

A Training Package for Physical Education Teachers on the Teaching of Philippine Folk Dances

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Abstract: This study aimed to systematically assess, design, develop, implement, and evaluate a training package for Physical Education (PE) teachers in teaching Philippine folk dances. The study utilized the Design and Development Research (DDR) methodology anchored on the ADDIE instructional design model, namely analysis, design, development, implementation, and evaluation. The research was conducted during the academic year 2022–2023 at the Bukidnon State University PE Department, involving 40 PE teachers as participants. Adopted data-gathering instruments and evaluation tools were utilized in every phase of the study. The training package was further anchored on the 4P Literacy Ladder Model of Scaffolding Strategy, which served as the basis for the development of an instructional framework in teaching Philippine folk dances. Findings revealed that the PE teachers' prior knowledge and competence in teaching Philippine folk dances generally required improvement. In response, the training package was purposefully designed to address the identified instructional needs and competency gaps of the participants. Validation results showed that the developed training package was very highly acceptable and aligned with the teachers' instructional needs. Likewise, the implementation of the training package received a strongly agree rating across all components, particularly in terms of content and instructional inputs. Evaluation results further indicated that the training package was effective, as reflected in the participants' strong agreement regarding its acceptability, applicability, usefulness, clarity, content, and appropriateness. Moreover, the study generated the IDEA model Instructional Model for Teaching Philippine Folk Dances as a research-based instructional framework intended to enhance the pedagogical competence of PE teachers and improve the delivery of Philippine folk dance instruction. The IDEA Model Framework is composed of the following sequential phases; I-for investigate, D-for develop, E for Execute and A for assess.

Keywords: Folk Dance, Training Package, Physical Education

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I. INTRODUCTION

Philippine folk dances are important cultural treasures that preserve the country's heritage, identity, and traditions. In the educational setting, Physical Education (PE) teachers play a vital role in passing these cultural practices to younger generations through effective and authentic instruction. However, challenges such as limited teacher training, insufficient instructional resources, inconsistent teaching approaches, and declining student interest affect the quality of folk-dance education. These issues highlight the need for a structured and standardized training package that can enhance teachers' content knowledge, pedagogical skills, and instructional consistency. Grounded in mastery learning and experiential learning principles, this study aims to develop a modular training package for teaching Philippine folk dances that will support effective instruction, improve learner engagement, and contribute to the preservation and promotion of Filipino cultural heritage through education.

This study developed and evaluated a training package for PE teachers to improve their competence in teaching Philippine folk dances using the ADDIE instructional design model and guided by adult and experiential learning theories. The training package was designed to address instructional needs, enhance teaching strategies, and promote learner-centered, culturally relevant instruction. Findings highlight its value in improving teachers' confidence, instructional consistency, and students' engagement and appreciation of Filipino cultural heritage. Conducted at Bukidnon State University, the study produced a validated instructional module that supports effective teaching, cultural preservation, and standardized folk-dance education.

Philippine folk dances are legally and culturally protected through national laws such as the 1987 Philippine Constitution and Republic Act No. 10066, which emphasize cultural preservation as part of national identity. Folk dances serve as important expressions of Filipino history, values, and

regional diversity, but their teaching faces challenges such as limited instructional materials, declining student interest, and lack of specialized teacher training. To address these issues, the study highlights the development of a structured training package using the ADDIE model, integrating appropriate teaching strategies, technology, and cultural relevance. This approach aims to improve teachers' competence, enhance instructional effectiveness across learning modalities, and support the preservation and promotion of Philippine folk dances in education.

This study employed the design and development research (DDR) method, specifically by adapting and modifying ADDIE's instructional design model. The DDR method of research provides instructional designers with a pathway to test theories, models, and frameworks and to validate practice. Its focus is on the use, design, development, implementation, and evaluation of products and models using instructional design models and frameworks.

Richey and Klein (2007) defined DDR as the systematic study of design, development, and evaluation processes to establish an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development. In this study, the researcher designed and developed an instructional model that underwent validation and thorough expert review. After 60 days, due process, it was implemented to the target participants, the primary grade practice teachers, through a two-day training.

The ADDIE model, composed of the phases *analyze*, *design*, *develop*, *implement*, and *evaluate*, is a systematic and learner-centered approach widely used in the development of instructional materials and training programs (Molenda, 2015). This model was considered appropriate for the study because it provides a structured process for designing, developing, and validating a training package that responds to the actual instructional needs of physical education (PE) teachers in teaching Philippine folk dances.

➤ Research Locale

The study was conducted at Bukidnon State University, specifically the physical education department, considering the pandemic that is threatening our country and the whole world as well, the researcher believes that the number of prospective participants would suffice the needed population that would answer the questions and describe the challenges met. The university has (6) six colleges with students to undergo physical education¹⁰² which includes the teaching of dance, including all genres. It also has a major program on physical education where students are exposed and enhanced with their skills in teaching and performing folk dance as future teachers.

➤ Participants of the Study

The participants in this study consisted of 40 physical education teachers and bachelor of physical education (BPED) pre-service teachers from Bukidnon State University, taking into account the learning conditions during

the pandemic. The teacher-participants were those assigned to teach folk dance subjects at the tertiary level.

These teachers handle the major subjects in teaching PE where teaching folk dances is among the major subjects to be taught. Although their major field of specialization is in Music, Arts, Physical Education and Health (MAPEH), they still need the training package in the teaching of folk dances, simply because MAPEH is a multifaceted specialization focusing on the four different components in one specialization. Moreover, not all physical education teachers were included, as some specialized more in sports-related areas rather than dance instruction. In contrast, all BPED pre-service teachers were included in the study because they were directly involved in dance-related coursework and training.

