
Management Practices and Holistic Development of Dance Troupe in Selected Secondary Schools

John Michael D. Aquino^{1*}

¹Laguna State Polytechnic University, Philippines

*e-mail: johnmichael.aquino@lspu.edu.ph

ABSTRACT

Management is a procedure of designing and sustaining an environment where everyone works together to attain the organization's goal. The study is a comparative analysis of the management practices of selected secondary public schools' dance troupe. This study is primarily anchored to the Skills Acquisition Theory (SAT). Specifically, the aims to identify the management practices and holistic development of the dance troupe members. The research study wants to determine the procedures in terms of rehearsals and training, community involvement, qualification of dancers, facilities, financial support, and the level of dancers' attributes in terms of attitude, discipline, and skills. The researcher also wants to determine if there is a significant relationship between the management practices and holistic development on the personal attributes of dance troupe members of the selected secondary public schools. Using a descriptive-quantitative methodology, a self-administered questionnaire was utilized in the survey of 172 dancers. The results revealed that dancers are well-disciplined and highly skilled. The management of the dance troupe struggles in terms of qualifications of the members, facilities, and financial support, which ultimately affect their preparation and training programs. Hence, there is a significant relationship between the management practices and holistic development of dance troupe members. The dance troupe's practices, skills, attitudes, and discipline have to maintain.

Keywords:

Dance Troupe; Management Practices; Training Program; Attitude and Discipline; Skills.

ABSTRAK

Manajemen adalah prosedur merancang dan mempertahankan lingkungan di mana setiap orang bekerja sama untuk mencapai tujuan organisasi. Studi ini adalah analisis komparatif dari praktik manajemen kelompok tari sekolah menengah umum yang dipilih. Studi ini terutama berlabuh ke Skills Acquisition Theory (SAT). Secara khusus, bertujuan untuk mengidentifikasi praktik manajemen dan pengembangan holistik anggota kelompok tari. Kajian penelitian ini ingin mengetahui praktik dalam hal gladi bersih dan pelatihan, pelibatan masyarakat, kualifikasi penari, fasilitas, dan dukungan keuangan serta tingkat atribut pribadi penari dalam hal sikap dan disiplin, dan keterampilan. Peneliti juga ingin mengetahui apakah ada hubungan yang signifikan antara praktik manajemen dan pengembangan holistik pada atribut pribadi anggota rombongan tari dari sekolah menengah umum yang dipilih. Menggunakan metodologi deskriptif-kuantitatif, kuesioner yang dikelola sendiri digunakan dalam survei terhadap 172 penari. Hasil penelitian menunjukkan bahwa penari sangat disiplin dan sangat terampil. Manajemen sanggar tari berjuang dalam hal kualifikasi anggota, fasilitas, dan dukungan keuangan yang pada akhirnya mempengaruhi persiapan dan program pelatihan mereka. Oleh karena itu, ada hubungan yang signifikan antara praktik manajemen dan pengembangan holistik anggota rombongan tari. Latihan, keterampilan, sikap, dan disiplin kelompok tari harus dipertahankan.

Kata Kunci:

Rombongan Tari; Praktek Manajemen; Program Pelatihan; Sikap dan Disiplin; Keterampilan.

1. Introduction

Management systematic way of a purposive activity towards collaborative efforts to attain a particular pre-determined goal. Commented that dance organization, they create routines for the group's betterment. From the beginning of their rehearsals or pieces of training until the end, it improves the dancer's skills, attitude, discipline, and school organization. Dance activity provides a change in the holistic aspect of an individual (Chaiklin & Wengrower, (Eds.), 2015). Its emphasis in any action classed as art is applying skills and knowledge and accomplishing an end through deliberate efforts. Dance organization had teamwork. They need to share their ideas to develop a good movement concept. Belasco (2012) attested that management needed to accomplish desired objectives by establishing an environment for performance by people operating in an organized group. Therefore, at the end of the activity, there is always attainment of the learning objectives with different competencies for the dancer's development.

