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FOXTROT DANCE PERFORMANCE OF GRADE 8 STUDENTS BEFORE AND AFTER A PEER-TEACHING INTERVENTION: BASIS FOR AN ENHANCED LESSON PLAN

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Abstract

This study examined changes in Grade 8 students' performance of five fundamental Foxtrot dance steps before and after structured peer teaching at Can-asujan National High School, DepEd Carcar City Division, during School Year 2026–2027. The study used a quasi-experimental one-group pretest–posttest design with 40 purposively selected students. The same researcher-made Foxtrot Dance Performance Assessment Rubric was used at both assessments. The manuscript reports frequencies, percentages, means, standard deviations, paired-samples t tests, and Cohen's d. The reported mean ratings moved from Beginning to Proficient for the forward basic, backward basic, triple, box, and promenade steps. The box step showed the largest reported mean gain. The paired tests were reported as significant, but some descriptive statistics and score distributions differ across tables and require verification against the original records. In their responses, students described cooperation, greater confidence, and the usefulness of peer demonstrations and practice. The findings informed a proposed enhanced ILAW lesson plan that incorporates teacher modeling, reciprocal peer coaching, differentiated practice, targeted reinforcement, and performance assessment. The design documents change within one group and does not isolate the effect of peer teaching.

Keywords: Ballroom Dance, Foxtrot, Grade 8 students, Peer-Teaching Strategy, Physical Education, Psychomotor Performance, Quasi-Experimental Design

Introduction

Dance education is an important component of Physical Education because it promotes movement competence, physical fitness, coordination, creativity, and social interaction among learners. As schools continue to emphasize holistic development, dance has become an instructional medium that facilitates cognitive, affective, and psychomotor learning outcomes. Research shows that dance participation contributes to physical activity engagement, movement skills, and overall educational experiences among students (Tao, 2022). Likewise, dance literacy has been linked to improvements in physical fitness and motor skill development, underscoring the importance of effective instructional approaches in dance education (Coralde, 2026).

Despite the recognized benefits of dance instruction, challenges remain in helping learners acquire skills and improve performance. Dance learning requires students to master movement sequences, rhythm, coordination, timing, and body control, which can be difficult, particularly for novice learners. The existing literature indicates that simplified instructional approaches can help learners understand and perform complex dance movements more effectively (Han et al., 2026). Similarly, dance pedagogy plays a significant role in enhancing skill acquisition, mastery, and learners' self-image through structured instructional practices (Magat et al., 2024).

Current developments in dance education have also emphasized the importance of learner participation and engagement in improving dance outcomes. Studies have shown that instructional innovations and technology-assisted learning approaches can increase student participation and enhance learning experiences in dance education (Lobo et al., 2025). Furthermore, instructional resources can improve students' dance performance by providing opportunities for practice and skill reinforcement (Aguelo, 2023).

In Physical Education, collaborative and student-centered learning approaches have gained attention for their potential to improve learning outcomes. A meta-analysis by Boke et al. (2025) found that cooperative learning significantly

improves students' learning outcomes in Physical Education by promoting interaction, participation, and shared learning experiences. Similarly, reciprocal teaching approaches encourage active learner involvement and collaborative learning processes in Physical Education classes (Jones, 2024).

Among collaborative instructional approaches, peer teaching has emerged as a strategy that enables learners to support one another through demonstration, practice, feedback, and guided interaction. The strategy lets students take active roles in teaching and learning while promoting cooperation and shared responsibility for learning. Because dance learning involves repeated practice, observation, and movement correction, peer interaction may give learners additional opportunities to refine their skills and improve performance. The collaborative nature of peer teaching aligns with contemporary educational practices that emphasize learner engagement, active participation, and cooperative learning environments.

Although previous studies have examined dance education, dance pedagogy, cooperative learning, learner participation, and dance performance, few have specifically investigated the effectiveness of peer-teaching strategies for teaching Foxtrot dance to Grade 8 students in Philippine secondary schools. Existing literature has largely focused on dance literacy, technology-assisted instruction, cooperative learning, dance participation, and general dance education outcomes (Rustad, 2025; Williams, 2025). Moreover, empirical evidence remains limited on whether peer teaching can significantly improve students' mastery of specific ballroom dance skills, particularly the forward basic step, backward basic step, triple step, box step, and promenade step in Foxtrot dance.

Therefore, this study evaluates the effectiveness of the Peer-Teaching Strategy in teaching Foxtrot dance to Grade 8 students at Can-asujan National High School, DepEd Carcar City Division, during the School Year 2026–2027. Specifically, the study seeks to determine students' pretest and posttest performance on selected Foxtrot dance steps and to examine whether significant differences occur after implementing the strategy. The study's findings will inform the development of an enhanced lesson plan that may improve dance instruction, student engagement, and learning outcomes in Physical Education.

Theoretical and Conceptual Framework

This study is assumed on Vygotsky's Social Constructivist Theory (1978) and supported by Bandura's Social Learning Theory (1977) and Fitts and Posner's Three-Stage Theory of Motor Learning (1967). It is further guided by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, and DepEd Order No. 42, s. 2016, otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program.
This study is anchored on the Social Constructivist Theory developed by Lev Vygotsky (1978), which posits that learning is a social process that occurs through interaction, collaboration, and engagement with others. The theory emphasizes that learners actively construct knowledge through shared experiences and communication within a social environment. Learning is facilitated when individuals interact with peers, teachers, and other members of the learning community who provide guidance, support, and opportunities for meaningful participation.

A central concept of Social Constructivist Theory is that collaborative activities enhance learning by allowing learners to exchange ideas, observe one another, and engage in joint problem-solving. Educational environments that promote interaction and cooperation provide learners with opportunities to actively participate in the learning process rather than passively receive information. Collaborative learning experiences let learners build understanding through dialogue, observation, reflection, and shared practice. These learning environments foster participation and engagement, essential components of meaningful learning experiences (McMurtry-Chubb, 2022).

Social Constructivist Theory's emphasis on the social nature of learning is widely recognized in educational settings that use peer-assisted instructional approaches. Studies show that peer tutoring supports learning by allowing students to help one another through explanation, demonstration, practice, and feedback during instructional activities (Khaq & Putri, 2022; Putri & Widiyono, 2022).

Social Constructivist Theory also highlights the importance of scaffolding, in which learners receive assistance from individuals with greater knowledge or experience. Through guided interaction, learners can perform tasks that may

initially be beyond their independent capabilities. Peer scaffolding strategies facilitate learning through structured support, collaborative discourse, and shared participation in instructional activities (Tampipi & Bermillo, 2025).

The theory also recognizes that active participation and engagement in social contexts shape learning. Educational approaches that encourage collaboration and learner involvement build communication skills, confidence, and responsibility. Research indicates that peer teaching gives learners opportunities to become active participants in instruction by assuming both learning and teaching roles in the classroom (Fath & Hudzaifah, 2025).

Social Constructivist Theory also applies to learning environments that emphasize cooperation, shared experiences, and collective participation. Studies in Physical Education have identified collaborative and interactive teaching approaches as effective strategies for promoting learner engagement and participation in instructional activities (Albores & Cancio, 2025a). Similarly, learning experiences that involve collaborative decision-making and group participation have been shown to support knowledge construction and social learning processes among learners (Swenson, 2025).

This study is supported by the Social Learning Theory developed by Albert Bandura (1977), which posits that learning occurs through observation, imitation, and modeling within social environments. Bandura argued that individuals acquire knowledge and behaviors not only through direct experience but also by observing others' actions, attitudes, and outcomes. Learning, therefore, involves dynamic interactions among personal factors, behavior, and environmental influences that collectively shape human development and performance (Rumjaun & Narod, 2025).

A fundamental principle of Social Learning Theory is observational learning, in which individuals acquire new knowledge, skills, or behaviors by observing models. Learners pay attention to others' behavior, retain what they observe, reproduce it, and become motivated to perform it when they receive reinforcement. This process highlights the importance of modeling in educational settings, where learners are exposed to demonstrations, examples, and guided experiences that facilitate the acquisition of knowledge and skills (Mujahidah & Yusdiana, 2023).

Social Learning Theory further emphasizes the role of social interaction in the learning process. Learning environments that encourage cooperation and interaction give individuals opportunities to observe peers, share experiences, and acquire behaviors through social engagement. Studies show that cooperative learning environments build social competencies by letting learners observe and interact with others during educational activities (Hank & Huber, 2024).

The theory also highlights the significance of cognitive processes in learning. Unlike traditional behaviorist perspectives that focus primarily on external stimuli and responses, Bandura argued that individuals actively process information they obtain through observation. Attention, retention, reproduction, and motivation are cognitive mechanisms that influence whether people learn and perform observed behaviors (Saka, 2025).

Another key component of Social Learning Theory is self-efficacy, an individual's belief in their ability to perform a particular task or behavior. The theory maintains that self-efficacy influences how individuals approach challenges, persist in difficult situations, and regulate their own behavior. Individuals with higher self-efficacy are more likely to engage in learning activities, exert effort, and persist when confronted with obstacles. Consequently, self-efficacy is a critical factor in how observational learning translates into performance and behavioral change (Escarlos et al., 2025).

Social Learning Theory has been widely applied across educational, organizational, and developmental contexts because it emphasizes the interaction among cognitive, behavioral, and environmental factors. Research shows that the theory offers a useful framework for understanding how individuals acquire skills, behaviors, and competencies through observation and social engagement (Manik et al., 2022). Furthermore, the theory explains how modeled behaviors influence decision-making, leadership development, and performance across social settings, highlighting the enduring relevance of Bandura’s framework for understanding human learning and behavior (Galario et al., 2025).

This study is also supported by the Three-Stage Theory of Motor Learning developed by Fitts and Posner (1967), which explains that motor skill acquisition occurs through a progressive learning process comprising three distinct

stages: the cognitive stage, the associative stage, and the autonomous stage. These stages describe how learners develop from understanding a new movement to performing it accurately and automatically through practice and experience.

The first stage, known as the cognitive stage, is characterized by the learner's initial exposure to a new skill. During this stage, individuals focus on understanding the task requirements, learning the sequence of movements, and identifying the techniques necessary for successful performance. Learners typically rely on demonstrations, verbal instructions, and feedback to understand the skill. Performance at this stage is often inconsistent because learners are still processing information and attempting to coordinate their actions effectively (Abdo et al., 2024).