➤ Data Gathering Tools

Since the study employed the design and development research (DDR) method and adapted ADDIE's instructional design model, it used five (5) sets of data-gathering tools for each phase. In the *analysis* phase, the data-gathering tool used was a researcher-developed survey questionnaire with a 5-point scale. The questionnaire is composed of two parts. The first part was intended for participant profiling, including the participant's name, major field of specialization, years of service in the public school, and whether the participant is already a teacher. The second part consists of questions that specifically identify which competency the participants need to address. The survey questionnaire delineates all the skills necessary in teaching folk dance to evaluate teachers' competencies. The questionnaire included indicators to assess specific training needs in teaching Folk dances. The developed questionnaire was validated by three panels of experts. The panel of experts who evaluated the questionnaire was chosen based on their field of specialization.

In the *design* phase, the researcher employed a structured validation process to ensure the quality and appropriateness of the task analysis chart (TAC) for the training package on teaching Philippine folk dances. A validation checklist was developed and administered to a panel of expert validators selected for their expertise in teaching PE, instructional design, and teacher education.

During the development phase, an adopted evaluation tool for the training package for teachers was also used to gather feedback from them, as end-users of the training package. During the implementation phase, the teachers used an adapted evaluation tool by Alberto (2000) to evaluate the training package, considering the following criteria: acceptability, applicability, usefulness, content and content accuracy, appropriateness, and clarity. The researcher modified and revised this tool to suit the context of this study.

➤ Data Gathering Procedure

The research procedure employed in the present study was patterned after the ADDIE model of Dick and Carey (2015). The research process commenced after the dean of the College of Education approved the letter of permission. The letter was forwarded to the Bukidnon State University PE

department head for approval to conduct the study. Upon the department head's approval, another letter was prepared and addressed to the identified PE teachers who teach folk dances. This is to secure an informed consent form for their voluntary participation. Upon retrieval of all signed letters, the researcher personally conducted orientation with the participants. The five phases of ADDIE model was systematically followed as the research procedure.

- *Analysis Phase*

In the *analyze* phase, the study examined the current competencies, experiences, and challenges PE teachers face in teaching Philippine folk dances. This phase involved gathering data on existing instructional practices, available resources, and difficulties related to dance instruction. The results of the needs assessment served as the basis for identifying gaps in teachers' knowledge, skills, and access to effective teaching materials.

In this study, the researcher utilized the formulated survey questions patterned from Arias and Daing (2020). These instruments helped the researcher gathered in- depth information regarding the experiences of the teachers in handling or teaching traditional dances. The survey questions underwent checking and validation by the dissertation committee experts. The researcher requested three (3) experts in dance and dance researchers to do the content validation. A dance director, chairperson of the physical education department and an international and national folk dance researcher, and a national author of the published folk dance *Sagakad*.

The survey questionnaire aimed to identify the competencies least mastered by PE teachers from the higher education institution (HEI) and pre-service teachers. The researcher utilized the questionnaire to develop the training package for teaching folk dances. In the conduct of questionnaire for the need's assessment, the researcher made it a point that the questionnaire was answered during noon time break and after class in the afternoon to avoid disruption of classes. The questions helped gather the data needed for the study. The researcher made use of a short discussion through focus group discussion (FGD).

- *Design Phase*

In the *design* phase, the structure and framework of the training package were planned based on the analysis findings. This included formulating learning objectives, selecting relevant Philippine folk dances, organizing content into modules, identifying teaching strategies, and designing assessment tools. The design ensured that the package would be responsive to teachers' instructional needs and aligned with educational standards and cultural preservation goals.

The *design* phase must be systematic and detailed. This can be achieved through the use of task analysis chart (TAC). TAC helps the instructional developers (IDs) in understanding how IDs accomplish their goals by breaking down specific steps required to complete a task effectively

(Blue Dragon, 2024).

Since, during the *analysis* phase, it was established that there is a need to develop teachers' competence in teaching folk dances, it is during the *design* phase that prototype modules. This phase includes the module design, module parts identification, setting of objectives, content, activities, assessment tools, situational analysis for real classroom application, software/s to be used during practice, and data and elements were clearly described.

Second is the *design* phase. Upon determining the result of the knowledge and competence of the PE teachers on teaching folk dances, the researcher continued with the design of the training package. The researcher designed the task analysis chart (TAC) of the training package and was subjected to validation by the panels of experts. Upon retrieval of the validation tools, revisions were made based on the comments and suggestions provided. The content of the TAC had been revised and modified according to the suggestions given. The revised TAC contained the needs, session outcomes, topic, specific learning objectives, Materials, activities and assessment tools, and time duration.

- *Develop Phase*

In the *develop* phase, the actual training package was created. This involved preparing learning modules, instructional guides, demonstration materials, video resources, practice activities, and assessment instruments. The developed package was then subjected to expert validation to ensure content accuracy, cultural authenticity, clarity, and usability. Revisions were made based on feedback to improve the quality of the materials.

With the revised task analysis chart (TAC), the researcher started with the development of the training package in teaching folk dances for PE teachers. The development of the training package has been anchored on the four essential areas such as the 4 As namely: *activate*, *analyze*, *abstraction* and *application*. Other than the four basic parts, it contained the topic title or heading, a learning objective, and materials. The developed training package had undergone validation by the panel of experts.

- *Implement Phase*

In the *implementation* phase, the training package was pilot-tested among selected PE teachers. During this stage, participants used the package in actual or simulated teaching contexts. The implementation phase allowed the researcher to observe how the training materials functioned in practice, identify possible issues, and determine whether the package was feasible and practical for instructional use.

The implementation phase involved conducting a one-day training program to equip PE teachers with effective teaching strategies for folk dances. The researcher meticulously crafted the training package, ensuring a well-structured sequence of activities and the preparation of training materials, including PowerPoint presentations, handouts, and activity sheets. Furthermore, the researcher reached out to esteemed experts in the field, extending

invitations to serve as resource speakers and enrich the training experience. To ensure a smooth and efficient training activity, the researcher also made logistical arrangements, including allocating resources and creating a detailed budget. Participants were also asked to complete a questionnaire to assess their overall experience of the training.

Moreover, before the training, the resource speakers were oriented on the flow of the training, including other details, especially the time allotment, strategies, and the expected output as evidence of observable success. The feedback gathered during this phase will guide revisions and improvements to the training package.