Moreover, dance has been part of everybody's life as it serves as a way of expressing their differences. Through the use of movements created by the dancers in the presentation, they express their feelings and emotions according to the particular dance they interpret. There are various genres of dances that the dance troupe performs. Thus, the dancer must develop their skills, attitudes, and discipline as they practice different types of dances to learn more. Along the way, dancing helps people improve their physical wellness by developing their respiratory system similar to other physical activities (Pujszo, Przybylski, Pujszo, & Sadej, 2015; (Dimapilis et al, 2010).

On the other hand, Hellison (2003) attested that teaching life skills address the emotional and social dimensions of being a whole person. Therefore, it is not just about dancing but also their lives. In addition, the goal of the dance is not only to intensify the dance skills. However, it is to cultivate their unique dancing features and the confidence, creativity, and appreciation ability to upskill their performance and individual (Lin, Hsia, Sung, & Hwang, 2019). It develops the different aspects of a human being like their personality, leadership, and being a follower of the group. It contributes to developing competencies and good mental health attributes (Shek, 2013). Holistic development Establishing and carrying out routines is the backbone of school organization and management because practices can be applied almost automatically. Courses require a very minimum of supervision once they are established. Andin (1998) explained that a well-organized and managed group makes instructions possible to be carried on in an orderly manner. Management practices can determine the level of achievement of the dance troupe the strengths and weaknesses of every aspect of the school organization. Hence, It cannot assess management practices and holistic development without evaluating the level of performances and rehearsals of the different school organizations or dance troupes from the selected secondary public schools dance troupe; the result of this evaluation was utilized as a basis for enhancement of dance training program (Amaratunga, 2000).

A dance troupe from different schools was formally organized in another academic year and has been very active up to the present. The group is open to accepting challenges to learn more, improve the skills of every member, develop the attitude and discipline, and become a tough group in their respective school or municipality (Newbury, 2019). Today, there are various dances and dance competitions on television, whether local or international. It is worth recognizing and preserving the talents of the dancers that may give honor to the community, school, family, and even to themselves.

This research tries to serve as a basis for the development of dance training program for promoting the dance skills of the students, to enhance their talents, to learn good values as their attitude and discipline improve, and the works of cooperation, determine the value of their passion which is dancing. Also, this study may inculcate in the students' minds the importance of sharing their talents, and the researcher as a dancer wants to give back what he has learned (Cherry, 2018).

1.1 Theoretical Framework

The study is primarily anchored on the Skills Acquisition Theory (SAT). Myskowska-Wiertelak and Pawlak (2012) is not just a theory of language. Still, it includes the idea of learning encompassing from intellectual or cognitive to psychomotor skills (as cited by Tabei, 2014). This theory was based on the adaptive control of thought model developed by John Anderson and stated that the learning process among adults starts from explicit strategies and can be progressively developed through practice and exposure. SAT also provides a consistent and practical means of determining skills and sequences in learning activities.

As applied in other fields of learning, knowledge and psychomotor skills can be acquired through the constant and repetitive act of certain activities or programs. Mental and physical calisthenics may be employed with the same routines with increasing spiral difficulty levels. Hence, training activities and programs are essential components of skills development. This is supported by "automation," as opined by Hulstijn (2002) based on the Gupta and Dell (1999) "repetition priming" and "skill learning." The process involves identical stimuli repeatedly (as cited by Tabei, 2014). Romizowski (2009) supports the above. He opined that knowledge is distinct from knowledge. Through continuum complexity, reproductive skills can turn productive. Developing abilities are focused on applying standard procedures. This is also applicable to intellectual skills that involve motor, sensorimotor, psychomotor skills, and personal skills, which include attitude and discipline (Dumara, et al 2015)..

Social learning theory, perhaps the most influential theory of learning and development, is anchored on the idea of Albert S. Bandura (1977). It emphasizes observing and modeling others' behaviors, attitudes, and emotional reactions. This type of learning can explain a wide variety of behaviors. Likewise, it relates this theory to the study in terms of the practices of the organizations, rehearsals, and training of the dancers. Their attitude and discipline are well-observed, acquiring the new learning of new routines and steps by imitating their choreographers. Thus, the social learning theory explains much human behavior. The way the dancers talk, walk, or gesture, for instance, may have been learned from their model, which is their adviser/ choreographer.

