domain knowledge and skills, and even exceptional ability. At all stages of talent development, from potential to eminence, noncognitive or psychosocial skills such as motivation and resiliency are essential to continued involvement and growth in any domain (Olszewski-Kubilius, Subotnik, & Worrell, 2015, 2016; Worrell, 2018).

In Serbia, some studies show a positive effect of proprioceptive training on improving motor skills such as static and dynamic balance skills (Hutt et al, 2014; Ljubojević et al., 2012; Myer et al., 2006, Tekin et al., 2018). Identifying different factors that may affect the performance of the dancers is vital for protecting their health and improving the technical level of dancers. Moreover, Sheppard & Young (2006) defined agility as a rapid whole-body movement with the change of speed or direction in response to a stimulus. That “stimulus” in dance sport relates to other dancers on the dance floor, dance partner and, especially, complexity of choreography.

In the Philippines, Physical education (PE) is an academic subject that provides students with a sequential, planned, standard-based curriculum and instruction to develop motor skills, knowledge, and behaviors for active living, fitness, sportsmanship, self-efficacy, and emotional intelligence. Moreover, it targets to development of individuals with knowledge and skills through a lifetime of healthy physical activity (PA) (Society of Health and Physical Educators [SHAPE] America, 2018). Thus, individuals must regularly participate in various PAs to contribute to a healthy lifestyle (Xu et al., 2021). Nevertheless, many physical education (PE) programs fail to bring the true value of a lifetime PA and fitness that supposedly facilitates motor skills development, health-related fitness, overall, PA levels, sports or game performance and social skills (Ferkel et al., 2017). Hence, a planned, progressive, and inclusive learning experience should be part of the primary and secondary education curriculum to attain quality that will lead to a physically active life (Ahmed, 2017).

Based on the study of Reyes, V. M., Laguatan, R. N. C., & Ordillas, J. S. (2020), the proposed dance intervention activities, the objectives, procedure and the expected outcomes that fills the gap of the problems and challenges encountered by the MAPEH majors. The activities are proposed are in lined with the statement of Laginder & Stenöien (2011) that indicates the effect of interest to commitment because of constant practice. The activities focus on building the skills and talent which the respondents says they lacked. Also, Physical Education as a component of MAPEH subject covers Philippine Folk Dance as a part of its content. The use of this activities is needed in enriching the experience and level of interest of the students in Philippine Folk Dance.

It is then highly recommended that departments in charge of institutional research in an academe take advantage of the progressive skill development of student dance artists in the institution.

A research gap exists in student dance artists learning motivation and self-efficacy. Current research highlights that there's a lack of in-depth exploration on how to structure learning experiences to ensure efficient and effective progression of skills. Additional research is crucial to understanding progressive skill development in student dance artists.

Statement of the Problem

This study aimed to describe the level of progressive skill development in dance in terms of learning motivation and self-efficacy among student dancer artists. Specifically, the study sought to answer the following:

1. What is the profile of respondents in terms of?
 - 1.1 Age;
 - 1.2 Year level; and
 - 1.3 Sex?
2. What is the level of exploring dynamic movement in dance in terms of:
 - 1.1 Learning Motivation; and
 - 1.2 Self-Efficacy?
3. Is there a significant difference on the level of Progressive Skill Development when analyzed across the profile of

the respondents?

Theoretical Framework

This study is anchored on the theory of Constructivism theory by Jean Piaget (1980) which seeks to explain teachers cannot simply transmit knowledge to students, but students need to actively construct knowledge in their own minds. That is, they discover and transform information, check new information against old, and revise rules when they do not longer apply. This constructivist view of learning considers the learner as an active agent in the process of knowledge acquisition. In relation to dance, progressive skill development aligns with constructivism by providing dancers with scaffolded learning experiences, starting with basic skills and gradually increasing complexity as mastery is achieved.

METHODOLOGY

Participants

The research will be conducted at local college institutions in the Davao Region and involve 30 dancers selected from multiple public colleges in the region.