Furthermore, in the implementation phase, the instrument used to assess the one-day training consisted of statements that allowed PE teachers to reflect on the relevance, clarity, and usefulness of the training. Participants rated each item based on their personal experience, helping capture the training's impact on their confidence, readiness, and application.

• *Evaluate Phase*

This is the final phase aimed at assessing the effectiveness of the training package. Evaluation tools, such as observation checklists and evaluation forms from teachers and experts, were gathered. The evaluation results were tallied and computed to determine the effectiveness of the training package. It was done to determine whether the evaluation yielded significant results.

This phase determined the impact of the training on teachers' instructional competence and consistency in folk dance instruction. The insights gained contributed to the refinement of the final version of the training package.

In the *evaluation* phase, teachers' competencies were measured before and after using the package using evaluation forms. Data gathered from this phase were used to determine the impact of the training package on teachers' knowledge, skills, and confidence in teaching Philippine folk dances. The use of the ADDIE model as the research design is highly suitable for this study because it ensures that the developed training package is systematic, needs-based, culturally relevant, and pedagogically effective. Through its step-by-step and iterative process, the ADDIE model supports the creation of an instructional intervention that not only addresses the lack of training resources but also contributes to the preservation and effective teaching of Philippine folk dances.

• *Ethical Consideration*

Each participant was informed on the procedures, significance, confidentiality, benefits, and risks of this research before they signed the consent form and participated in all the interview sessions. Proper protocols and ethics were observed and practiced in the completion of this research.

➤ *Scoring Procedure*

In the quantitative aspect of the research process, every instrument used in each phase of the development of the instructional design package employed appropriate scaling, qualitative description, and qualifying statements.

➤ *Scoring Guide for the Needs Assessment of Teachers' Knowledge and Skills on Teaching Folk Dances*

Rating Scale	Range of Interval	Qualitative Description	Qualifying statements
5	4.21-5.00	Excellent	The teacher has outstanding knowledge and skills in teaching folk dances.
4	3.41-4.20	Very Satisfactory	The teacher has very good knowledge and skills in teaching folk dances.
3	2.61-3.40	Satisfactory	The teacher has good knowledge and skills in teaching folk dances.
2	1.81-2.60	Faily Satisfactory	The teacher has limited knowledge and skills in teaching folk dances.
1	1.00-1.80	Needs Improvement	The teacher lacks the knowledge and skills in teaching folk dances.

➤ *Scoring Guide in Validating the Task Analysis Chart (TAC) of the Designed Training Package for Teaching Folk Dances*

Rating Scale	Range of Interval	Qualitative Description	Qualifying statements
5	4.21-5.00	Strongly Agree	The TAC is clearly structured, highly relevant, and accurately reflects the essential competencies for scaffolding reading intervention.
4	3.41-4.20	Agree	The TAC is well-structured, relevant, and adequately represents the key tasks and competencies for the training.
3	2.61-3.40	Undecided	The TAC lacks clear, relevant, or complete components in some areas, indicating a need for further clarification or refinement.
2	1.81-2.60	Disagree	The TAC has notable issues in clarity, relevance, or alignment with the intended competencies.
1	1.00-1.80	Strongly Disagree	The TAC is poorly constructed, lacks relevance, and does not align with the goals of scaffolding reading intervention training.

➤ *Scoring Guide to Validate the Developed Training Package for Teaching Folk Dances*

Rating Scale	Range of Interval	Qualitative Description	Qualifying statements
5	4.21-5.00	Very Highly Acceptable	The training package is excellent in quality, thoroughly developed, and fully meets validation criteria.
4	3.41-4.20	Highly Acceptable	The training package is well developed, meets most validation criteria, and is suitable for implementation.
3	2.61-3.40	Moderately Acceptable	The training package is acceptable to some extent but may need revisions or improvements in specific areas.
2	1.81-2.60	Slightly Acceptable	The training package has several issues and requires significant revisions before use.
1	1.00-1.80	Not Acceptable	The training package does not meet the necessary standards and is unsuitable in its current form.

➤ *Scoring Guide to Assess the Implementation of the Training Package*

Rating Scale	Range of Interval	Qualitative Description	Qualifying statements
5	4.21-5.00	Strongly Agree	The indicator statement conveys that the training was very well implemented and exceeded one's expectations.
4	3.41-4.20	Agree	The indicator statement conveys that the training was well implemented and met one's expectations.
3	2.61-3.40	Undecided	The indicator statement conveys that one is unsure if the training was implemented effectively
2	1.81-2.60	Disagree	The indicator statement conveys that the training was not well implemented and did not meet one's expectations.
1	1.00-1.80	Strongly Disagree	The indicator statement conveys that the training was poorly implemented and failed to meet one's expectations.

➤ *Scoring Guide for Teachers' Evaluation in terms of Acceptability, Applicability, Usefulness, Clarity, Content, and Content Accuracy, and Appropriateness*

Rating Scale	Range of Interval	Qualitative Description	Qualifying statements
5	4.21-5.00	Strongly Agree	The training package is excellent in quality, thoroughly developed, and fully meets validation criteria.
4	3.41-4.20	Agree	The training package is well developed, meets most validation criteria and is suitable for implementation.
3	2.61-3.40	Undecided	The training package is acceptable to some extent but may need revisions or improvements in specific areas.
2	1.81-2.60	Disagree	The training package has several issues and requires significant revisions before use.
1	1.00-1.80	Strongly Disagree	The training package does not meet the necessary standards and is unsuitable in its current form.

➤ *Treatment of Data*

Appropriate statistical methods were employed in the study, based on the available data and information, to address the research objectives. This study used descriptive statistics to treat the data. The evaluation tool used in determining the current level of knowledge and skills of teachers in teaching Folk Dances during needs assessment, evaluating the TAC, teachers' evaluation of the developed training package, and during the implementation of the training, all used mean and standard deviation as the statistical tool in treating the data, by this means, the strengths and weaknesses of the data were determined.