1.2 Conceptual Framework

The illustration (figure 1) below shows the independent and dependent variables. The independent variable wants to discuss the management practices and holistic development of dance troupes. Frederick Taylor's management principles aimed to achieve harmonious and corporative group relationships and develop the full potentials of the employees and organizations to work for maximum output, and replace the rule of thumb with an organized body of knowledge (Jones and George, 2003). School organization wants to improve the systematic process of their group that includes rehearsals and training, community involvement, qualification of dance troupe member, facilities, and financial support. The dependent variable discussed the personal attributes of the dancers in terms of attitude and discipline and skills of the dancers.

In this study, the dependent variable serves as a way of improving the dancing skills of members and the attitude and discipline of members for their performance. By shaping the personal attributes through their interaction with other people, enhancing critical and creative thinking in terms of dance movements and formation patterns, the independent variable elaborates the management practices and holistic development of the dance troupe in the selected public school of 2nd District in Quezon which determine the status as perceived by the respondents of the study as proposed in the dance training program.

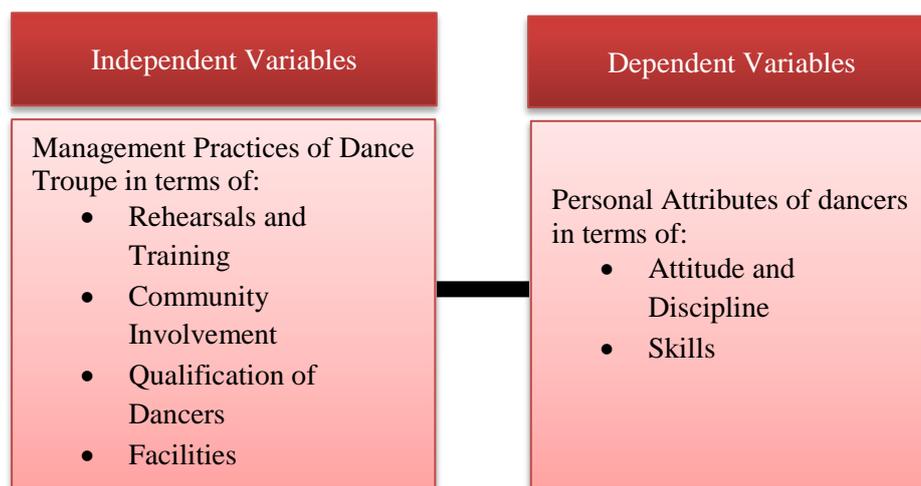


Figure 1. Research Paradigm of the Study

1.3 Statement of the Problem

This study aims to determine the management practices and the holistic development of dance troupe members in selected secondary schools as the basis for an enhanced dance training program. Specifically, this study sought to answer the following questions:

- (1) What is the level of management practices and the holistic development of dance troupe members in selected secondary schools in terms of:
 - a) rehearsals and training;
 - b) community involvement;
 - c) qualification of the dance troupe members;
 - d) facilities; and
 - e) financial support
- (2) What is the level of personal attributes of dance troupe members in terms of:

- a) attitudes and discipline; and
 - b) skills
- (3) Is there a significant relationship between the management practices and holistic development of dance troupe members on the personal attributes of dance troupe members of the selected secondary schools?

2. Methods

2.1. Research Design

The research design used in this study was the Descriptive Method of Research. A descriptive Method of Research was employed in the conduct of this study to collect information about the present condition of the research. It also identifies the management practices and holistic development of different dance troupes in selected secondary public schools. Data were collected through a survey-type questionnaire whose phases included practices style of dance troupes.

2.2. Respondents of the Study

The study respondents were from selected secondary public schools, namely; Sta. Catalina National High School (40), Lutucan Integrated National High School (38), Dolores Macasaet National High School (31), Recto Memorial National High School (36), Paiisa National High School (27) with a total of 172 respondents coming from the five selected schools. They were part of the dance troupe of their respective school organization for the academic year 2018- 2019. The respondents were selected through random sampling since the study primarily focused on the practices management and holistic development of different dance troupes. The reason for choosing the respondents was because they gave information on how the dance troupes work.