The second stage is the associative stage, during which learners begin refining their performance through repeated practice and corrective feedback. At this stage, errors become less frequent, movement patterns become more coordinated, and learners demonstrate greater control over the skill. Individuals gradually connect knowledge and performance as they adjust their actions in response to feedback and experience. The associative stage is characterized by increased consistency, improved accuracy, and reduced unnecessary movements. Learning becomes more efficient as learners refine techniques and improve execution through continuous practice (Tobin, 2022).

The final stage is the autonomous stage, wherein the skill becomes highly developed and can be performed with minimal conscious effort. At this stage, learners execute movements automatically and efficiently, allowing them to focus on other aspects of performance without devoting significant cognitive resources to basic execution. The autonomous stage reflects mastery and fluency, resulting from extensive practice and repeated exposure to the task. Individuals who reach this stage demonstrate confidence, consistency, and adaptability in performing the learned skill under varying conditions (Hura, 2025).

The Three-Stage Theory of Motor Learning emphasizes that skill acquisition is a gradual process that requires structured instruction, guided practice, feedback, and repetition. Research shows that instructional approaches that provide opportunities for demonstration, practice, and feedback significantly contribute to the development of psychomotor competencies and technical skills (Abdo et al., 2024). Similarly, educational interventions that incorporate peer-assisted learning and guided practice have been found to facilitate learners' progression through the stages of motor learning by providing continuous opportunities for skill rehearsal and performance improvement (Samonte et al., 2026).

The theory further recognizes the importance of instructional support and coaching in facilitating movement between learning stages. Effective teaching and coaching practices provide learners with demonstrations, feedback, correction, and opportunities for repeated practice, all of which are necessary for motor skill development (Albores & Cancio, 2025b). Studies in physical activity and sports education likewise highlight that integrating technical skill development, tactical understanding, and motivation enhances skill acquisition and performance among learners (Li et al., 2025).

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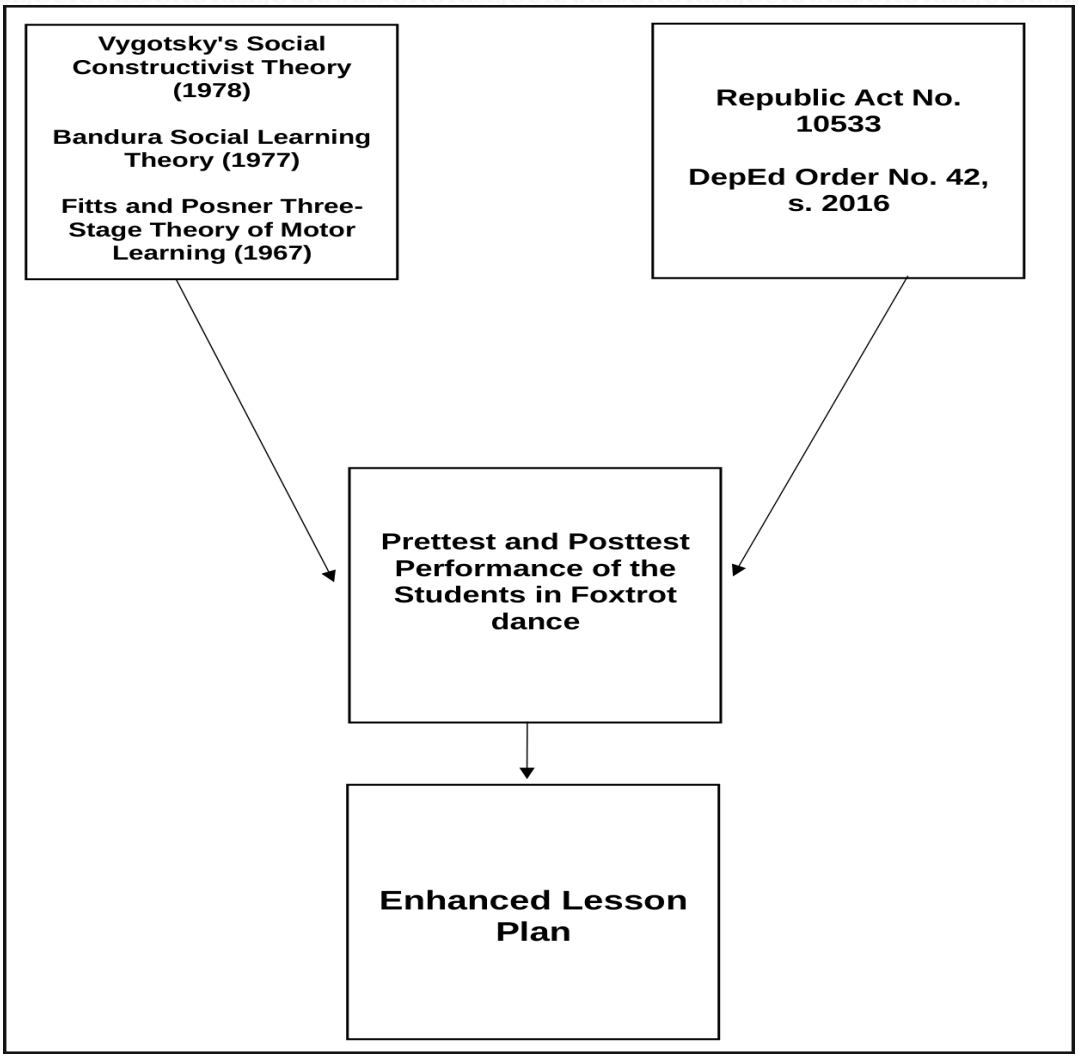


Figure 1
Theoretical–Conceptual Framework

Legal Bases

This study is also guided by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, which institutionalized the K to 12 Basic Education Program in the Philippines. The law was enacted to strengthen the country's basic education system by expanding the curriculum, increasing the years of basic education, and promoting the holistic development of Filipino learners. Through the implementation of the K to 12 Program, the law seeks to equip learners with the knowledge, skills, values, and competencies necessary for lifelong learning, employment, entrepreneurship, and higher education.

Republic Act No. 10533 emphasizes developing a learner-centered, inclusive, and developmentally appropriate curriculum. The law recognizes that learners have diverse abilities, interests, needs, and learning styles, requiring instructional approaches that accommodate individual differences. Consequently, educational programs are expected to provide meaningful learning experiences that encourage active participation, critical thinking, creativity, collaboration, and problem-solving.

The law further promotes a competency-based educational framework that focuses on measurable learning outcomes and mastery of essential competencies. Rather than emphasizing rote memorization, the curriculum encourages

developing higher-order thinking skills and applying knowledge in authentic, real-world situations. This shift reflects the law's commitment to ensuring learners acquire relevant skills and competencies that support their personal, social, and academic growth.

Another significant provision of Republic Act No. 10533 emphasizes learners' holistic development. The law recognizes that education encompasses cognitive, affective, social, physical, moral, and emotional dimensions of development. As such, schools are expected to provide learning experiences that support learners' overall growth and well-being.

The Enhanced Basic Education Act also highlights the role of schools and teachers in providing quality education through effective curriculum implementation and instructional delivery. Teachers are expected to use appropriate pedagogical approaches that address learners' developmental needs and help them achieve learning outcomes. The law recognizes instructional innovation, learner engagement, and continuous improvement in teaching practices as essential components of quality education.

Furthermore, the law promotes the development of twenty-first-century skills that enable learners to adapt to the demands of a rapidly changing society. These skills include communication, collaboration, critical thinking, creativity, information literacy, and lifelong learning. Integrating these competencies into the curriculum reflects the law's vision of producing globally competitive graduates who can contribute meaningfully to national development.
Republic Act No. 10533 also advocates for contextualized and localized instruction. The law encourages schools to adapt learning experiences to learners' needs, interests, and realities, as well as to their communities' needs and realities.

This study is further supported by DepEd Order No. 42, s. 2016, entitled Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program, which provides the framework for effective lesson planning and instructional delivery in Philippine basic education. The policy ensures that teachers prepare lessons aligned with curriculum standards, learning competencies, and learners' developmental needs.

The policy underscores that lesson preparation is a professional responsibility of teachers and serves as a roadmap for effective instruction. Through systematic planning, teachers can organize learning activities, select appropriate teaching strategies, identify instructional resources, and establish assessment procedures that support the attainment of learning objectives.

DepEd Order No. 42, s. 2016 further emphasizes implementing learner-centered pedagogy within the K to 12 curriculum. The policy encourages instructional practices that actively engage learners in the learning process rather than positioning them as passive recipients of information. Learning experiences are expected to promote participation, interaction, collaboration, inquiry, and reflection.

The guidelines also highlight the importance of selecting teaching strategies that address diverse learning styles, abilities, interests, and backgrounds. Teachers are encouraged to employ a variety of instructional approaches that provide learners with meaningful opportunities to participate in classroom activities.

Another important feature of the policy is its emphasis on assessment as an integral part of instruction. Lesson preparation requires teachers to incorporate appropriate assessment methods that measure learners' progress toward achieving the intended learning outcomes. Assessment is not merely a tool for assigning grades; it is a process that provides feedback, monitors learning, and informs instructional decision-making.

The policy also advocates integrating higher-order thinking skills and twenty-first-century competencies into classroom instruction. Teachers are encouraged to design lessons that foster critical thinking, communication, collaboration, creativity, and problem-solving.

Furthermore, DepEd Order No. 42, s. 2016 recognizes the value of reflective teaching practices. Teachers are expected to evaluate lesson effectiveness and use reflection to inform future instructional planning and implementation.

Related Literature

Peer-Teaching Strategy. Peer-teaching is an instructional approach in which learners assume teaching responsibilities and facilitate their peers' learning through explanation, demonstration, guidance, and feedback. The strategy has gained increasing attention across educational settings because it promotes active participation, learner engagement, and collaborative learning experiences.

A systematic review and meta-analysis by Zhang et al. (2022) examined the effectiveness of peer teaching in health professions education and found positive educational outcomes across cognitive, psychomotor, and affective domains. Similarly, Avonts et al. (2022) investigated whether peer teaching improves academic results and competencies among medical students. Peer teaching has also been associated with promoting active learning and professional growth. Wang et al. (2025) examined integrating team-based and peer-teaching strategies in dental residency education and found that peer teaching increased learner engagement, collaborative learning, and active participation in instructional activities.