II. RESULTS AND DISCUSSION➤ *Instructional Needs of the PE Teachers in Teaching Philippine Folk Dances*

The needs assessment was conducted by determining the level of knowledge, skills and competence of the PE teachers in teaching Philippine Folk Dances, which was used as the basis for the design and development of the training. The researcher developed a self-made questionnaire to determine the knowledge and competence of the teachers.

The researcher assessed the knowledge and competence of the teachers considering that they already had the background knowledge about teaching PE subjects, and they

also had experience in teaching. The primary data were acquired through needs assessment questionnaire, surveys and series of interviews which were analyzed and interpreted. The result of the survey were summarized and showed that what they acquired the skills and knowledge in teaching Philippine folk dances is lacking.

Addressing the instructional needs of teachers in teaching folk dances may enhance their content knowledge, delivery of the lesson, as well as the entire teaching competencies. A well-trained teacher in folkdance may lead to proper execution of the dance steps, better understanding of the dance terms and patterns, and proper counting base on the time signature interpretation of the specific dance literature. To be confident as to the alignment of the instructional needs of the PE teachers teaching the folk dance, needs assessment result is very necessary to be aligned with the output of the study to ensure the availability and use of relevant instructional materials and resources, such as modules.

Thus, learning becomes more meaningful, motivational and engaging when appropriate strategy will be implemented. The observable insufficiency in teaching folk dances in the field of teaching has to be address and resolved (Kızılkaya-Namlı and Temel, 2019), since it is evident that there are more willing teachers to teach folk dances and students to learn when there is alignment from the instructional needs of the PE teachers to the learning needs of the students. Continuous professional development through updated and aligned learning materials can either be useful to teachers and learners. Addressing instructional needs encourages teachers to engage in lifelong learning through trainings, workshops, and collaboration, ensuring that their teaching practices remain updated and relevant.

The *needs assessment* phase utilized survey to identify the needs of the physical education teachers and practice teachers in teaching the folk dance. Teaching folk dance requires not only knowledge of movement and rhythm but also a deep understanding of cultural context, proper

pedagogy, and effective teaching strategies to achieve quality teaching. physical education teachers play a vital role in preserving cultural heritage through the teaching of folk dances, yet they often face various challenges that affect the quality of instruction. Many teachers encounter limitations such as lack of training, insufficient instructional materials, limited time allocation, and inadequate facilities. These challenges highlight the need to identify and address the specific needs of Physical Education teachers to enhance their competence and confidence in delivering folk dance lessons. By understanding these needs, educational institutions can provide better support systems, training programs, and resources that will ultimately improve the teaching and learning experience in folk dance education.

Table 1 presents the results of the physical education teachers' instructional needs in teaching Philippine folk dances. The needs assessment highlights the following significant answers of all of the participants.

Teaching folkdance is among the major subjects in teaching PE majors. Difficult in a manner that the PE teachers will perform, interpret and analyze the content of the subject. Among the 10 indicators under the *instructional modalities needs assessment* results, three (3) indicators revealed that the answers of the participants are the same with the mean of 5 and an sd of 0.00. This mathematical data is directly pointing the qualifying statement which states that, *teaching folk dance is highly difficult where the task is challenging*, which requires PE teachers a considerable effort to perform and interpret the folk dance.

The first indicator that resulted to a unanimous response from the participants is on the *need for seminars, trainings and workshops for PE instructors when it comes to teaching the Philippine Folk Dances*. The professional development of the teacher in teaching folk dance is significant because it will enhance teaching skills, content mastery, and cultural understanding of traditional dances as intangible cultural heritage among Filipinos (Fabillar et al., 2025).

Table 1 Instructional Modalities Needs Assessment Results

Indicator	Mean Score	sd	Difficulty Level
The folkloric groups are of great help in enhancing the teaching of Philippine folk dance.	2.59	0.35	Fairly Satisfactory
The folk-dance demonstrators are gaining good impressions and effects in folk dance promotion.	2.42	0.36	Fairly Satisfactory
The rituals are needed in learning and teaching Philippine folk dances.	2.42	0.36	Fairly Satisfactory
It is necessary to give emphasis on the teaching of folk-dance origin, dance steps and patterns, dance terms, and counting through time signature in the learning of Philippine folkdances.	1.70	0.30	Needs Improvement
There is a need to use authentic literatures in teaching Folkdances.	1.60	0.45	Needs Improvement
The competition of folk dancing needed to help in the of Philippine folk dances.	1.55	0.23	Needs Improvement
It is necessary to be a part of a professional folkloric group in updating with new published folk dances.	1.50	0.42	Needs Improvement
The exposure to various cultural presentation help the Teachers' need in teaching the	1.50	0.42	Needs

Philippine folkdances.			Improvement
There is a need to update the new issues and articles about the teaching of Philippine folkdances.	1.42	0.32	Needs Improvement
There is a need for seminars, trainings and workshops for PE instructors when it comes to teaching the Philippine Folk Dances.	1.40	0.40	Needs Improvement
Over All Mean	1.96	0.36	Needs Improvement

Teaching Philippine folk dances requires specialized training, authentic content knowledge, and proper instructional resources. Without adequate training, PE teachers often lack confidence and experience difficulty in lesson preparation, teaching strategies, assessment, and meeting students' learning needs. The findings also showed challenges such as limited exposure to folk dances, lack of resources, inadequate training, and students' preference for modern dances, which affect effective instruction and cultural engagement. These issues highlight the need for a structured and compact training package with authentic instructional materials, multimedia resources, and blended learning approaches to improve teachers' competence, strengthen folk dance instruction, and support the preservation of Filipino cultural heritage.