Procedures

A descriptive-comparative research design will be undertaken to describe the level of progressive skill development among college students dance artists and also to describe the differences between these variables. The descriptive comparative design is a research methodology that encompasses the examination and evaluation of the encounters and conducts of designers in various realms and fields of study. (Doyle et al., 2020)

In describing progressive skill development in dancing among college students in Kapalong. The instrument utilized in this study is adopted derived from Hsia et al. (2016). The motivation scale is based on the learning motivation scale developed by Pintrich, Smith, Garcia and McKeachie (1991), including three items of intrinsic motivation and three of extrinsic motivation, The internal consistency Cronbach's alpha of the scale reaches 0.82, and the two subscales are 0.79 and 0.72 respectively. The self-efficacy scale is based on the individual self-efficacy scale developed by Wang and Hwang (2012) and the internal consistency Cronbach's alpha of the scale reaches 0.90. The Likert scaling employed in the questionnaire spans a 5-point continuum, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). This scaling system allows respondents to express the extent of their agreement or disagreement with statements related to the progressive skill development. The survey comprises 14 items or questions, 6 questionnaires for learning motivation and 8 for self-efficacy. Each strategically formulated to gauge specific aspects of the progressive skill development, ensuring a comprehensive evaluation of its perceived effectiveness and alignment with respondents' needs and expectations.

Scale	Descriptive Value	Interpretation
4.20-5.00	Very High	This indicates that the progressive skill development of the learners is always evident.
3.40-4.19	High	This indicates that the progressive skill development of the learners is often evident.
2.60-3.39	Moderate	This indicates that the progressive skill development of the learners is sometimes evident.
1.80-2.59	Low	This indicates that the progressive skill development of the

1.00-1.79	Very Low	learners is rarely evident. This indicates that the progressive skill development of the learners is never evident at all.
-----------	----------	---

RESULTS AND DISCUSSION

This chapter presents the results and analysis of data, addressing the research questions posed in Chapter 1. The data were analyzed using appropriate statistical tools to investigate the identified problems. The discussions are organized based on the sequence of the statement of the problem, and relevant literature is used to support the findings.

Profile of the Respondents

The profiles of the respondents in terms of age, sex, learning motivation and self-efficacy. In terms of age, it appears that greater percentage of the respondents are at the age bracket of 17-22 years old with a frequency of 19 (63.3 %) and the least is at the age bracket of 41-42 years old with a frequency of 1 (3.3%). In terms of sex, the table indicates that the study was female dominated with a frequency of 21 (70%) while 9 (30%) was male. This only shows that majority of the respondents were females. Among the indicators of progressive skill development, the respondents perceived learning motivation as the highest indicator with a mean percentage of 4.56 and interpreted as high. This means that the progressive skill development is at high level in terms of learning motivation. This indicates that the progressive skill development of the learners is often evident.

Next to the rank is self-efficacy indicator is perceived as high with a mean percentage of 4.35. This means that the progressive skill development is at high level in terms of its self-efficacy. This indicates that the progressive skill development of the learners is often evident.

Finally, based on the findings and results of the study, the overall mean percentage of progressive skill development is 4.45 and interpreted as high. This means that the progressive skill development is at high level. This indicates that the progressive skill development of the learners is often evident.

Table 1: Demographic Profile of the Respondents

Profile	Frequency	Percent
1.1 Age		

17-22	19	63.3%
23-28	7	23.3%
29-34	2	6.7%
35-40	1	3.3%
41-42	1	3.3%
TOTAL	30	100 %
1.2 Sex		
Male	9	30 %
Female	21	70 %
TOTAL	30	100 %
1.3. Year level		
1 st Year	19	63.3%
2 nd Year	9	30%
3 rd Year	1	3.33%
4 th Year	1	3.33%
TOTAL	30	100 %

Level of Exploring Progressive Skill Development in Dance of College Dance Artists

The table below provides an overview of college dance artist exploration of progressive skill development in dance, assessing various dimensions such as learning motivation and self-efficacy.

