

Engagement and Proficiency of the Special Program in the Arts Dance Students' in Vinzons Pilot High School

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ABSTRACT

This study determined the level of engagement and proficiency of Special Program in the Arts (SPA) dance students at Vinzons Pilot High School, focusing on behavioral, emotional, and cognitive engagement, as well as proficiency in terms of technique, creativity, rhythm, and stage presence. Specifically, it seek to answer the following questions: 1. What is the level of engagement of the dance students to the local cultural arts activities in terms of behavior, emotional and cognitive?, 2. What is the level of proficiency of the students as to their dancing ability along: technique, creativity, rhythm and stage presence?, 3. Is there a significant relationship between the level of engagement and the level of proficiency of dance students? 4. What are the challenges of the dance students along: behavioral, emotional and cognitive? and 5. What intervention plan may be developed to enhance the level of engagement and proficiency of the dance students to local cultural arts activities?

Keywords: Engagement, proficiency, special program in the arts, culture, arts, challenges, intervention program

INTRODUCTION

Vinzons Pilot High School, located in Vinzons, Camarines Norte is one of the major secondary schools in Bicol Region implementing the Special Program in the Arts. With an annual enrollment of about 6,000 students, has been sustaining its development and growth as an educational institution, which is supported by more than 200 staff members. In the aspects of culture and the arts, the school has been an active participant in the various and multiple cultural and arts events and programs both in local communities and in the region. Typically, the events and activities that engage the grades 7-10 students of this school in culture and the arts include the performances in dance, music and theater. Specifically, the students are given opportunities to take part in local festivals and cultural events such as Pinyasan Festival that features street dancing competitions and Bantayog Festival which serves as an annual celebration of the national hero's legacy.

Thus, in view of the cited discussions and scenarios, the researcher finds interest and motivation in conducting a study which delves on the level of engagement to local cultural arts activities and proficiency of the Dance students that highlight school and community collaboration and involvement. Examining the engagement level of the grades 7-10 students in these local cultural and arts activities will help the researcher in gathering knowledge and insights about the learners' connection, immersion and motivation towards the local cultural heritage of the school and communities where they belong. Specifically, the researcher aims to assess and analyze the level of engagement of the dance students to the local cultural arts activities in terms of behavioral, emotional and cognitive and the level of proficiency of the students as to their dancing ability along technique, creativity, rhythm and stage presence. These parameters and indicators will help the researcher in coming up with concrete, quantifiable, clear and comprehensible data on students' engagement level in these cultural milestones in the community.

These perceived challenges will be explored in this research in order to gain baseline data on the specific areas and aspects of students' engagement and proficiency in local cultural arts that require interventions and need improvement.

METHODOLOGY

This study employs quantitative method of research and descriptive – correlational research design which is a scientific method that investigate the extent of problems or situations or describe the characteristics of the participants, without the researcher's attempt to manipulate the variables. Specifically, in this study, the quantitative method will be utilized in the variables of the study pertinent to the level of engagement in terms of behavioral, emotional and cognitive engagements of the Dance students to local cultural arts activities specifically dance, their proficiency level in along with technique, creativity, rhythm and stage presence.

Meanwhile, the correlational method will be applied in the study in determining the significant relationship between the level of engagement of the Dance students to local cultural arts activities and their proficiency level and the analysis of the significant relationship between the level of participation of the Dance students to local cultural arts activities and their academic performance.

RESULTS AND DISCUSSION

The findings of this study revealed the following:

1. Dance students showed solid behavioral engagement, with an average weighted mean 4.32 the respondents displayed enjoyment in discussing dance particularly in group activities and discussions, however, participation in cultural events is limited (mean of 3.39). Emotionally, students feel excited about dance (mean of 4.43) but may not frequently reflect on their experiences (mean of 3.89). Cognitive engagement is moderate to strong, the highest weighted mean in the table is 4.23 for the indicator "I find that participating in dance activities helps me understand different perspectives." The lowest weighted mean is 3.64 for the indicator "I can create my own choreography when I joined dance activities."
2. In technical proficiency, 23% of students achieved excellent posture and alignment (9-10: Excellent posture, perfect alignment) and none scored poorly (0-2: Poor posture, misalignment). For footwork and precision, 20% scored excellently (9-10: Flawless footwork, very precise), with only 2% in the lowest range (0-2: Unclear footwork, frequent mistakes). In body control, 23% reached excellent levels (9-10: Excellent control, fluid movements) and none of them scored in the lowest range (0-2: Little control, difficult to follow). For creativity, 9% achieved highly original choreography (12-15: Highly original, captivating choreography), while 2% scored very basic (0-3: Very basic, lacks originality). 16% excelled in expression (9-10: Exceptional expression, deeply emotional), with no students scoring poorly (0-2: Little to no expression). In rhythm, 16% had perfect timing (9-10: Perfect timing, always on-beat), and 20% excelled in musicality (9-10: Excellent musicality, fully in sync with the music), with no low scores (0-2: Little connection to the music). For performance quality, 25% showed strong stage presence and confidence (12-15: Strong presence, captivates the audience), In the confidence and poise, 25% of the students are (9-10: Highly confident, poised throughout) while the lowest results (0-2: Lacks confidence, very hesitant) were achieved by only 2% of the students.
3. There are significant correlations between engagement and proficiency: behavioral engagement relates to creativity, rhythm, and stage presence; emotional engagement to technique and creativity; cognitive engagement to technique and stage presence. The null hypothesis is rejected, confirming a link between engagement and proficiency.

