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# Implementation and Acceptance of Latin Dances in Senior High School Curriculum

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## ABSTRACTS

This study is to determine how Latin dances are implemented and how students accept Latin dances as one of their core subjects. Also, this study was to highlight that there are limited studies related to the implementation and acceptance of Latin dances in the Senior high school curriculum. The study used a quantitative-correlational design and employed a complete enumeration sampling technique in selecting the respondents. The finding shows that Latin dances in the senior high school curriculum were not fully implemented and it needs to be strengthened. The acceptance of Latin dances is slightly accepted. Lastly, it was also concluded that there is a significant relationship between implementation and acceptance of Latin dance in senior high school. Thus, this research can contribute to the development of how Latin Dances teaches in Senior high school, for it provides information about the result about the implementation and acceptance of Latin dances in Senior high school curriculum.



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## 1. INTRODUCTION

Dance is described as a movement-based form of human speech where it cannot be limited to motion alone. Movement is an essential aspect of dance, and it can be characterized as a particular art movement centered on the expressive movements of people (Vicary *et al*., 2014; Raheb *et al.*, 2019; Nyberg & Meckbach, 2017). An example of dance is the Latin dance where it has a long cultural heritage that stems from the traditional dances of the indigenous people of Latin America (Meng, 2019; Aguiñaga & Marquez, 2019; Iuliano *et al*., 2017; Marques *et al*., 2021; Marquez *et al*., 2017; Meric & Ilhan, 2016; Manuel, 1994; Kurath, 1960).

In the Philippine, K to 12 is the implemented curriculum where the program implementation in schools was done in phases starting SY 2012–2013. The K to 12 program covers kindergarten and 12 years of basic education (six years of primary education, four years of junior high school, and two years of senior high school) (Acosta & Acosta, 2017; Barcelo, 2019; Pasana *et al.,*2020; Acar, 2017; Alegato, 2017).

In the senior high school curriculum of the K to 12 programs, the subject Health Optimizing Physical Education (H.O.P.E) includes ballroom dances. Ballroom dances as a competency included in P.E. for senior high school were focused on the Latin dances namely cha-cha-cha, jive, paso-doble, rumba, and samba.

Since K-12 is newly implemented here in the Philippines, there are limited studies related to the implementation of Latin dances taught in the senior high school curriculum. Furthermore, limited studies were conducted in terms of determining the level of implementation and acceptance of Latin dances in the senior high school curriculum (Darling-Hammond *et al*., 2020).

The purpose of the study is to investigate the implementation and acceptance of Latin dances in the senior high school curriculum and to test a significant relationship between the implementation and acceptance of Latin dances in the Senior high school curriculum.

## 2. METHODS

The study used a quantitative-correlational design and employed a complete enumeration sampling technique in selecting the respondents. The respondents of the study were the fifty-six Grade Twelve students of Sultan Kudarat State University – Laboratory High School.

Mean was used to measure the level of implementation and acceptance of Latin dance in the senior high school curriculum and Pearson correlation r was used to measure the significant relationship between the extent of implementation and acceptance of Latin dance in the senior high school curriculum.

Correlational study design tests a relationship between two variables without influencing any of them. It aimed to see if there is a positive correlation or if both variables are to test the levels of implementation and acceptance in performing the Latin dances in the senior high school curriculum.

This study was conducted at Sultan Kudarat State University – Laboratory High School, ACCESS Campus, EJC Montilla, Tacurong City for the school year 2020-2021. Also, the study uses two questionnaires in gathering the data, one questionnaire for implementation of Latin dances in the senior high school curriculum and one for the level of acceptance.

## 3. RESULTS AND DISCUSSION

### 3.1. Implementation of Latin Dances in Senior High School

**Table 1** shows the level of acceptance of Latin dances in senior high school. According to the obtained result, parameter Cha-cha-cha has a computed mean of 3.89, which is described

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as “slightly accepted”. However, parameter Samba has a computed mean of 4.00 and is described as “slightly accepted”. Meanwhile, parameter Rumba has a computed mean of 3. 86 which is described as “slightly accepted”. Then, Jive has computed a mean of 3.98, described as “slightly accepted”. Lastly, Parameter Paso-doble has a computed mean of 3.96 which is described also as “slightly accepted”. All in all, the computed grand mean is 3.06.