Table 2: Summary Level of Progressive Skill Development in Dance of College Dance Artists

Indicators	Mean	Descriptive Level
Learning Motivation	4.56	HIGH
Self-efficacy	4.35	HIGH
Overall Mean	4.45	HIGH

Among the indicators of progressive skill development, the respondents perceived learning motivation as the highest indicator with a mean percentage of 4.56 and interpreted as high. This means that the progressive skill development is at high level in terms of learning motivation. This indicates that the progressive skill development of the learners is often evident. Based on the result showed by Tseng and Tsai (2010) that the students were highly confident and

strongly intrinsically motivated when participating in an online peer assessment learning environment. This implies that students with higher motivation could conduct peer assessment, peer feedback, and receive as well as respond to peer feedback more confidently. Moreover, the students had more intrinsic motivation to complete peer assessment.

Next to the rank is self-efficacy indicator is perceived as high with a mean percentage of 4.35. This means that the progressive skill development is at high level in terms of its self-efficacy. This indicates that the progressive skill development of the learners is often evident. RCampus (2014) indicated that self-efficacy could be another critical index in the rating criteria in dance education. Van Dinther, Dochy and Segers (2011) also pointed out that self-efficacy could be a determining factor in learning performance and motivation

Finally, based on the findings and results of the study, the overall mean percentage of progressive skill development is 4.45 and interpreted as high. This means that the progressive skill development is at high level. This indicates that the progressive skill development of the learners is often evident. That is, motivation can potentially keep students involved in dance performance at a high level with clear goals, while their dance self-efficacy encourages them to set better goals for learning and practicing dance performance (Kane, Robertson, Fertman, Nagle, Mcconnaha, & Rabin, 2013)

Test of Difference in the Level of Progressive Skill Progression in Dance of College Students Dance Artists When Analyzed Across the Profile of the Respondents

The table below presents the test of difference in the level of progressive skill development in dance when analyzed across the profile of the respondents.

Table 3. Test of Difference in the Level of Progressive Skill Development in Dance of College Dance Artists When Analyzed Across the Profile of the Respondents

Profile	F/t-value	p-value	Decision on Ho	Interpretation
Age	.42	.947	Failed to Reject Ho	Not Significant
Gender	.52	.89	Failed to Reject Ho	Not Significant
Year Level	.44	.937	Failed to Reject Ho	Not Significant

In terms of age, it garners an F-value of .42 with a p-value of .947 which is higher than .05 in the level of significance, indicating that there is no significant difference. It fails to reject the null hypothesis, indicating that the level of progressive skill development in dance among college dance artist varies not significantly across different age groups.

In terms of sex, it records a f-value of .52 with a p-value of .89 which is greater than .05 in the level of significance, indicating that there is no significant difference. It fails to reject the null hypothesis. Moreover, it indicates that the level of

progressive skill development in dance among college dance artist between male and female is similar.

In terms of year level, it records a f-value of .44 with a p-value of .937 which is greater than .05 in the level of significance, indicating that there is no significant difference. It fails to reject the null hypothesis. Moreover, it indicates that the level of progressive skill development in dance among college dance artist between year levels is similar.

CONCLUSIONS AND RECOMMENDATIONS

The chapter presents the conclusions and recommendations of the researchers. The researchers summarized the findings in order to answer the problems regarding to the study while recommendations are for the development of the present status about the topic presented by the researchers. The primary data were collected by distributing online survey questionnaires to 30 respondents. The results of the survey provided answers to problems stated on the previous chapter.

High level of progressive skill development in terms of the respondent's learning motivation and self-efficacy was also shown based on the analysis of data. Meanwhile, overall result on progressive skill development when group according to respondent's learning motivation and self-efficacy is said to be statistically significant. Consequently, null hypothesis is rejected.

Based on the findings of the study, it is recommended to consider the respondent's self-efficacy as they participate in progressive skill development. One challenge that student dance artists encounter in progressive skill development is the self-efficacy and it is not surprising that it is a common problem to school. This is to recommend to create opportunities for students to reflect on their learning journey. This helps them identify areas for improvement, set personal goals, and celebrate their achievements, further boosting self-efficacy.

Acknowledgments

First and foremost, I would like to express my sincere gratitude to my professor, Doc Bryan Cancio. His guidance, support, and expertise were instrumental in shaping this paper. His dedication to my learning journey is deeply appreciated.