Research further indicates that peer teaching contributes to learners' confidence and self-efficacy. Pierce et al. (2024) conducted a systematic integrative review and found that near-peer teaching positively influenced undergraduate health professional students' self-efficacy beliefs. Exposure to peer-led instruction helped learners build confidence in their abilities while encouraging active participation and collaboration.

Educational research has likewise recognized the value of peer teaching in skill development. Hasan (2024) reported that advances in peer-teaching methods support skill acquisition and physical development by giving learners opportunities for repeated practice, demonstration, observation, and feedback.

In courses requiring psychomotor skill development, peer teaching has been identified as a beneficial instructional strategy. Botelho and Boubaker (2024) examined near-peer teaching in a psychomotor skills course and found that peer-assisted instruction promoted skill development, increased learner engagement, and facilitated the acquisition of practical competencies. Likewise, Kimbrough et al. (2022) examined peer-to-peer teaching and its impact on learning, finding that peer interactions significantly contributed to knowledge acquisition and learning performance.

Foxtrot dance. Foxtrot is one of the most recognized forms of ballroom dance and has been widely studied for its technical characteristics, structured movement patterns, and educational value. Originating during the early twentieth century, the Foxtrot emerged as a social dance characterized by smooth, continuous movements, controlled footwork, and progressive traveling patterns across the dance floor. The dance combines slow and quick steps, requiring dancers to demonstrate rhythm, coordination, balance, and proper posture throughout the performance (Riley, 2016). As ballroom dancing evolved, the Foxtrot became an essential part of modern ballroom dance instruction and competition because it emphasizes movement control and technical precision (Silvester, 1982).

Moreover, Pledger (2016) described ballroom dance as a unique educational experience that promotes discipline, coordination, communication, and personal development through structured movement activities. Ballroom dance instruction requires learners to learn specific movement patterns while developing rhythm, body awareness, and interpersonal skills. Furthermore, Bonavolontà et al. (2021) found that participation in ballroom dance activities positively influenced physical fitness and reaction time among experienced middle-aged adults.

Likewise, Lankford et al. (2014) reported that recreational ballroom dance provides a level of physical activity that can promote health-related fitness benefits. Additionally, Hackney et al. (2009) examined ballroom dance's effects on movement control among individuals with Parkinson's disease and found that structured dance activities improved balance, coordination, and motor performance.

In addition, Harvard Medical School (2013) reported that dance engages multiple brain areas involved in memory, coordination, attention, and decision-making. Learning dance movements requires individuals to process information, remember movement sequences, and coordinate physical actions in response to rhythm and timing. Similarly, Han et al. (2026) emphasized the importance of simplifying dance movements to help beginners learn complex dance

routines. Their work highlighted instructional approaches that help learners understand and master movement sequences through structured learning experiences.

Moreover, Krishna (2020) explored ballroom dance movement recognition through wearable technology and identified distinct movement patterns associated with ballroom dance performance. Finally, Wells and O'Neill (2021) reported that ballroom dance improves balance, mobility, coordination, and physical functioning across various populations.

Dance Performance. Dance performance represents the observable execution of movement skills, rhythm, coordination, timing, balance, and expressive movement within a structured dance activity. As an essential outcome of dance education, performance reflects how far learners acquire, refine, and demonstrate the technical and artistic competencies required in dance.

Dance performance rests on the development of motor competence and physical capability. Dance activities require learners to execute coordinated movement patterns while maintaining balance, body control, agility, and spatial awareness. Supporting this view, Akinci et al. (2025) found that participation in hip-hop dance training significantly enhanced motor competence, physical activity levels, and enjoyment of physical activity among adolescent girls. Consistent with this perspective, Billanes and Losañes (2025) identified various struggles junior high school students face in developing dance skills, including difficulties with movement execution, confidence, and mastery of dance techniques.

As educational environments continue to evolve, technological innovations have emerged as valuable tools for enhancing dance performance. Notably, Chen (2025) emphasized that digital technologies provide learners and instructors with enhanced feedback mechanisms that support performance improvement and skill development. Similarly, integrating digital platforms has expanded opportunities for performance development beyond traditional classroom settings. Holguin-Alvarez et al. (2024) reported that participation in digital dance competitions enhanced students' digital competence while encouraging active engagement in dance-related activities.

Further supporting technology's role in dance performance, Lee et al. (2024) explored computer vision-based interactive systems for group dance practice and identified their potential to facilitate movement analysis and performance feedback. Beyond physical and technological factors, psychological dimensions also influence dance performance. Research indicates that participation in dance activities contributes to positive self-perceptions and reduced anxiety about physical appearance. In particular, Liu et al. (2025) found that dance participation positively influenced physical self-perception while reducing social physique anxiety among learners.

Likewise, dance performance is closely associated with the social and emotional competencies developed through dance participation. Narikbayeva et al. (2025) reported that dance enhances social skills and emotional competence among learners. Through collaborative participation and shared movement experiences, learners develop communication, cooperation, and emotional regulation skills that support successful engagement in dance activities. From the learners' perspective, meaningful participation and positive learning experiences also play significant roles in performance development. Rustad (2025) found that students viewed dance as an important component of Physical Education because it provides opportunities for self-expression, participation, and skill development. Positive perceptions of dance learning may encourage greater engagement in instructional activities, thereby contributing to improved performance outcomes and sustained participation in dance education.

Equally important, instruction quality remains a critical determinant of dance performance. Effective teaching practices provide learners with demonstrations, feedback, guidance, and learning experiences that facilitate skill acquisition and mastery. Supporting this notion, Shen (2026) emphasized that dance teachers' competencies significantly influence the quality of dance instruction and the development of learners' performance.

Finally, immersive instructional technologies have emerged as promising tools for improving dance performance and learning outcomes. Wang (2024) reported that immersive technologies support dance skill acquisition by providing interactive and engaging learning experiences that enhance understanding of movement and execution. Through

immersive environments, learners can practice, visualize, and refine dance movements, thereby improving performance outcomes.

Forward Basic Step. The forward basic step is widely recognized as a fundamental movement pattern in ballroom dance and serves as a foundation for more complex dance sequences. As an introductory movement, the step requires dancers to demonstrate proper posture, balance, weight transfer, coordination, and timing as they progress forward in a controlled manner.

In ballroom dance instruction, developing technical proficiency is closely linked to learners' ability to execute foundational steps correctly. Supporting this perspective, Arnold (2025) emphasized the importance of identifying effective indicators and assessment measures for ballroom dance technique. Furthermore, acquiring foundational dance skills requires instructional approaches that promote movement coordination and technical development. Kazko (2025) examined game-based teaching methods in ballroom dance instruction and found that these approaches improved movement coordination and technical skill development among learners.

From a movement analysis perspective, ballroom dance consists of structured, interconnected movement sequences that require precise execution. Li et al. (2026) explored ballroom dance synthesis through motion-based inputs and demonstrated that ballroom dance movements consist of identifiable patterns characterized by coordinated body positioning, directional movement, and timing. Equally important, motor learning principles support the development of foundational dance skills. Shanahan and Krasnow (2020) emphasized that dance learning involves gradually acquiring movement skills through instruction, observation, practice, feedback, and repetition.

Backward Basic Step. The backward basic step is a fundamental ballroom dance movement pattern that requires dancers to move in reverse while maintaining balance, posture, coordination, timing, and spatial awareness. As a foundational component of ballroom dance technique, the step requires precise weight transfer, controlled foot placement, and coordinated body movement for smooth, accurate execution.

Acquiring movement skills such as the backward basic step is closely associated with developing fundamental motor competencies. Within the context of movement skill development, Backman and Barker (2020) emphasized that movement skill development is a central component of Physical Education pedagogy, in which learners acquire and refine motor skills through structured instructional experiences.

Dance activities have likewise been recognized as effective means of enhancing motor skill development. Supporting the importance of dance in motor development, González-Devesa et al. (2025) reported that participation in dance programs contributes positively to the development of fundamental motor skills.

From a motor learning perspective, dance skills develop through a progressive process involving practice, feedback, repetition, and refinement of movement patterns. Krasnow (2024) emphasized that motor learning principles play a critical role in dance instruction by facilitating the acquisition and improvement of movement skills.

Instructional approaches that encourage collaboration and active participation have also been associated with improvements in movement competence. Building on this, Buck-Pavlick (2022) found that cooperative learning approaches in Physical Education enhance students' movement competence through shared learning experiences and active engagement in movement activities.

Movement modeling and analysis studies have also highlighted the technical nature of ballroom dance movements. From a technical movement perspective, Ferreira et al. (2020) demonstrated that dance movements consist of structured sequences characterized by coordinated body actions, timing, and directional movement patterns.

Partner dance movements likewise require precise coordination of spatial positioning and movement pathways. Regarding movement organization and directional control, Ramiro-Manzano (2026) examined partner dance movement structures and highlighted the importance of coordinated movement patterns, directional control, and spatial organization in dance execution.

The quality of dance instruction also plays a significant role in developing movement skills and performance competence. Equally important, Shen (2026) emphasized that dance teachers' competencies shape learners' skill acquisition through appropriate demonstrations, guidance, feedback, and assessment practices.

Triple Step. The triple step is a fundamental ballroom dance movement characterized by three coordinated steps executed within a specific rhythmic pattern. As a core component of ballroom dance technique, the movement requires dancers to demonstrate timing, balance, coordination, rhythm, and controlled body movement while maintaining continuity in dance sequences.

Developing movements such as the triple step requires refining both motor and choreographic skills. Regarding movement and performance development, Castañer et al. (2021) emphasized that systematic observation enhances motor and choreographic performance in dance education.

Movement competence also plays a significant role in successfully executing dance skills. Supporting this, Chua and Ko (2023) found a positive relationship between movement competence and dance performance achievement among adolescent learners.

Acquiring dance skills also depends on effective learning strategies that support movement mastery. From a skill-acquisition perspective, Farrer and Wyon (2021) emphasized that structured practice, repetition, feedback, and progressive skill development facilitate dance learning.