➤ *Designing a Training Package in Teaching Folk Dances for PE Teachers Based on the Results of the Needs Assessment*

In this phase, the researcher crafted and designed the task analysis chart (TAC) for the training package in teaching folk dances for PE teachers. Table 2 shows the result of the validation by the panel of experts. The overall result reveals that the validators strongly agree with the indicators provided. This means that the TAC was clearly structured, highly relevant, and accurately reflects the essential competencies for scaffolding reading intervention. The overall findings indicated that the panel of experts strongly agreed with the validation indicators, suggesting a high level of acceptability for content quality and instructional soundness.

Table 2 Result of the Validation of the Task Analysis Chart for Teaching Folk Dances

Indicators The TAC ...	Mean	sd	Interpretation
clearly defines the overall learning objectives for the training.	4.71	0.49	Strongly Agree
identifies the key tasks involved in using scaffolding reading strategies	4.61	0.49	Strongly Agree
presents the tasks in a logical and sequential order that builds upon prior knowledge and skills.	4.45	0.64	Strongly Agree
identifies specific skills needed for each sub-task.	4.42	0.7	Strongly Agree
provides an estimated time needed for each training activity or task.	4.45	0.73	Strongly Agree
breaks down each key task into smaller, manageable steps.	4.44	0.75	Strongly Agree
considers the prerequisite skills that practice teachers may need before learning specific scaffolding strategies.	4.820	0.92	Strongly Agree
identifies the resources and materials required for each training activity.	4.59	0.58	Strongly Agree
states allocated time that is realistic considering the complexity of the task and the needs of the practice teachers.	4.55	0.66	Strongly Agree
suggests methods for assessing whether practice teachers have mastered the key tasks involved in using scaffolding reading strategies.	4.53	0.61	Strongly Agree
Overall Mean	4.46	0.66	Strongly Agree

The results showed that the Tasks Analysis Chart (TAC) was clearly structured, relevant, and aligned with the training objectives and PE teachers' needs in teaching Philippine folk dances. Expert validation strongly affirmed its instructional quality, highlighting clear learning objectives, logical task sequencing, and appropriate teaching activities. Guided by needs assessment and grounded in experiential and constructivist learning theories, the training package was designed with structured lessons, multimedia resources, assessment tools, and the 4As framework (Activity, Analysis, Abstraction, and Application) to improve teachers' competence, standardize instruction, address learning gaps, and promote culturally authentic folk-dance education.

➤ *Developing a Training Package for PE Teachers in Teaching Folk Dances*

The developed didactic training package for PE teachers on teaching folk dances underwent a comprehensive

validation process using 17 indicators to evaluate its content, usability, adaptability, and impact. The developed training package contained the basic preliminary parts. There were three modules designed for the teaching of folk dances. Each module represents a lesson with a corresponding strategy. Moreover, each lesson featured three basic parts, namely: topic, learning objectives, and lesson procedure. In the lesson procedure section, the researcher introduced the developed model, which comprises the four basic parts of teaching strategies. The four crucial designed steps served as the instructional model for the PE teachers. They are known as the 4A's approach: *activity*, *analysis*, *abstraction*, and *application*. This pedagogical framework is grounded in constructivist learning theories that emphasize active engagement and meaningful understanding. With these, the PE teachers would be guided systematically in delivering the instruction.

Table 3 presents the results of the validation conducted by the panel of experts on the developed training package for PE teachers. As can be seen in the Table, the overall result indicates that it was highly acceptable, indicating that the training package was of excellent quality, thoroughly

developed, and fully met validation criteria. The overall validation results of the developed training package showed strong consensus on its high acceptability in supporting the instructional needs of practice teachers in reading intervention.

Table 3 Result of the Validation of the Developed Training Package for PE Teachers Teaching Folk Dances

Indicators	Mean	SD	Interpretation
The materials and strategies provided are appropriate for the PE teachers' use.	4.79	0.45	Very Highly Acceptable
The instructions are easy to understand.	4.64	0.62	Very Highly Acceptable
The materials and strategies apply to different classroom locales	4.59	0.75	Very Highly Acceptable
The strategies incorporated are interesting to use.	4.55	0.58	Very Highly Acceptable
The materials allow PE teachers to use new techniques in teaching	4.43	0.56	Very Highly Acceptable
The materials can enhance the confidence of the PE teachers in employing the strategies.	4.38	0.78	Very Highly Acceptable
The strategies indicated offer new learning to the users.	4.35	0.73	Very Highly Acceptable
The materials can help the PE teachers use a Teaching strategy with the students.	4.26	0.90	Very Highly Acceptable
The materials are effective in improving the performance of PE teachers in developing the skills of the students.	4.03	0.98	Highly Acceptable
The materials provide flexibility in their use.	4.00	0.96	Highly Acceptable
Overall Mean	4.36	0.73	Very Highly Acceptable

The findings reveal that the materials were thoughtfully designed to align with practical classroom realities and pedagogical demands, resulting in a cohesive and responsive resource. The consistently high qualitative ratings across multiple dimensions suggest that the training package not only meets essential criteria such as clarity, relevance, and engagement but also extends its value by enhancing instructional confidence and encouraging reflective teaching practices.

This finding supports Vaughn and Bos (2015), who emphasized that effective teaching strategies for interventions must be systematically designed and explicitly structured to address learners' specific needs, especially when implemented by teachers who still lack the knowledge and skills in teaching. Additionally, these findings reinforce the notion that a well-designed, pedagogically grounded training package can significantly support teaching efficacy and learner outcomes in reading intervention (Boakye & Mai, 2016).

Further, the findings also show that a modular approach grounded in the ADDIE model provides a systematic framework for producing an effective training package. In the earlier phases, needs assessment, focus group discussions, and interviews were used to identify major concerns such as resource scarcity, inconsistent teaching strategies, and low learner engagement. Research by Garcia and Lee (2022) emphasized that the use of localized and flexible instructional

materials and multiple teaching modalities can significantly improve student participation and interest.

In the *development* stage, the information gathered from the *analysis* and *design* phases is transformed into actual instructional materials. This includes the preparation of training modules, demonstration guides, step-by-step dance instructions, assessment tools, digital resources, and performance rubrics that directly respond to the identified instructional needs of PE teachers. At this stage, the training package is refined to ensure that each component supports competency development, cultural authenticity, and practical classroom application. As a result, the development process converts the training plan into a complete and usable learning package that can improve teachers' capability in teaching Philippine folk dance effectively.