I would also like to extend my heartfelt thanks to my parents. Their unwavering love, encouragement, and belief in me provided the foundation for this accomplishment. I am grateful for their constant support.

A big thank you to all the participants who generously gave their time and effort. Their willingness to participate was essential to this paper's success.

Finally, I am grateful to God for his blessings and guidance throughout this endeavor. I am thankful for the strength, wisdom, and opportunities that allowed me to complete this paper.

References

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Goldberg, D. E., & Scheiner, S. M. (2020). ANOVA and ANCOVA: field competition experiments. In *Design and analysis of ecological experiments* (pp. 69-93). Chapman and Hall/CRC
- Hsia, L. H., Huang, I., & Hwang, G. J. (2016). Effects of different online peer-feedback approaches on students' performance skills, motivation and self-efficacy in a dance course. *Computers & Education*, 96, 55-71. DOI: <https://doi.org/10.1016/j.compedu.2016.02.004>
- Kane, I., Robertson, R. J., Fertman, C. I., Nagle, E. F., McConnaha, W. R., & Rabin, B. S. (2013). Self-efficacy and enjoyment of middle school children performing the progressive aerobic cardiovascular endurance run (PACER). 1, 2. *Perceptual & Motor Skills*, 117(2), 470-483.
- Ljubojević, A., Bijelić, S., Radisavljević, L., Uzunović, S., & Pantelić, K. (2012). Effects of proprioceptive training on balance skills among dance sport dancers. *Facta Universitatis Series: Physical Education and Sport*, 10(3), 257-266.
- Ljubojevic, A., Popovic, B., Bijelic, S., & Jovanovic, S. (2020). Proprioceptive training in dance sport: effects of agility skills. *Turkish Journal of Kinesiology*, 6(3), 109-117.
- Louise, Doyle., Catherine, McCabe., Brian, Keogh., Anne-Marie, Brady., Margaret, McCann. (2020). An overview of the qualitative descriptive design within nursing research. *Journal of Research in Nursing*, 25(5):443-455. doi: 10.1177/1744987119880234
- Morris, D., & Baker, J. (2020). The role of practice in skill development. In P. C. van Merriënboer, J. K. Kirschner, & P. A. Kirschner (Eds.), *Handbook of learning and instruction* (3rd ed., Vol. 2, pp. 143-170). Routledge.
- Myer, G.D., Ford, K.R., McLean, S.G., & Hewett, T.E. (2006). The effects of plyometric versus dynamic stabilization and balance training on lower extremity biomechanics. *American Journal of Sports Medicine*, 34(3), 445-455.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2016). Aiming talent development toward creative eminence in the 21st century. *Roeper Review*, 38, 140-152. <https://doi.org/10.1080/02783193.2016.1184497>
- Sheppard, J. M., & Young, W.B. (2006). Agility literature review: classifications, training and testing. *Journal of Sports Sciences*, 24 (9), 919-932.
- Tekin, D., Agopyan, A., & Baltaci, G. (2018). Balance training in modern dancers: proprioceptiveneuromuscular training vs kinesio taping. *Medical Problems of Performing Artists*, 33(3), 156- 165.
- Tsagris, M., & Pandis, N. (2021). Normality test: Is it really necessary?. *American journal of orthodontics and dentofacial orthopedics*, 159(4), 548-549.
- Tseng, S. C., & Tsai, C. C. (2010). Taiwan college students' self-efficacy and motivation of learning in online peer assessment environments. *The Internet and Higher Education*, 13(3), 164-169
- Van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational Research Review*, 6(2), 95-108
- Whitley E, Ball J. Statistics review 1: presenting and summarizing data. *Crit Care*. 2002 Feb;6(1):66-71. doi: 10.1186/cc1455. Epub 2001 Nov 29. PMID: 11940268; PMCID: PMC137399.
- Worrell, F. C. (2018). Motivation: A critical lever for talent development. In P. Olszewski-Kubilius, R. F. Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 253-279). Waco, TX: Prufrock Press.