Box Step. The box step is one of the most recognizable foundational movements in ballroom dance, characterized by a sequence of steps that forms a box-like pattern on the dance floor. Successful execution requires coordination, rhythm, balance, timing, and directional control, with smooth transitions between steps.

The development of the box step is closely associated with collaborative learning experiences that support the acquisition of movement skills. In the context of motor skill development, González et al. (2022) found that cooperative learning positively contributes to students' motor skill development in Physical Education.

Box step performance also involves synchronizing body movements and coordinating movement patterns. From a movement coordination standpoint, Kiefer et al. (2021) emphasized the importance of synchronization and coordinated movement execution in dance performance.

Learners' perceptions of movement mastery further highlight the importance of foundational dance skills in performance development. Equally important, Lakes et al. (2021) reported that participation in school dance programs contributes to learners' perceptions of skill development and movement mastery.

Promenade Step. The promenade step is a ballroom dance movement that involves coordinated forward progression while maintaining proper body alignment, posture, timing, and directional awareness. The movement requires dancers to execute steps smoothly, coordinate movement pathways, and maintain control throughout the sequence.

The acquisition of movements such as the promenade step is supported by learning experiences that integrate movement and skill development. Supporting movement-based learning, Mavilidi et al. (2021) found that movement-centered instructional approaches positively affect motor skill acquisition and learning outcomes. From a physical literacy perspective, Rudd et al. (2020) emphasized that movement competence is a fundamental component of skill development in Physical Education.

Movement coordination also plays a significant role in the progression of dance performance skills. Building on this, Santos et al. (2022) examined the development of movement coordination and performance among youth learners and found that coordinated movement patterns improve performance outcomes. Finally, Torrents et al. (2021) emphasized that dance learning environments facilitate movement exploration and the emergence of creative movement patterns.

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Significance of the Study

The findings will serve as a basis for developing an enhanced lesson plan that promotes active participation, collaborative learning, and improved mastery of dance skills.

Department of Education (DepEd). The Department of Education may benefit from this study, as the findings could serve as a reference for strengthening Physical Education instruction and promoting learner-centered teaching strategies. The study may also support DepEd's efforts in enhancing students' physical literacy, movement competence, and participation in school-based physical activities.

Curriculum Planners and Instructional Leaders. This study would provide curriculum planners and instructional leaders with valuable information to help design enhanced lesson plans, learning activities, and instructional materials for dance education. The findings may support continuous improvement of the Physical Education curriculum.

School Administrators. This study would benefit school administrators by providing empirical evidence that may guide the implementation of effective instructional strategies in Physical Education. The findings may also support programs and initiatives that promote quality teaching and improve student learning outcomes.

Physical Education Teachers. This study would provide Physical Education teachers with evidence-based information on the effectiveness of the Peer-Teaching Strategy in teaching Foxtrot dance. The findings may support adopting innovative, learner-centered instructional approaches that enhance students' dance performance and classroom engagement.

Parents and Guardians. The results of this study would help parents and guardians understand the importance of collaborative learning approaches in improving students' dance skills, confidence, and social interaction. The findings may encourage them to support their children's participation in Physical Education activities more actively.
Future Researchers. This study would serve as a useful reference for future researchers who wish to conduct related investigations on peer teaching, dance instruction, and innovative pedagogical strategies in Physical Education and other learning areas.

Students. The findings of this study would help students improve their Foxtrot dance performance through the Peer-Teaching Strategy. Through collaborative learning and active participation, students would develop greater confidence, mastery of dance steps, communication skills, and teamwork.

Researcher. This study would help the researcher enhance her knowledge and competencies in Physical Education instruction, educational research, and the implementation of innovative teaching strategies. It would also provide valuable experience in developing an enhanced lesson plan based on empirical findings.

Methods

Design and Flow of the Study

This study employed a quasi-experimental one-group pretest–posttest design to evaluate the effectiveness of the Peer-Teaching Strategy in teaching Foxtrot dance to Grade 8 students at Can-asujan National High School during the School Year 2026–2027. The students were assessed before and after implementing the Peer-Teaching Strategy to determine changes in their performance on the following Foxtrot dance steps: forward basic step, backward basic step, triple step, box step, and promenade step.

A pretest determined students' initial performance levels on the identified dance steps. After implementing the Peer-Teaching Strategy, the researcher administered a posttest using the same performance criteria. The researcher compared the pretest and posttest results to determine whether students' performance differed significantly. The study's findings informed the development of an enhanced lesson plan for teaching Foxtrot dance.

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The input component consists of the research problems that guide the study. Specifically, it includes the determination of the students' pretest performance in the common/basic Foxtrot dance steps, namely the forward basic step, backward basic step, triple step, box step, and promenade step, as well as the determination of their posttest performance in the same dance steps following the implementation of the Peer-Teaching Strategy. These inputs provide the data needed to assess students' dance performance before and after the intervention.

The process component involves the research procedures used to gather and analyze the data. The study uses a quasi-experimental one-group pretest–posttest design, with the Foxtrot Dance Performance Assessment Rubric as the primary data-gathering instrument. During this phase, the respondents undergo a pretest, participate in the Peer-Teaching intervention, and complete a posttest. The researcher then statistically analyzes and interprets the collected data to determine changes in students' Foxtrot dance performance.

The study's output component is the Proposed Enhanced Lesson Plan. This output is developed based on the results of the data analysis and interpretation. The enhanced lesson plan aims to strengthen Foxtrot dance instruction by incorporating instructional strategies and learning activities derived from the study's findings.

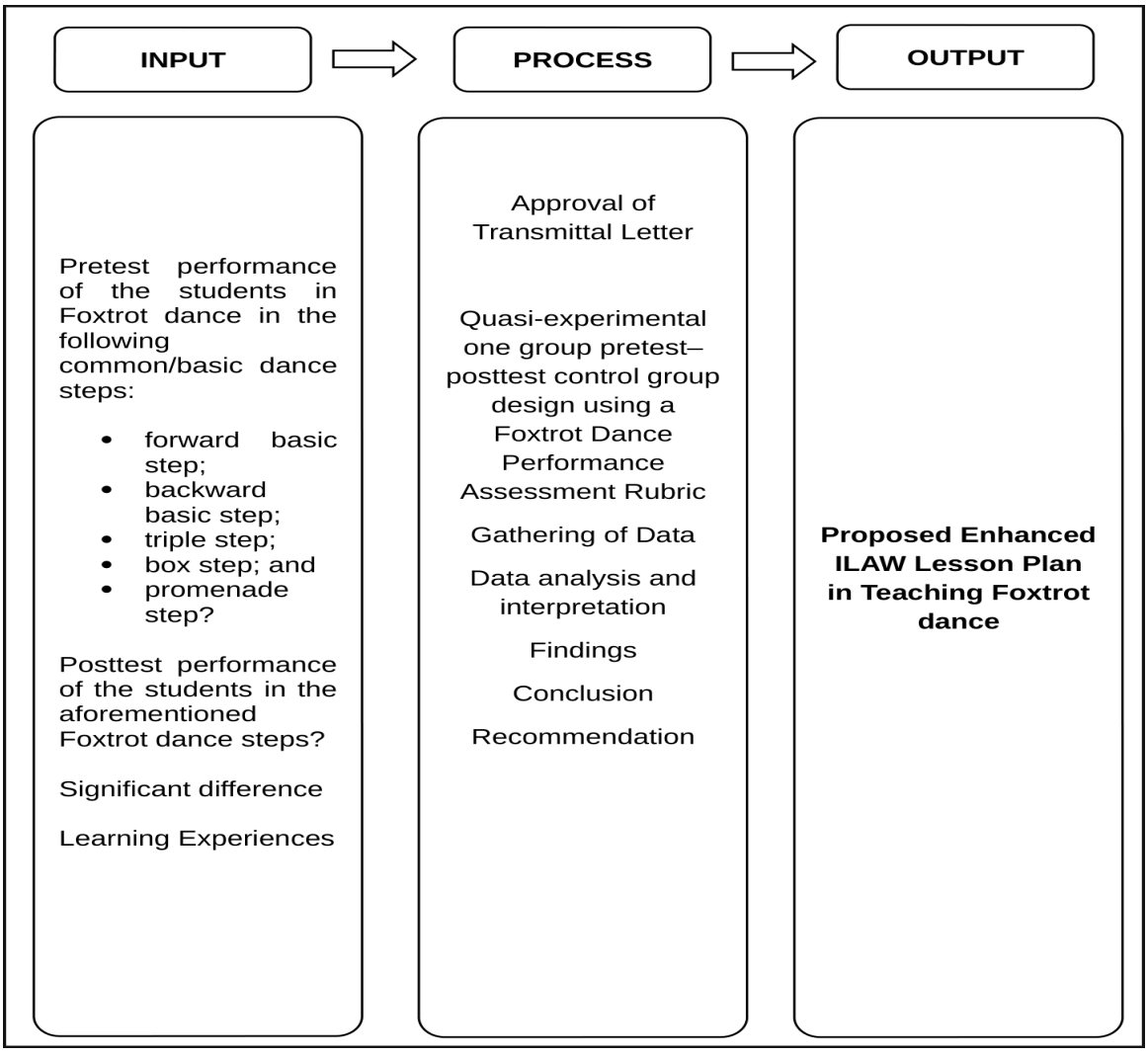


Figure 2
Flow of the Study

The IPO figure uses the phrase “control group,” but the written design describes a single group assessed before and after instruction. The figure wording is retained as supplied.

Research Environment and Respondents

The study was conducted at Can-asujan National High School under the DepEd Carcar City Division during School Year 2026–2027.

The school offered Junior High School education under the K to 12 Basic Education Curriculum, with Physical Education as an integral part of the learning program. The Physical Education curriculum included Foxtrot dance, making the school an appropriate setting for implementing the Peer-Teaching Strategy.

Grade 8 students served as participants in the study. The school provided suitable facilities and learning spaces for dance instruction and performance activities. The researcher conducted the pretest, implemented the Peer-Teaching Strategy, and administered the posttest during regular Physical Education classes to align with the existing instructional program.