➤ *Implementation of the Developed Training Package in Teaching Folk Dances for PE Teachers*

The implementation phase involved a one-day training that provided PE teachers with essential knowledge and practical skills in teaching Philippine folk dances through structured discussions, demonstrations, and hands-on activities. This phase enhanced teachers' confidence and readiness to apply the strategies in real classroom settings. Assessment results showed that participants strongly agreed that the training was well-implemented, relevant, and exceeded expectations, reflecting a highly positive learning experience.

Table 4 Assessment of the PE Teachers' Training Experience in Terms of Context

Indicators	Mean	SD	Interpretation
I understand the purpose of this training before my participation.	4.98	0.32	Strongly Agree
I had a positive in-person training experience given the conducive environment.	4.95	0.21	Strongly Agree
Enough time was provided in my schedule for the training.	4.97	0.17	Strongly Agree
The overall conduct of the training meets my expectations.	5.00	0.30	Strongly Agree
The training matched the intent based on the program title.	5.00	0.40	Strongly Agree
I have enough preparation before the training.	4.89	0.31	Strongly Agree
Overall Mean	4.96	0.28	Strongly Agree

The overall training experience of PE practice teachers was highly favorable, with participants strongly agreeing that the training was relevant, well-organized, and aligned with their expectations and professional development needs. They positively rated the training environment, schedule, content,

materials, and resource speakers, highlighting their clarity, practicality, and effectiveness. These findings indicate that the training provided a resource-rich, learner-centered, and supportive environment that contributed to successful learning and instructional outcomes.

Table 5 Assessment of the PE Teachers' Training Experience in Terms of Input

Indicators	Mean	sd	Interpretation
The speakers appear informed and knowledgeable about the topics of training.	4.98	0.32	Strongly Agree
The speakers are prepared for the training.	4.95	0.21	Strongly Agree
The materials used by the speakers in the presentation and during the workshop are easy to understand.	4.97	0.27	Strongly Agree
The speakers provide examples and contextualized information.	5.00	0.30	Strongly Agree
The speakers provide the group with constructive feedback.	5.00	0.20	Strongly Agree
The materials in the training are organized.	4.89	0.31	Strongly Agree
The materials in the training are practical and helpful.	4.80	0.32	Strongly Agree
The training has enough supporting content.	4.92	0.28	Strongly Agree
There are enough resources for the participants to finish the training.	4.95	0.34	Strongly Agree
Overall Mean	4.94	0.28	Strongly Agree

The assessment showed that participants highly rated the speakers for being knowledgeable and well-informed, indicating that their expertise contributed to effective learning and participant engagement. Through the ADDIE-based implementation, the training package integrated technology, media, feedback, and assessment to improve clarity, relevance, and instructional effectiveness. Overall, the structured and learner-centered module helped address instructional gaps, enhanced teachers' competence, promoted student engagement, and supported the preservation of Philippine folk dances through culturally relevant and adaptable instruction.

➤ Evaluation of the Developed Training Package in Teaching Folk Dances

Evaluation of the Developed Training Package in Teaching Folk Dances: Acceptability, Applicability, Usefulness, Clarity, Content, and Content Accuracy, and Appropriateness.

The final phase of the design and development process involved evaluating the training package for teaching folk dances to determine its acceptability, applicability, and usefulness. Results showed that participants and experts strongly agreed that the learning module was highly acceptable, with consistent responses indicating a homogeneous evaluation. These findings emphasize the importance of evaluating instructional materials before implementation to ensure their quality and effectiveness.

Table 6 Evaluation of the Training Package on its Acceptability

Indicator	IM Experts		
	Rating	sd	QD
I find the concepts, activities and tasks presented in the approach as useful in teaching Philippine Folk Dances.	4.75	0.50	Strongly Agree
The approach inspires me to employ innovative ways in teaching Philippine Folk Dances.	4.75	0.50	Strongly Agree
The approach makes me appreciate that teaching Philippine Folk Dances is fun and interesting and an effective means of learning.	4.75	0.50	Strongly Agree
I am willing to use the material as a tool or a supplementary means in teaching Philippine folk dances.	4.50	1.00	Strongly Agree
The training package motivates me in teaching Philippine folk dances.	4.50	1.00	Strongly Agree
Overall Mean	4.65	0.70	Strongly Agree

The participants' profound and detailed evaluation of the applicability of the training package is shown in Table 6. They affirmed its applicability as shown in the overall mean, confirming that all the participants strongly agree that the training package is applicable. The overall standard deviation shows that there is homogeneity in the distribution of the participants' responses on the applicability of the material. The result further confirms that the participants strongly

agree that the material is an applicable strategy in the delivery of instruction by the PE teachers. This finding is in congruence with the conclusion made by Guerta (2017) in her study that, once the material is applicable, it can be utilized in the course of instruction, as she developed materials for PRIME-HRM accreditation by the Civil Service Commission.

Table 7 Evaluation of the Training Package on its Applicability

Indicator	IM Experts		
	Rating	SD	QD
The material can be applied in PE class to the real teaching situation.	4.75	0.50	Strongly Agree
Delivery strategies are applicable in the approach.	4.50	1.00	Strongly Agree
Technology and computer-aided instruction are applicable in classroom instruction.	4.50	1.00	Strongly Agree
The activities and tasks in the material can facilitate meaningful learning.	4.50	0.58	Strongly Agree
The objectives of the IMs are attainable.	4.50	0.58	Strongly Agree
Overall Mean	4.55	0.73	Strongly Agree

The participants' evaluation of the usefulness of the training package for PE teachers in teaching Philippine folk dances is presented in Table 7. The participants affirmed its usefulness as they strongly agree that the delivery strategies in the Training Package are useful; that they challenged to develop their own approach for more effective users' learning; that the activities and tasks in the Training Package encourage active participation among users; that the approach can bring out prior knowledge; that the Training Package can enhance the development of the users' inquiry skills; and

lastly that the training package can enhance the users' skills in using technology as a supplementary learning tool.