2.3. Sampling Technique

The sampling technique employed by the researcher was the random sampling technique. The study was conducted in selected secondary public schools where the dance troupe's management practices for their exempling leadership. The responses of the selected public schools, specifically the organization members, were considered to gather reliable information because they have the experience and knowledge on the operations of their dance troupe.

2.4. Research Procedure

The researcher secured the communication letter asking permission from the office of the Dean of College of Teacher Education- Graduate Studies and Applied Research, Principals, or School Heads to conduct the study. The researcher conducted an orientation to the respondents on the objectives and directions in responding to the questionnaire. The researcher also conducted informal interviews with the adviser or trainer of the organization necessary for further

classifications. The questionnaires were distributed to the different schools having dance troupe organizations, giving the needed information by answering the questionnaire. The quantitative method is used in the transcription of surveys or interviews and the analysis of results of the study and the interpretation of the collected data followed.

2.5. Research Instrument

The research instrument utilized by the researcher was a survey-type questionnaire to gather information on the management practices and holistic development of different dance troupes of selected secondary public schools. The questions were conceptualized based on the problems encountered in engaging in dance troupes' way or routines of their organization. In addition, other related literature and studies were consulted to ensure that the questions concentrated on clear and solid formation. The questionnaire had undergone checking of its content, layout, and statement structure by the adviser. Pilot testing of the questionnaire was likewise employed to validate and measure its reliability. The pilot testing revealed a 0.7435 Cronbach alpha meaning the questionnaire is acceptable. After verification, improvements were made to the questionnaire as per advice by the experts to improve its readability. After that, the actual reproduction of the questionnaire proceeded.

2.6. Statistical Treatment of Data

The statistical treatment of data was used to compute then, analyze and interpret the data given by the respondents. After administering the questionnaire to the respondents, all the data were gathered, analyzed, and interpreted. Mean and Standard Deviation were used to determine the level of management practices and the holistic development of dance troupe members in selected secondary public schools in terms of rehearsals and training; community involvement; qualification of the dancers; facilities; and financial support.

Mean and Standard Deviation was used to determine the level of personal attributes of dance troupe members in terms of attitudes, discipline, and skills. Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the management practices and the holistic development of dance troupe members on the personal attributes of dance troupe members of the selected secondary public schools. Electronic forms and spreadsheet applications were used in tabulating and computing the study's statistics. Results were presented to the statistician for checking, computation, and validation.

3. Results and Discussion

Based on the data gathered, different findings are with this presented. Results showed that the respondents *moderately implemented* the rehearsals and training with an overall mean of 4.43 and 0.687 as standard deviations, respectively. Meanwhile, the community involvement got an overall mean score of 4.34; and 0.765 as standard deviation with a verbal interpretation of *moderately*

involved. In addition, the respondents under the qualification of the dance troupe member verbally interpreted as *relatively qualified* with 4.31; 0.683 as overall mean and standard deviation. Moreover, the respondent says that it is *moderately suitable* in facilities with a mean score of 4.35; and a standard deviation of 0.728. Lastly, the respondents *instead supported* financial support with an overall mean score of 4.22; and 0.771 as standard deviation, respectively.

Tabel 1. Level of Management Practices and the Holistic Development of Dance Troupe Members in Selected Secondary Public Schools.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Rehearsals and Training	4.43	0.687	Moderately Implemented
2. Community Involvement	4.34	0.765	Moderately Involved
3. Qualification of the Dance Troupe Member	4.31	0.683	Moderately Qualified
4. Facilities	4.35	0.728	Moderately Suitable
5. Financial Support	4.22	0.771	Moderately Supported

This supports the proposition that the schools need training programs or practices that will suit the organization's objective, dance troupes as in this case. It must be planned and controlled, and the processes involved should be anchored on its goals towards achieving changes in complex performances, whether the motor, act, or behavior. The same must also be measurable in its content and methods (Martin, 1979 in Murcia, 2012). Mathew (1981) claimed that such training to be practical must prepare the students on the primary form of preparation to be sportspeople (as cited in Murcia 2012). Considering the above, a trainer plays an essential role in any group. The significant involvement of trainers is indispensable because whatever will be the result of the training activities, it may provide an insight on current provisions in the training programs or lead toward the creation of new ones. In addition, the trainer must have a sufficient background in the field to maximize the training program, and the organization should consider practitioners. (Block, 2000 in Veluya, 2013).