Can-asujan National High School was considered an appropriate setting for this study because it had an established Physical Education program, qualified teachers, and Grade 8 learners enrolled in dance-related learning competencies prescribed by the Department of Education. Furthermore, the school provided a natural classroom setting to evaluate the effectiveness of the Peer-Teaching Strategy in teaching Foxtrot dance under actual instructional conditions.

This environment allowed the researcher to gather valid, relevant data to assess students' dance performance and to develop an enhanced lesson plan based on the study's findings.

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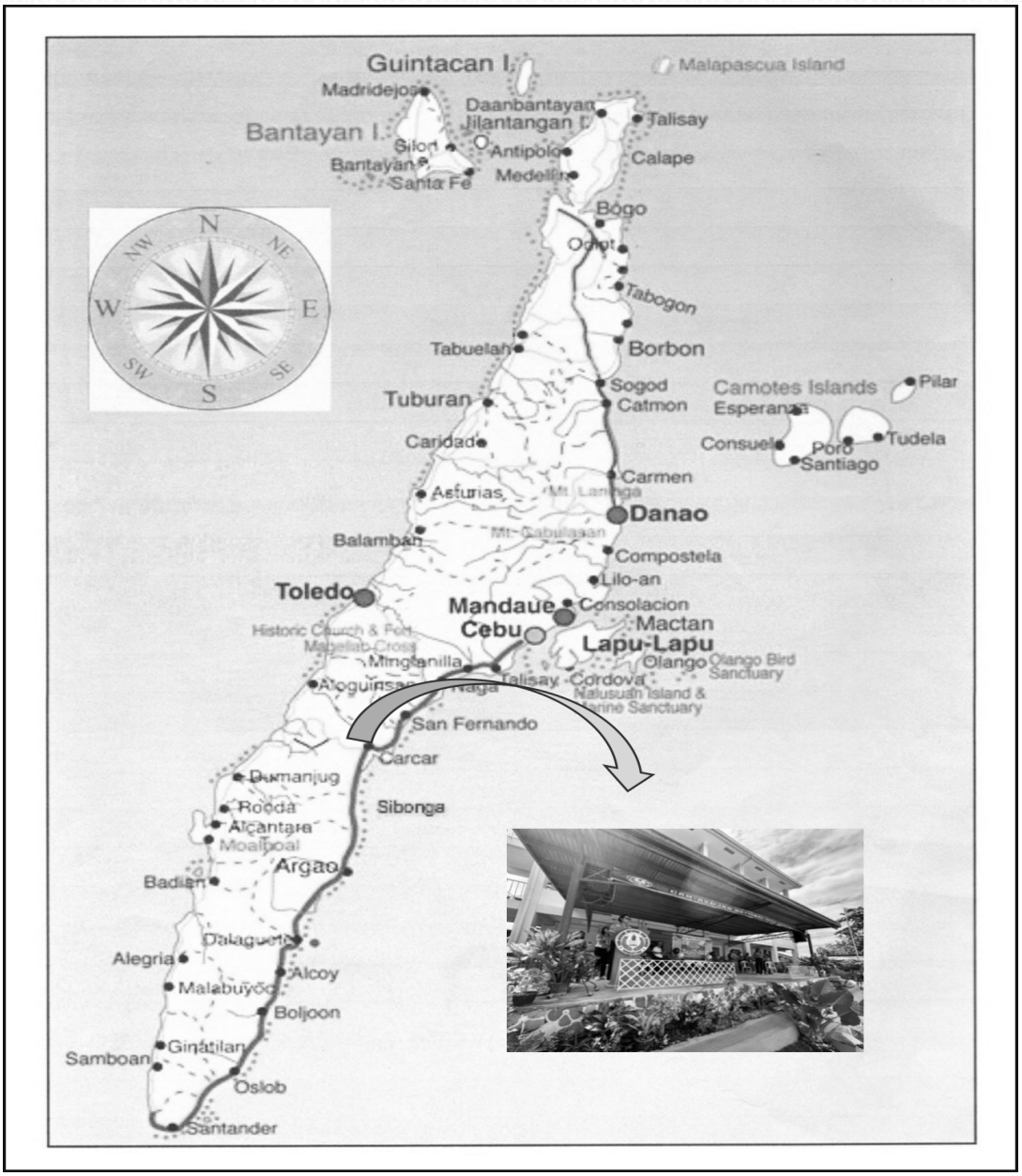


Figure 3
Location Map of the Research Environment

The study's respondents were 40 Grade 8 students enrolled at Can-asujan National High School, DepEd Carcar City Division, during School Year 2026–2027. These students participated in the Peer-Teaching Strategy for teaching the Foxtrot dance and underwent performance assessments before and after the intervention.

All 40 respondents took the pretest to determine their initial performance level in the five Foxtrot dance steps: forward basic step, backward basic step, triple step, box step, and promenade step. After implementing the Peer-Teaching Strategy, the same 40 respondents took the posttest to measure their performance after the intervention. Using the same respondents for both the pretest and posttest was appropriate because the study used a one-group pretest–posttest quasi-experimental design to measure changes in performance before and after the intervention. This approach

allowed direct comparison of scores and minimized variation due to differences among participants, providing a more accurate assessment of the effectiveness of the Peer-Teaching Strategy.

The study employed purposive sampling to select respondents. This sampling technique was appropriate because participants were selected based on specific characteristics relevant to the study: enrollment in Grade 8 and participation in Physical Education classes that included Foxtrot dance in the curriculum.

To be included in the study, the respondents were required to: (1) be officially enrolled as Grade 8 students at Canasujan National High School during the School Year 2026–2027; (2) be enrolled in Physical Education classes where Foxtrot dance was taught; (3) be physically capable of participating in dance activities; and (4) submit the required parental consent and student assent forms.

Students were excluded from the study if they: (1) had medical conditions or physical limitations that prevented participation in dance activities; (2) incurred prolonged absences during the conduct of the study; (3) failed to complete either the pretest or posttest assessment; or (4) withdrew their participation from the study at any stage.

Table 1
Distribution of the Respondents

Grade 8	**Male**	**Female**	**TOTAL**
Frequency	20	20	40
Percentage	50%	50%	100%

Instrument and Scoring

This study used a researcher-made Foxtrot Dance Performance Assessment Rubric to assess Grade 8 students' pretest and posttest performance in Foxtrot dance. The instrument was developed based on the learning competencies prescribed in the Department of Education (DepEd) Physical Education curriculum and the fundamental techniques of Foxtrot dance. Specifically, the rubric assessed the students' performance in the following common/basic dance steps: forward basic step, backward basic step, triple step, box step, and promenade step.

The performance assessment rubric evaluated each dance step using established criteria, including movement execution accuracy, timing and rhythm, coordination, posture and body alignment, and overall dance performance. The rubric used a four-point scale: 4 (Excellent), 3 (Proficient), 2 (Developing), and 1 (Beginning). Higher scores indicated better mastery and execution of the identified Foxtrot dance steps.

The study used the same assessment rubric for both the pretest and posttest phases to ensure consistent measurement. The pretest determined students' initial performance level before implementing the Peer-Teaching Strategy, while the posttest measured their performance after the intervention. The assessment rubric scores were used to determine changes in students' Foxtrot dance performance.

Before administration, experts in Physical Education and dance instruction conducted content validation to ensure the instrument's relevance, clarity, and alignment with the study's objectives. The validated instrument was then used as the primary data-collection tool to assess the effectiveness of the Peer-Teaching Strategy in teaching Foxtrot dance.

The scoring procedure followed the Foxtrot Dance Performance Assessment Rubric administered during the pretest and posttest. The rubric assessed students' performance in the following common/basic Foxtrot dance steps: forward basic step, backward basic step, triple step, box step, and promenade step. Each dance step was evaluated on movement execution accuracy, timing and rhythm, coordination, posture and body alignment, and overall performance.

The researcher used a four-point rating scale to assess each dance step. A rating of 4 (Excellent) indicates that the student performs the dance step accurately and consistently with proper technique and rhythm. A rating of 3 (Proficient) indicates that the student performs the dance step with minor errors but demonstrates acceptable technique and rhythm. A rating of 2 (Developing) indicates that the student performs the dance step with several errors and

requires improvement in technique and rhythm. A rating of 1 (Beginning) indicates that the student performs the dance step with major errors and demonstrates limited mastery of the movement.

The scores from the five dance steps were summed and divided by the number of indicators to obtain each student's mean performance score. The computed mean scores were interpreted using the following scale:

Table 2
Foxtrot Dance Performance Scoring Scale

Mean Range	Description	Interpretation
3.26 – 4.00	Excellent	Demonstrates a high level of mastery of the Foxtrot dance steps.
2.51 – 3.25	Proficient	Demonstrates satisfactory mastery of the Foxtrot dance steps.
1.76 – 2.50	Developing	Demonstrates partial mastery of the Foxtrot dance steps and requires improvement.
1.00 – 1.75	Beginning	Demonstrates limited mastery of the Foxtrot dance steps and requires substantial improvement.

Data Gathering Procedure

Pre-Data Gathering Phase. Before conducting the study, the researcher secured approval from the Graduate School and obtained permission from the School Principal of Can-asujan National High School, DepEd Carcar City Division. Upon approval, the researcher coordinated with the Physical Education teacher on the study's schedule and implementation. The researcher distributed and collected parental consent forms and student assent forms before any data-gathering activity.

The researcher prepared the Foxtrot Dance Performance Assessment Rubric and submitted it to experts in Physical Education and dance instruction for content validation. The researcher incorporated the necessary revisions based on the validators' recommendations. After validation, the researcher reproduced the instrument and prepared it for administration.

The researcher identified respondents who met the inclusion criteria and oriented them on the study's purpose, procedures, and duration. The researcher then coordinated with the school administration and the Physical Education teacher to establish a schedule for the pretest, intervention period, and posttest.

Data Gathering Phase. The data-gathering phase began with administering the pretest. Using the validated Foxtrot Dance Performance Assessment Rubric, the researcher assessed respondents individually on their execution of the five identified Foxtrot dance steps: forward basic step, backward basic step, triple step, box step, and promenade step. The researcher recorded and compiled the pretest scores for analysis.

After the pretest, the researcher implemented the Peer-Teaching Strategy during regular Physical Education classes. The students were organized into peer groups, with selected students who demonstrated greater familiarity with the dance steps assisting their classmates in learning and practicing the required Foxtrot movements. The Physical Education teacher and the researcher facilitated and monitored the strategy's implementation to ensure consistent adherence to the instructional procedures.