The overall mean confirms that all the participants strongly agree that the training package is useful. The overall standard deviation indicates that the distribution of participants' responses on the usefulness of the material is homogeneous. The result confirms that they strongly agree that the training package is a useful strategy in the delivery of instruction by PE teachers.

Table 8 Evaluation of the Training Package on its Usefulness

Indicator	IM Experts		
	Rating	sd	QD
I was challenged to develop my own approach for more effective learning.	4.50	1.00	Strongly Agree
The activities and tasks in the Training encourage active participation among users.	4.75	0.58	Strongly Agree
The approach can bring out prior knowledge	4.25	0.96	Strongly Agree
The Training Package can enhance the development of the users' inquiry skills	4.75	0.50	Strongly Agree
The Training Package can enhance the users' skills in using technology as a supplementary learning tool.	4.75	0.50	Strongly Agree
Overall Mean	4.60	0.71	Strongly Agree

The finding substantiates the study of Villamayor (2016) that the usefulness of the instructional materials matters in innovating an instructional material for the learners, where she investigated the validity of ELMP, comprising six manipulative materials and was validated for their usefulness.

The summary of participants' evaluations of its acceptability, applicability, and usefulness is shown in Table 8. The Table shows that, in the evaluation of the training package, participants who evaluated the module strongly agreed that it is acceptable, applicable, and usable. This

further shows that the module, with its instruction guide, lesson plan, and step-by-step guide in the activity sheet, can be utilized by PE teachers.

The overall mean clearly indicates that the evaluators found the material, with all its processes for innovation and instruction delivery, excellent in terms of applicability, acceptability, and usefulness. The overall standard deviation indicates that the distribution of participants' responses regarding the acceptability, applicability, and usefulness of the material is homogeneous.

Table 9 Summary Results on the Evaluation of the Training Package on Its Acceptability, Applicability and Usefulness

Criteria	Mean	sd	Descriptive Rating
Acceptability of the Training Package	4.65	0.70	Strongly Agree
Applicability of the Training Package	4.55	0.73	Strongly Agree
Usefulness of the Training Package	4.60	0.69	Strongly Agree
Overall	4.60	0.71	Strongly Agree

➤ *Evaluation of the Training Package: Clarity, Content and Content Accuracy, and Appropriateness*

After the experts validated the *acceptability, applicability, and usefulness* of the training package, the

package was then evaluated for its *clarity, content and content accuracy, and appropriateness* of the material. The summary of the evaluation of the participants is shown in Table 8.

Table 10 Summary Results on the Evaluation of the Training Package for its Clarity, Content and Appropriateness

Criteria	Mean	sd	Descriptive Rating
Clarity	4.63	0.51	Strongly Agree
Content	4.50	0.65	Strongly Agree
Appropriateness	4.66	0.60	Strongly Agree
Overall	4.60	0.59	Strongly Agree

The evaluation results showed that participants strongly agreed that the training package was clear, appropriate, and rich in content, indicating its effectiveness as a guide for PE teachers in teaching Philippine folk dances. Consistent responses also showed that the module was well-accepted and reliable in improving teachers' instructional competence, confidence, and teaching effectiveness. Grounded in the ADDIE model, the training package supports continuous

improvement and enhances culturally authentic and engaging folk dance instruction. As a key outcome, the study developed the IDEA instructional model (Investigate, Develop, Execute, and Assess), a structured framework designed to strengthen teachers' skills, improve instructional delivery, and promote the preservation of Filipino cultural heritage through effective folk dance education.