The results showed that the grand mean of acceptance of Latin dances is 3.94 with a standard deviation of 0.95. This showed that the acceptance of Latin dances in senior high school was “slightly accepted” by the student of Laboratory High School. The respondents seemed to indicate that they slightly accept Latin dances which implied that senior high school students tend to accept Latin dances prudently. Respondents accept the dance because it is part of the core subject.

**Table 1**. Level of the implementation of Latin Dances in Senior High School of Laboratory High School Curriculum.

| Parameters | Mean | SD | Description |
|---|---|---|---|
| Student Learning | 2.81 | 0.71 | Implemented |
| Preparation/ Responsiveness | 2.95 | 0.77 | Implemented |
| Subject Outcome | 2.85 | 0.81 | Implemented |
| Student Effort and Involvement | 3.06 | 0.74 | Implemented |

### 3.2. Acceptance of Latin Dances in Senior High School

**Table 2** depicts that the level of acceptance of Latin dances in Senior high school. According to the obtained result, Cha-cha-cha has a computed mean of 3.89, which is described as “slightly accepted”. However, Samba has a computed mean of 4.00 and is described as “slightly accepted”. Meanwhile, Rumba has a computed mean of 3. 86 which is described as “slightly accepted”. Then, Jive has computed a mean of 3.98, described as “slightly accepted”. Lastly, Paso-doble has a computed mean of 3.96 which is described also as “slightly accepted”. All in all, the computed grand mean is 3.06.

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**Table 2.** Level of acceptance of in Senior High School of Laboratory High School Curriculum in Latin Dances.

| Parameters | Mean | SD | Description |
|---|---|---|---|
| Cha-cha-cha | 3.89 | 0.97 | Slightly Accepted |
| Samba | 4.00 | 0.95 | Slightly Accepted |
| Rumba | 3.86 | 0.94 | Slightly Accepted |
| Jive | 3.98 | 0.94 | Slightly Accepted |
| **Paso-doble** | **3.96** | **0.97** | **Slightly Accepted** |

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### 3.3. Test of Relationship Between Implementation and Acceptance

**Table 3** reveals the results of the test of the relationship between implementation and acceptance of Latin dance in Senior High School. Thus, the table justifies that there is a significant relationship between implementation and acceptance of Latin dance in senior high school as implied by the Pearson Correlation test result at 0.05 level of significance. It also implied that the variables have a perfect correlation or perfect relationship with a Pearson Correlation Coefficient of 1. This is a very dependable relationship.

Therefore, with the results on the table, it was obviously observed that there is a significant relationship between implementation and acceptance of Latin dance in senior high school. It means the study rejects the null hypothesis and accepts the alternative hypothesis. The results implied that if the implementation is high, the acceptance is also high. It indicated that if the implementation is good, the acceptance of the student in Latin dances is also good.

**Table 3.** Test of relationship between implementation and acceptance.

| Sources of Variation | N | Person Correlation (r) | Sig. (2-tailed) | Interpretation |
|---|---|---|---|---|
| Level of Implementation<br>Level of Acceptance | 56 | 1** | 0.000 | There is significant Relationship |

*Level of significance, α 0.05

## 4. CONCLUSION

Based on the findings of the study, it was concluded that the Latin dances in the senior high school curriculum were not fully implemented and it needs to be strengthened. Among the aspects of the implementation of Latin dances in the Senior high school of Laboratory High School, student learning was the lowest thus having the overall rating of implemented.

The acceptance of Latin dances is slightly accepted. It implied that the Latin dances in senior high school of Laboratory High School is slightly accepted by the students with the reason that it is a part of their core subject, and they need to comply for grades. Lastly, it was also concluded that there is a significant relationship between implementation and acceptance of Latin dance in senior high school. If the implementation is good, it also means that the acceptance of senior high school students of Laboratory High School is also good.

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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