The intervention was conducted for a period determined by the class schedule and lesson requirements. During this period, students engaged in guided practice sessions, peer demonstrations, feedback activities, and collaborative learning exercises focused on properly executing the identified Foxtrot dance steps. The researcher monitored attendance and participation throughout the intervention period to ensure complete data collection.
After the intervention, the researcher administered the posttest using the same Foxtrot Dance Performance Assessment Rubric and procedures used during the pretest. Respondents again performed the five identified Foxtrot dance steps, and the researcher evaluated and recorded their performances.

Post-Data Gathering Phase. After administering the posttest, the researcher checked all collected data for completeness, encoded and organized it, and tabulated the results. The researcher conducted appropriate statistical analyses on the pretest and posttest scores, including the mean, standard deviation, and a paired-samples t-test, to determine students' performance levels and the significance of the difference between the pretest and posttest results.

The researcher then interpreted and discussed the results in relation to the study's objectives. Based on the findings, the researcher designed an enhanced lesson plan on Foxtrot dance incorporating the Peer-Teaching Strategy. Finally, the researcher formulated conclusions and recommendations and prepared the completed study for submission and presentation in compliance with the Graduate School's requirements.

Statistical Treatment

Frequency and Percentage. Frequency and percentage were used to show the distribution of students across the four performance levels (Beginning, Developing, Proficient, and Excellent) for each dance step.

Mean. The mean determined students' average pretest and posttest performance in Foxtrot dance for the forward basic step, backward basic step, triple step, box step, and promenade step. This measure described respondents' overall performance level for each dance step.

Standard Deviation. The standard deviation measured variability in students' pretest and posttest performance scores. This measure indicated how much respondents' scores deviated from the mean.

Paired-Samples t-Test. A paired-samples t-test was used to determine whether students' pretest and posttest performance in Foxtrot dance differed significantly. This statistical tool was appropriate because the same group of respondents was assessed before and after implementing the Peer-Teaching Strategy.

Cohen's d. Cohen's d was used to estimate the magnitude of the difference between the pretest and posttest scores. It was computed as the mean difference divided by the standard deviation of the difference scores (d_z); values of 0.20, 0.50, and 0.80 were interpreted as small, medium, and large effects, respectively.

The level of significance was set at 0.05 for all statistical analyses. The statistical results informed the effectiveness of the Peer-Teaching Strategy and guided the design of an enhanced lesson plan for teaching Foxtrot dance.

Ethical Considerations

This study adhered to established ethical principles in educational research to protect the rights, welfare, dignity, and privacy of all participants. Before conducting the study, the researcher obtained written permission from the School Principal of Can-asujan National High School and other concerned authorities.

Participation was entirely voluntary, and respondents were not forced, coerced, or pressured to participate in any phase of the research. Because the respondents were minors, the researcher obtained informed consent from their parents or guardians and assent from the students. The researcher clearly explained the study's purpose, procedures, benefits, and duration before participation. Respondents could refuse participation or withdraw at any stage without giving a reason and without penalties or adverse effects on their academic standing, grades, classroom participation, or relationships with teachers and the school.

The researcher kept respondents' identities and performance records confidential. The study used codes or identification numbers instead of students' names in research records, databases, analyses, and reports. The study presented findings in aggregate form and excluded personally identifiable information from the final report. Only authorized persons could access individual responses, academic information, and performance scores, and the researcher used them exclusively for research purposes.

The researcher implemented measures to minimize physical, psychological, emotional, social, and academic risks. Dance activities were appropriate to the participants' ages, physical conditions, and educational levels. The researcher

treated all respondents fairly and respectfully and provided equal opportunities during peer-teaching activities, performance assessments, and data collection. The study aimed to improve Physical Education instruction, and its findings informed the development of an enhanced lesson plan intended to benefit students, teachers, and other educational stakeholders.

The study complied with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. Collected data were used solely for academic and research purposes. The researcher password-protected electronic files and securely stored printed documents, accessible only to the researcher and authorized personnel. The data-management plan specified retention only for the period necessary to complete the study and required validation procedures, followed by secure destruction of electronic and printed records.

Throughout data collection, analysis, interpretation, and reporting, the researcher maintained honesty, accuracy, and objectivity. No data were fabricated, altered, manipulated, or omitted to influence the findings. The researcher declared no conflict of interest, and the study was undertaken solely for academic purposes, without undue influence from any individual or organization.

Operational Definitions

For a better understanding of the study, the following terms are defined conceptually and operationally:

Backward Basic Step refers to a fundamental ballroom dance movement in which the dancer moves backward while maintaining proper posture, balance, coordination, and timing.

Box Step refers to a basic ballroom dance movement characterized by a sequence of steps forming a box-like pattern on the dance floor.

Dance Performance refers to the ability of an individual to execute dance movements with proper rhythm, coordination, timing, balance, and body control.

Enhanced ILAW Lesson Plan refers to an improved instructional plan designed to strengthen teaching and learning through clearly defined intentions, learning experiences, assessment, and ways forward.

Forward Basic Step refers to a fundamental ballroom dance movement in which the dancer moves forward through controlled foot placement and proper weight transfer while maintaining balance and rhythm.

Foxtrot Dance refers to a ballroom dance characterized by smooth, continuous movements, controlled footwork, and a combination of slow and quick steps performed with appropriate rhythm and coordination. .

Foxtrot Dance Performance Assessment Rubric refers to an assessment instrument used to evaluate the quality of learners' dance movements based on established performance criteria.

One-Group Pretest–Posttest Design refers to a research design in which one group of participants is assessed before and after an intervention to determine changes in their performance.

Peer-Teaching Strategy refers to an instructional approach in which students take active roles in helping their classmates learn through demonstration, explanation, guided practice, and constructive feedback.

Post-test refers to an assessment administered after an instructional intervention to determine learners' acquired knowledge or skills.

Pretest refers to an initial assessment conducted before an instructional intervention to determine learners' existing knowledge or skill level. O

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Promenade Step refers to a ballroom dance movement involving coordinated forward progression while maintaining proper body alignment, posture, timing, and directional awareness.

Psycho motor Performance refers to the ability to demonstrate physical skills through coordinated body movements and controlled execution of specific tasks.

Purposive Sampling refers to a non-probability sampling technique in which participants are deliberately selected based on specific characteristics relevant to the research.

Triple Step refers to a ballroom dance movement consisting of three coordinated steps performed within a specific rhythmic pattern.

Results and Discussion

Table 3
The Students' Pretest Performance in Fundamental Ballroom Dance Steps under the Peer-Teaching Strategy

Dance Step	Beginning n (%)	Developing n (%)	Proficient n (%)	Advanced n (%)	Mean ± SD	Interpretation
Forward Basic Step	37, (92.50)	2, (5.00)	1, (2.50)	0, (0.00)	1.34 ± 0.31	Beginning
Backward Basic Step	39, (97.50)	1, (2.50)	0, (0.00)	0, (0.00)	1.26 ± 0.27	Beginning
Triple Step	40, (100.00)	0, (0.00)	0, (0.00)	0, (0.00)	1.21 ± 0.24	Beginning
Box Step	40, (100.00)	0, (0.00)	0, (0.00)	0, (0.00)	1.17 ± 0.22	Beginning
Promenade Step	40, (100.00)	0, (0.00)	0, (0.00)	0, (0.00)	1.16 ± 0.23	Beginning

Note. The following scale was used in interpreting the mean scores: 3.26–4.00 = Excellent; 2.51–3.25 = Proficient; 1.76–2.50 = Developing; 1.00–1.75 = Beginning.

The pretest table reports Beginning-level means for all five steps. The reported means are reproduced as supplied. The reported distributions and means should be checked against the original rubric scores.

Table 4
The Students' Posttest Performance in Fundamental Ballroom Dance Steps under the Peer-Teaching Strategy

Dance Step	Beginning n (%)	Developing n (%)	Proficient n (%)	Advanced n (%)	Mean ± SD	Interpretation
Forward Basic Step	0, (0.00)	10, (25.00)	14, (35.00)	16, (40.00)	2.85 ± 0.65	Proficient
Backward Basic Step	0, (0.00)	12, (30.00)	11, (27.50)	17, (42.50)	2.89 ± 0.64	Proficient
Triple Step	1, (2.50)	13, (32.50)	11, (27.50)	15, (37.50)	2.84 ±0.65	Proficient
Box Step	0, (0.00)	10, (25.00)	17, (42.50)	13, (32.50)	3.05 ±0.66	Proficient
Promenade Step	1, (2.50)	14, (35.00)	14, (35.00)	11, (27.50)	2.91 ±0.69	Proficient

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Note. The following scale was used in interpreting the mean scores: 3.26–4.00 = Excellent; 2.51–3.25 = Proficient; 1.76–2.50 = Developing; 1.00–1.75 = Beginning.

The reported posttest means fall in the Proficient band. The posttest table labels the top category Advanced while the scoring scale labels it Excellent. Both source labels are retained pending confirmation.

Table 5
Paired-Samples t-Test Comparing Students' Pretest and Posttest Performance in Fundamental Ballroom Dance Steps under the Peer-Teaching Strategy (N = 40)

Dance Step	Pretest M ± SD	Posttest M ± SD	Mean Difference	t	p	Cohen's d	Decision
Forward Basic Step	1.34 ± 0.35	2.86 ± 0.65	1.52	13.70	< .001	2.17	Reject H_0
Backward Basic Step	1.23 ± 0.27	2.89 ± 0.64	1.65	15.90	< .001	2.52	Reject H_0
Triple Step	1.19 ± 0.23	2.84 ± 0.65	1.65	15.40	< .001	2.43	Reject H_0
Box Step	1.16 ± 0.21	3.05 ± 0.66	1.88	17.60	< .001	2.78	Reject H_0
Promenade Step	1.17 ± 0.22	2.91 ± 0.69	1.75	16.50	< .001	2.60	Reject H_0

Note. M = Mean; SD = Standard Deviation; df = 39; $\alpha = .05$. Mean Difference = Posttest − Pretest. Cohen's d values greater than 0.80 indicate a large effect size.