Significant correlations exist between engagement levels and proficiency: behavioral engagement relates to creativity, rhythm, and stage presence; emotional engagement to technique and creativity; cognitive engagement to technique and stage presence. The null hypothesis is rejected, affirming a connection between engagement and proficiency.

4. Students' response on behavioral challenges an overall mean of 2.34, indicating minor hindrances. Emotional challenges show mixed feelings, with a mean indicating comfort in expressing emotions

(3.75). Cognitive challenges are present but not extreme, with a mean of 2.78, and students express a desire for more support.

5. This study came up with an intervention plan entitled the "Advanced Dance Engagement & Mastery" program which aims to address identified gaps and enhance both proficiency and engagement in cultural and arts activities. Its primary goal is to focus on the growth areas of the students and producing a well-developed dance student at Vinzons Pilot High School.

Generally, this study aimed to describe the level of engagement and proficiency of the special program in the arts dance students of Vinzons Pilot High School. Specifically, it determined the level of engagement of the dance students to the local cultural arts activities in terms of behavior, emotional and cognitive domains. It also ascertains the level of proficiency of the students as to their dancing ability along technique, creativity, rhythm and stage presence. Additionally, this study reveals the significant relationship between the level of engagement and the level of proficiency of dance students. Moreover, the study identified the challenges encountered by the dance students along behavioral, emotional and cognitive domains.

With the identified discoveries conducted thru survey questionnaire and proficiency test, this research established intervention plan to enhance the level of engagement and proficiency of the dance students to local cultural arts activities, specifically dance.

The significant relationship that existed between the level of engagement of the respondents along behavior, emotional and cognitive and the level of proficiency was tested using the Pearson Product Moment Correlation (r). The sources of the data are the 44 dance students enrolled under the Special Program in the Arts of Vinzons Pilot High School. The pertinent data are collected using a duly validated survey questionnaire by experts from the field and a proficiency test using a Dance Skills Assessment Tool. The gathered data and information were statistically treated such as percentage, weighted mean and Pearson Product Moment Correlation

CONCLUSIONS

The analysis of dance students' engagement and proficiency reveals a multifaceted landscape of strengths and areas for growth. Dance students exhibit strong behavioral and emotional engagement, particularly in collaborative settings, which fosters their enthusiasm for discussing dance. However, their limited participation in cultural events points to a need for a more supportive environment that nurtures both individual artistic expression and community involvement.

The study highlights a diverse range of technical proficiency among students, emphasizing the necessity for differentiated instruction tailored to support varying skill levels. While some students excel, many struggle with creativity and rhythmic proficiency, indicating a critical need for targeted development in these areas. The presence of significant correlations between engagement levels and proficiency suggests that enhancing emotional and behavioral engagement can lead to improved performance outcomes across various dimensions of dance.

Despite some challenges related to behavioral and cognitive aspects, students largely find value in dance as an emotional outlet. This indicates a positive relationship between their engagement and overall well-being. However, there remains a recognized need for instructor support to help students navigate cognitive challenges effectively.

The discrepancies in the results necessitates the development of proposed "Advanced Dance Engagement & Mastery" intervention program aims to elevate technical proficiency while fostering deeper engagement in cultural activities. By integrating emotional and cognitive growth with skill development, the program aspires to create a holistic educational experience for dance students. Ultimately, the findings underscore the critical importance of fostering engagement and providing tailored support to enhance both proficiency and emotional well-being, paving the way for a richer and more fulfilling dance education experience.

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