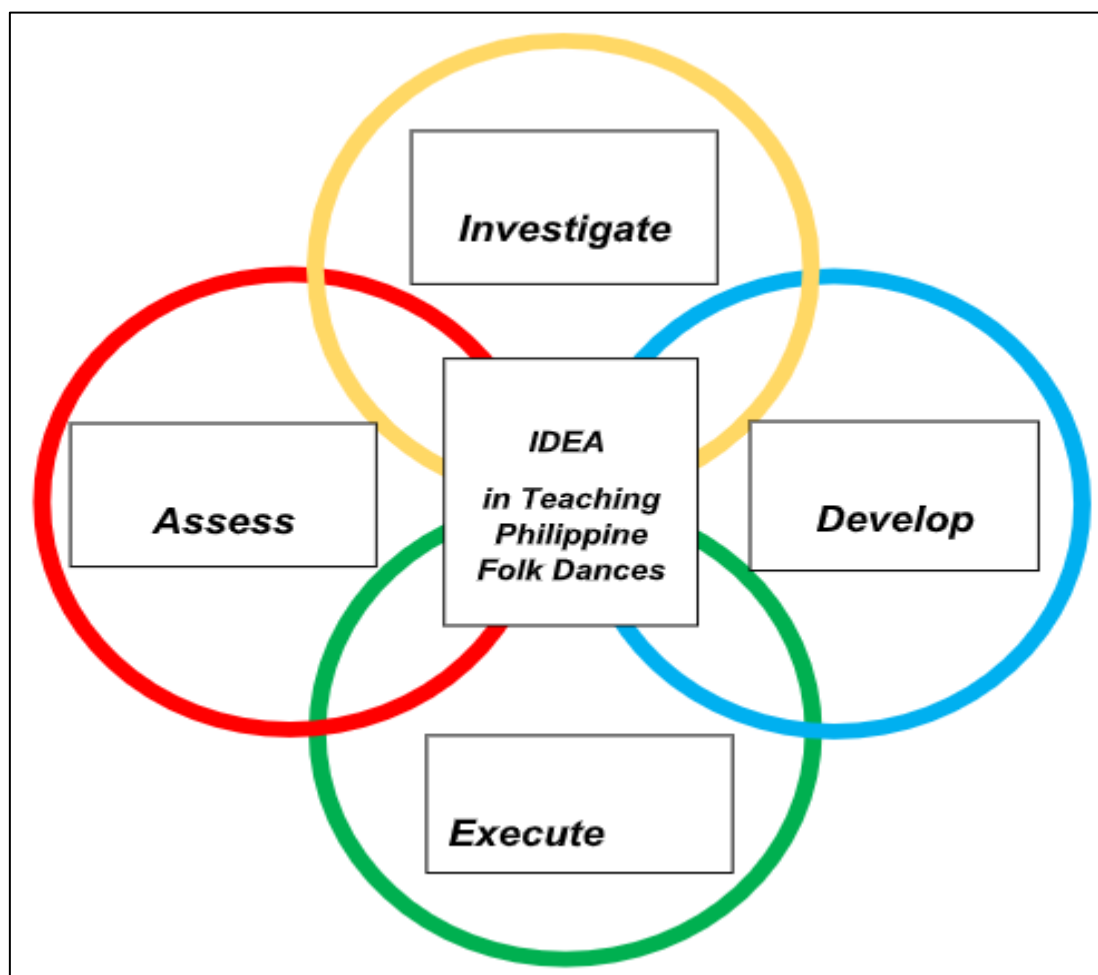


Fig 1 The 4 as Instructional Model for PE Teachers Teaching Philippine Folk Dance

III. SUMMARY

This study systematically assessed, designed, developed, implemented, and evaluated the training package for PE teachers teaching Philippine folk dances. Anchored in the design and development research (DDR) methodology

and guided by the phases of the ADDIE instructional design model - *analysis, design, development, implementation, and evaluation*, the research was conducted during the academic year 2022–2023 at the Bukidnon State University, PE Department. A total of 40 PE teachers participated in the study. Each phase of the ADDIE model was operationalized

using adopted data-gathering tools and respective evaluation instruments, the 4P Literacy Ladder Model of Scaffolding Strategy. An instructional model was generated to represent a structured, research-informed framework for guiding the delivery of Philippine Folk Dances instruction, designed to enhance the pedagogical competence of PE teachers in addressing their difficulties in teaching the topics.

IV. FINDINGS

➤ *From the Results and Analyses of the Data Gathered, the Following Findings were Derived:*

- The PE teachers' prior knowledge and competence in teaching Philippine folk dances were generally in need of improvement.
- The training package on teaching Philippine folk dances was purposefully designed to address the identified levels of knowledge and competence of the practice teachers, ensuring that the content directly addressed their specific teaching needs.
- The developed training package on teaching Philippine folk dances was found to be aligned with the needs of PE teachers, as evidenced by its overall rating of very highly acceptable in the validation results.
- The implementation of the developed training package in Philippine folk dances for PE teachers was evaluated positively, receiving a strongly agree rating across all components of content and input of the material.
- The evaluation of the training package in teaching Philippine folk dances for PE teachers was effective, as manifested by the participants' overall assessment in terms of acceptability, applicability, and usefulness, which was rated as strongly agreed, and the same assessment in its clarity, content, and appropriateness.
- The IDEA instructional model for teaching Philippine folk dances was designed and developed as a key output of the research to support PE teachers in their instruction.

V. CONCLUSIONS

➤ *Based on the Findings, the Following can be Concluded:*

- The training package for teaching Philippine Folk Dances effectively addressed the instructional needs of the PE teachers.
- The initial assessment revealed that the teachers possessed only a fair level of knowledge and competence in teaching the subject, underscoring the need for a targeted intervention. In response, the training package was purposefully designed to align with their specific teaching needs and contextual realities.
- The training package was validated and rated as very highly acceptable, indicating its strong relevance, clarity, and applicability to classroom practice.
- Its implementation was positively received, as reflected in the strongly agree ratings across the context, and input components.
- The effectiveness of the training was also evidenced through the evaluation ratings from the participants,

through its acceptability, applicability, usefulness, clarity, content, and appropriateness.

- As a central outcome of the research, the IDEA Instructional model was developed and introduced as a practical, research-based instructional framework. This model provides a structured approach to teaching the Philippine folk dances.

RECOMMENDATIONS

Based on the study's findings and conclusions, the following recommendations are proposed to enhance the teaching and learning of Philippine folk dances:

- Educational stakeholders may adopt and institutionalize the modular training package developed through this research. Grounded in the ADDIE instructional design framework, this package should be implemented across all instructional modalities face-to-face, online, and blended to standardize folk dance education and promote cultural authenticity and pedagogy-driven instruction.
- For students, it is encouraged that they actively engage with the training modules to deepen not only their dance skills but also their appreciation of Philippine cultural heritage. They may utilize both the in-class and online resources provided by the training package to support continuous, self-paced learning and provide constructive feedback during the evaluation process.
- Physical education teachers are advised to participate in ongoing professional development activities such as seminars, workshops, and community-based folkloric group activities to stay updated with current teaching methodologies and cultural knowledge. They can integrate the modules and use standardized assessment rubrics to ensure consistent, objective evaluation of student performance, adapting the materials appropriately for different learning modalities.
- At the institutional level, schools and departments should support faculty development by providing resources, organizing training sessions, and facilitating access to authentic cultural documentation. Establishing partnerships with cultural organizations and folk-dance experts can enrich learning environments and sustain cultural transmission. Institutions, also may invest in both digital and physical infrastructures to support flexible and blended learning modalities effectively.
- For the Instructional Systems Design (ISD) program, integrating folk dance instructional modules into the curriculum should provide future educators with the skills to design and implement culturally grounded instructional materials. The program should emphasize the ADDIE framework as a foundational methodology and encourage research and innovations that promote cultural preservation within instructional design.
- Finally, Bukidnon State University, as a leading regional institution, is positioned to champion the preservation and promotion of Philippine folk dances through research-based educational innovation. The university may institutionalize the training package for

broad use, foster multi-disciplinary collaborations, and support further research that addresses identified gaps in folk dance instruction and cultural education.

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