The paired-test table reports $p < .001$ for all five steps. At least one mean or standard deviation differs from the descriptive tables for each of the five steps. Several differences also differ from subtraction of the displayed rounded means. The underlying paired scores and effect-size calculation are needed to reconcile these figures. The box step has the largest reported gain; the study does not isolate the effect of peer teaching from other influences.

Learning Experiences

Question 1 (What did you learn during the execution of every step during the use of the applied strategy)

R1: I've learned that sa pag execute namo with our own nga kami kami ra as leader with my members dali ra ang pag execute if magtinabangay,cooperation the the group using this strategy is easy rajud.

R2:The use of peer teaching strategy is very useful gamit jud siya especially in topic foxtrot because our classmates demonstated and executed the dance steps man with the help of our leader.It makes our work easier for us and gained confidence.

R3:I've learned that using this strategy during the whole dance is easy for us .Still we managed and properly executed the dance steps even though we handled it within ourselves .

R4:Sa pag use namo sa strategy,we gained confidence ,build me ug teamwork and active participation.
R5:I've learned that it's better to have a proper coordination with my partner and dapat both should understand and know the rules and steps to make a better outcome.

The responses of the students revealed several positive learning experiences during the implementation of the peer-teaching strategy in teaching Foxtrot dance. The participants emphasized that working collaboratively within their respective groups made the execution of dance steps easier and more manageable. They recognized the importance of cooperation, teamwork, and shared responsibility, particularly when performing the assigned dance movements under

the guidance of their group leaders. Furthermore, the responses indicated that peer teaching helped develop students' confidence and encouraged active participation. Through the demonstration and guidance of their classmates, students became more comfortable in performing the Foxtrot dance steps. The strategy also provided opportunities for learners to assist one another, clarify instructions, and improve their understanding of the dance movements. Another important learning experience identified was the development of proper coordination with dance partners. Students realized that successful dance performance requires mutual understanding, familiarity with the dance steps, and cooperation between partners.

Question 2 (How useful to do you think is the strategy in the execution of every step)

R1:Ang Peer Teaching Strategy kay gamit in Foxtrot Dnce specifically sa dance steps first we learned it independently,properly executed even kami kami ra leader ra namo ang nagdala namo supervise ra c Maam.And being the leader of the group it is one of my most ganahan nga strategy where ako lang ang maghunahuna sa mga ideas based sa gehatag ni Maam na notes about the dance .Dili kaayu ko ma pressure tungod wala me gedali dali and focus rajud ko in performing and executing

R2: Peer Teaching is very useful in the execution of every step because it helps us learn the steps independently while helping my groupmates too.

R3: Through this strategy, we developed self confidence ,communication ,leadership and social skills.

R4: I've even more love social dancing through this strategy.

R5: Learned more comfortable performing with the support of my classmates. Repeated practice and peer guidance of my classmates help me perform the steps correctly.

The responses of the students revealed that the peer-teaching strategy was useful in facilitating the execution of every Foxtrot dance step. The participants emphasized that the strategy allowed them to learn independently while receiving guidance and support from their group leaders and classmates. As expressed by R1, the strategy provided an opportunity to think of their own ideas based on the learning materials provided by the teacher, allowing them to focus on performing and executing the dance steps without feeling pressured. Similarly, R2 highlighted that the strategy helped them learn independently while assisting their groupmates.It showed that peer teaching contributed to the development of important interpersonal and leadership skills. R3 emphasized the improvement of self-confidence, communication, leadership, and social skills through the implementation of the strategy. This suggests that peer teaching did not only focus on the acquisition of dance skills but also encouraged students to develop their ability to interact, communicate, and take responsibility for their group's learning.

Output of the Study

The proposed enhanced ILAW lesson plan responds to the reported Beginning-level pretest performance and identifies the triple and promenade steps for additional reinforcement. It includes teacher modeling, reciprocal peer coaching, cue cards, and repeated practice.

The plan outlines four proposed sessions over two days. Learners alternate between performer and coach, practice at differentiated stations, and demonstrate all five steps in a performance assessment. The plan is a proposed output, separate from the intervention described in Methods.

Rationale and Objectives

The enhanced lesson plan was developed in response to students' Beginning-level performance on the pretest in all five fundamental Foxtrot dance steps. After implementing the Peer-Teaching Strategy, their performance improved significantly to the Proficient level, demonstrating the effectiveness of peer demonstration, collaborative practice, immediate feedback, and repeated movement execution.

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However, the relatively lower performance in the Triple and Promenade Steps indicated the need for targeted reinforcement. Thus, the plan follows the ILAW framework and integrates teacher modeling, structured peer coaching, cue cards, differentiated activities, and focused remediation to strengthen students' Foxtrot skills, confidence, cooperation, and overall movement competence.

The enhanced lesson plan aims to:
1. develop students' mastery of the Forward Basic, Backward Basic, Triple, Box, and Promenade Steps;
2. improve students' footwork, timing, rhythm, coordination, balance, posture, and movement continuity;
3. strengthen learning through peer demonstration, reciprocal coaching, repeated practice, and immediate feedback;
4. provide focused remediation for students experiencing difficulty, particularly in the Triple and Promenade Steps; and
5. promote confidence, cooperation, responsibility, respect, and active participation in Physical Education
.

Scheme of Implementation

The enhanced lesson plan will be implemented over two days, consisting of four 60-minute sessions. On the first day, the teacher will introduce the learning intentions, safety guidelines, and performance criteria, then demonstrate the Forward Basic, Backward Basic, and Triple Steps. Students will then work in pairs, alternating between performer and peer coach, using cue cards to provide specific, respectful feedback.

During the second day, the teacher will introduce the Box and Promenade Steps and conduct differentiated practice stations. Learners needing additional support will receive focused remediation, while proficient students will complete enrichment activities under teacher supervision. The implementation will conclude with the performance of all five Foxtrot steps, assessment using the validated rubric, self-reflection, and identification of appropriate remediation, reassessment, or enrichment activities.

ENHANCED ILAW LESSON PLAN - GRADE 8 PHYSICAL EDUCATION

Table 6
Enhanced ILAW Lesson Plan (Part 1 of 4)

Name of Lesson	**PE - Fundamental Foxtrot dance Steps through Structured Peer Teaching**	**PE - Fundamental Foxtrot dance Steps through Structured Peer Teaching**
Learning Area/s	MAPEH - PHYSICAL EDUCATION	MAPEH - PHYSICAL EDUCATION
Designed by Teacher/s	Maylyn Ravanes Abacajan	Maylyn Ravanes Abacajan
Designed for which Grade Level and Section	Grade 8 - Can-asujan National High School	Grade 8 - Can-asujan National High School
No. of Days/Sessions	2 Days / 4 Sessions (two 60-minute sessions per day)	2 Days / 4 Sessions (two 60-minute sessions per day)
References (books, websites, toolkits, etc.)	DepEd Grade 8 Physical Education Curriculum Guide and Learner's Material: Social and Ballroom Dances; DepEd Learning Portal; Ensergueix and Lafont (2010); Iserbyt et al. (2010); Lin et al. (2019); Hsia and Sung (2020); Hsia and Hwang (2021); Silang et al. (2026); Whipp et al. (2015).	DepEd Grade 8 Physical Education Curriculum Guide and Learner's Material: Social and Ballroom Dances; DepEd Learning Portal; Ensergueix and Lafont (2010); Iserbyt et al. (2010); Lin et al. (2019); Hsia and Sung (2020); Hsia and Hwang (2021); Silang et al. (2026); Whipp et al. (2015).

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Name of Lesson	**PE - Fundamental Foxtrot dance Steps through Structured Peer Teaching**	**PE - Fundamental Foxtrot dance Steps through Structured Peer Teaching**
Declaration of AI use Cite how AI was used in the formulation of the lesson plan.	Generative AI assisted in organizing the initial ILAW-format draft, aligning the research findings with the learning activities and assessments, and checking language and formatting. The teacher reviewed and contextualized the competencies, safety provisions, performance criteria, and instructional decisions and assumes full responsibility for implementation.	Generative AI assisted in organizing the initial ILAW-format draft, aligning the research findings with the learning activities and assessments, and checking language and formatting. The teacher reviewed and contextualized the competencies, safety provisions, performance criteria, and instructional decisions and assumes full responsibility for implementation.
INTENTIONS	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master.

Table 6
Enhanced ILAW Lesson Plan (Part 2 of 4)

	DAY 1	**DAY 2**
Learning Competency: Write the competency/ies from the curriculum that we are targeting.	Executes the skills involved in the dance (PE9RD-IIb-h-4).	Executes the skills involved in the dance (PE9RD-IIb-h-4).
Learning Objectives: Write the smaller knowledge, skills, or tasks.	Cognitive: • Identify and explain the foot pattern, direction, and slow-slow-quick-quick timing of the Forward Basic, Backward Basic, and Triple Steps. • Use the cue-card criteria to distinguish accurate performance from common errors. Psychomotor: • Execute the Forward Basic, Backward Basic, and Triple Steps with improving footwork, timing, coordination, posture, balance, and smoothness. • Apply one peer correction during an immediate re-performance. Affective/Social: • Demonstrate respect, consent, patience, responsibility, and encouragement while alternating performer and peer-coach roles.	Cognitive: • Explain the directional patterns and transitions of the Box and Promenade Steps. • Analyze personal rubric evidence and identify the most appropriate next step for improvement. Psychomotor: • Execute all five Foxtrot steps and combine them into a smooth sequence with at least a Proficient mean of 2.51. • Transfer learning to a different partner, pathway, or musical tempo. Affective/Social: • Give specific, respectful, evidence-based feedback and demonstrate confidence, teamwork, safety, and shared responsibility.

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	DAY 1	DAY 2
Learner Context: Write your observations of your learners, strengths, interests, and barriers.	The study found that all learners initially performed at the Beginning level across the five steps. Learners therefore need explicit modeling, slow-count rehearsal, floor markers, and guided peer feedback. They show interest in collaborative movement but vary in rhythm, balance, confidence, and readiness to coach peers. Day 1 establishes a common technical language and trains all learners to use the feedback protocol.	After peer teaching, performance improved to Proficient across all five steps. The Box Step became the strongest (M = 3.05), while the Triple Step remained the lowest (M = 2.84); residual Beginning performance appeared in Triple and Promenade. Day 2 therefore consolidates Box Step confidence while providing targeted Triple/Promenade remediation, teacher verification, reassessment, and enrichment.
Learning Experience	A learning experience is like a thoughtfully designed journey.	A learning experience is like a thoughtfully designed journey.

Table 6
Enhanced ILAW Lesson Plan (Part 3 of 4)

	DAY 1	DAY 2
Pre-Lesson: Describe how you will help the learners get ready for the lesson.	Readiness and safety: • Check the non-slip dance area, footwear, spacing, water access, and physical readiness. • Allow self-selected/same-gender partners and no-contact shadow positions when preferred. Activation: • Dynamic warm-up: ankle mobility, weight shifts, posture alignment, directional walking, and rhythm clapping. • Introduce the learner-facing success criteria and the study-based challenge.	Retrieval and regrouping: • Perform Forward, Backward, and Triple without cue cards to check retention. • Regroup learners using Day 1 evidence: rhythm, pathway, posture/balance, or smoothness. Preparation: • Review the Observe-Affirm-Correct-Recheck protocol. • Prepare floor arrows, station passports, music, cue cards, and performance rubrics.

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	DAY 1	DAY 2
Flow: Describe the activities that you can implement in 1 or more sessions to meet the learning objectives. Apply the Learning Design Principles by thinking about how to: make the objectives clear for the learners guide learners before letting them try the task on their own check the state of the learners' well-being, understanding, and mastery connect today's new concepts to past competencies encourage collaboration among learners invite learners to reflect on why this matters to them ensure inclusion for learners' varied abilities	SESSION 1 - Foundations and Tutor Preparation (60 minutes) • Engage (5 min): Present the study findings in learner-friendly language; clarify the performance and collaboration targets. • Explore (8 min): Complete the dynamic warm-up and slow-slow-quick-quick clap-step-count activity. • Explain/Model (18 min): Teacher demonstrates Forward and Backward Basic whole-part-whole, including common-error contrasts, safe backward travel, and controlled weight transfer. • Peer-Coach Training (8 min): Model Observe silently → Affirm one correct cue → Correct one cue → Recheck immediately. Contrast specific feedback with vague praise. • Guided Practice (15 min): Three trials per role: without music, slow music, then practice tempo. Teacher verifies peer feedback. • Check (6 min): One-step performance and exit prompt: “The cue that helped me most was ___ because ___.” SESSION 2 - Rhythm, Continuity, and Triple Step (60 minutes) • Reactivate (6 min): Clap-step-count and gradually introduce music. • Model (10 min): Chunk the Triple Step and mark its pathway; emphasize coordinated weight transfer and continuity. • Scaffold (12 min): Level 1 feet/counts; Level 2 posture/arms; Level 3 music/travel. Advance after two accurate trials. • Peer Coaching (20 min): Two feedback cycles, partner rotation for transfer, and a teacher-led clinic for sequence/rhythm difficulty. • Integrate (7 min): Perform Forward → Backward → Triple with controlled transitions. • Reflect (5 min): Traffic-light self-rating with one precise retained cue.	SESSION 3 - Box and Promenade (60 minutes) • Retrieve (6 min): Perform the first three steps without cue cards. • Model Box (10 min): Use floor markers to demonstrate pattern, direction, posture, and smooth transitions. • Peer Mastery Station (10 min): Teacher-verified peers temporarily lead the Box station; rotate roles to avoid fixed status. • Model Promenade (10 min): Demonstrate opening direction, alignment, balance, travel, and safe return. • Differentiated Stations (16 min): Box consistency; Promenade pathway; Triple/Promenade rhythm clinic; transition challenge. Require two corrected trials. • Integrate (8 min): Perform Box → Promenade → Triple; choose the step needing final rehearsal. SESSION 4 - Synthesis and Assessment (60 minutes) • Targeted Review (7 min): Warm up in evidence-based groups for rhythm, pathway, posture/balance, or smoothness. • Map the Sequence (10 min): Forward → Backward → Triple → Box → Promenade with counts and transitions. • Peer Rehearsal (13 min): Perform → receive one affirmation and one correction → revise → reperform. • Performance Assessment (20 min): Individual or pair assessment using the five-criterion rubric; allow no-contact or individual-pathway performance. • Self-Assessment (5 min): Compare evidence with the success criteria and record one retained cue. • Cool-down/Ways Forward (5 min): Identify learners for same-skill remediation, reassessment, retention, or enrichment.
Learning Resources: List down the learning resources that will help you reach your objectives.	Foxtrot slow/practice-tempo music and speaker; DepEd PE 9 Learner's Material; visual step diagrams; floor arrows/tape; timer; Forward, Backward, and Triple peer cue cards; progress/exit slips; first-aid and hydration supplies.	Foxtrot music and speaker; Box and Promenade floor pathways; all five peer cue cards; station passports; analytic performance rubric; self-assessment slips; first-aid and hydration supplies.

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	DAY 1	**DAY 2**
Opportunities for Integration: Write down any possibilities to meaningfully anchor learning areas.	Music: • Recognize tempo, count, phrasing, and rhythmic consistency. Values Education: • Practice respect, consent, patience, responsibility, and constructive encouragement. English/Communication: • Use precise observation language and actionable oral feedback. Mathematics: • Apply sequencing, direction, spatial patterns, and counting.	Music: • Synchronize the complete Foxtrot sequence with phrasing and tempo. Health: • Apply warm-up, hydration, injury prevention, safe space, and body awareness. Values Education: • Demonstrate shared responsibility, inclusion, and confidence without humiliating peers. Research/Mathematics: • Interpret rubric means and use evidence to select remediation or enrichment.

Table 6
Enhanced ILAW Lesson Plan (Part 4 of 4)

ASSESSMENT	**Assessments reveal what learners have gained and what they still need help with.**	**Assessments reveal what learners have gained and what they still need help with.**
Formative Assessment: Create a task, activity, or questions to evaluate learning and provide feedback.	Formative checks: • Rhythm clap-step-count check. • Teacher observation of readiness, balance, posture, and spacing. • Peer cue cards for observable performance indicators. • Teacher checkpoints after each reciprocal practice cycle. • Exit explanation of the cue, error, and revision. Evidence rule: • After one actionable correction, the learner repeats the same skill immediately. • Advance only after two accurate scaffolded trials; otherwise join the targeted clinic.	Performance task: • Execute the Forward Basic, Backward Basic, Triple, Box, and Promenade Steps individually or with a partner. • Use five criteria: footwork/direction, timing/rhythm, coordination/balance, posture/alignment, and smoothness/confidence. Scoring and decision: • 4 = Advanced; 3 = Proficient; 2 = Developing; 1 = Beginning. • Target mean: at least 2.51 (Proficient), with no safety-critical indicator below 2. • Beginning: teacher micro-clinic and same-skill reassessment; Developing: one-focus correction and two consecutive target trials; Proficient: retention/transfer; Advanced: teacher-verified peer mentoring and 32-count enrichment.
WAYS FORWARD	Meaningful learning can also happen beyond the classroom.	Meaningful learning can also happen beyond the classroom.
Extended Learning opportunities: Suggest other learning experiences outside the classroom/class hours.	Transfer/enrichment: • Create a safe 32-count sequence using all five steps and annotate the counts. • Produce a one-page cue card or optional short tutorial emphasizing one common error and its correction. • If movement space or connectivity is unavailable, submit a written sequence map; complete performance later in a safe school setting.	Transfer/enrichment: • Create a safe 32-count sequence using all five steps and annotate the counts. • Produce a one-page cue card or optional short tutorial emphasizing one common error and its correction. • If movement space or connectivity is unavailable, submit a written sequence map; complete performance later in a safe school setting.

ASSESSMENT	Assessments reveal what learners have gained and what they still need help with.	Assessments reveal what learners have gained and what they still need help with.
Reflections: Think about what you need to change for the next session based on what happened today.	Record the number of learners at Beginning, Developing, Proficient, and Advanced levels for each step. Verify whether Triple and Promenade improved after targeted support. Identify who requires same-skill remediation and reassessment, who needs a next-class retention check, and who is ready for enrichment or teacher-verified peer mentoring. Note changes required before the next implementation.	Record the number of learners at Beginning, Developing, Proficient, and Advanced levels for each step. Verify whether Triple and Promenade improved after targeted support. Identify who requires same-skill remediation and reassessment, who needs a next-class retention check, and who is ready for enrichment or teacher-verified peer mentoring. Note changes required before the next implementation.

Conclusion

Based on the study's findings, the students initially demonstrated a Beginning level of performance in the five fundamental Foxtrot dance steps. After implementing the Peer-Teaching Strategy, their performance improved to the Proficient level, indicating enhanced knowledge of ballroom dance and psychomotor skills. The significant difference between the pretest and posttest performances confirmed that the Peer-Teaching Strategy effectively improved students' mastery of the fundamental Foxtrot dance steps. Furthermore, the enhanced lesson plan, developed from the findings, may serve as a practical instructional resource for Physical Education teachers to promote learner-centered, effective ballroom dance instruction.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

Physical Education Teachers may integrate the Peer-Teaching Strategy into ballroom dance instruction to provide students with collaborative, learner-centered, and engaging learning experiences that enhance the acquisition of fundamental dance skills.

Students may actively participate in peer-teaching activities by demonstrating correct dance techniques, giving constructive feedback to classmates, and practicing collaboratively to improve their ballroom dance performance and build self-confidence.

School Administrators may support peer-teaching strategies by providing instructional resources, encouraging collaborative teaching practices, and facilitating professional development programs that strengthen teachers' competencies in learner-centered instructional approaches.

Curriculum Developers and Educational Leaders may consider incorporating peer-assisted learning strategies into the Physical Education curriculum and teacher training programs to promote active learning, cooperative engagement, and the development of students' psychomotor competencies.

Future Researchers may replicate the study using larger samples, different grade levels, or other schools to enhance the generalizability of the findings. They may also investigate the effectiveness of the Peer-Teaching Strategy in teaching other dance genres, sports skills, or psychomotor learning activities, or compare its effectiveness with other learner-centered instructional approaches using experimental or mixed-methods research designs.

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