Since dancing has intellectual, physical, and sensory components that respond to one's world experiences, one's body moves in connection with the different experiences and external factors encountered in everyday life. Such participation in the various community activities and movements connects to interpreting facial expressions and gestures (Lopez, 2000). Dance can also determine self and other individuals. It gives a person an opportunity to know the community and how to fit within (Guardian, 2007).

Practices among different schools are diverse and unique. The diversity also includes the management of schools in its various student organizations, such as the dance troupe. These are the processes to be followed to improve their skills, rules, and regulations to apply. Every individual starts from nothing then goes from simple to complex through training implemented by the organization. They must be physically fit (Orff, 1930). However, the manifestation of an excellent qualification for dance troupe members should be on behavior and personality of accepting the

organizational practices wholeheartedly. Behavior and nature significantly impact the efficacy of quality management practices (Ahmad and Schroeder, 2002).

Amaratunga and Baldry (2003) explained that measurement of facilities management performance indicates that facilities' management uses a wide array of measures. He further claimed that the maximum utilization of the available resources enhances the capabilities of every dancer in every aspect of their development. The spacious area will help the organization to practice their routines very well. Marsh and Schilling (2011) emphasized that in selecting locations for facilities, especially in the public sector, the challenge of equity is becoming increasingly essential. The facilities must be built with quality materials provided by the public schools to be used for an extended period. In dance troupe, the venue must be spacious enough to accommodate the significant number of the dancers and give them a comfortable space for their dance routines, an operational sound system, and fully furnished cabinets to store their equipment.

Capturing the complexities of the natural world and essence of various events, its states and phenomena, behavior, decision-making processes, and development. This is to support the needed things in multiple activities and competitions of the school, inside and outside of the school. Financial matters are always required to consider growing and developing the group.

The dance organization seeks financial support from the parents, schools, and LGU to provide the facilities needed for the dance troupe. The costume and props for the presentation of their performances help for more aesthetic visuals. In competitions, the make-up and meals are also needed to be provided by the dancers, who seek the help of their parents. Other financial support by the school teachers and friends will also help improve the dance organization for their different performances or activities at the school.

Tabel 2. Level of Personal Attributes of Dance Troupe Members

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Attitudes and Discipline	4.63	0.552	Extremely Active
2. Skills	4.52	0.5811	Extremely Skilled

The results show the overall mean of 4.63 and 0.552 as standard deviation revealed that the respondents are *Extremely Active* in terms of Attitudes and Discipline. Meanwhile, the respondents are *Extremely Skilled*, with a mean score of 4.52; and 0.581 as the standard deviation in terms of Skill.

Mullins (2000) discussed that dance is about the roles of all the members of the organization and the responsibilities and tasks given by the adviser. Communication and coordination among them lead to improvement of their social life. Hence, Menoy (2014) shows that dance tells a story,

is a set of moods, or expresses emotion as an art. That dance is a form of art using rhythmic movements expressing ideas and feelings accompanied by music (Eubion, 2012).

Children must learn to create, perform, and appreciate dances in dance. Keep themselves striving to enhance their craft, develop physical skills, and apply thru their capability the maximum use space imaginatively and work with others to perform confidently and with expression. They should learn and become knowledgeable about and experience dance styles from different times, places, and cultural contexts and see and participate in live performances (Review of Primary Education, 2009).

Dance influence is to identify ethnic groups and nations worldwide (Reed, 2010), as cited in Bautista and Dedace's (2008) study, which is often overseen. People tend to see the dances as entertainment when there is much to learn about the culture through their dances. This is the reason why learning about dance is very important. Dancers learn much more than just movement techniques. It develops the skills of dancing of every individual through rehearsals and training. It is apparent that because of this form of expression, many cultures have communicated and achieved their social and political needs and goals. Given that this is true, maybe there is a need to continue to give dance more scholarly attention than it currently receives.

Dance is an expression of rhythmic movements accompanied by music or songs, which may be fast or slow. A dance is performed on any of the following occasions: religious festivities, social gatherings, the celebration of educational programs, theatrical presentations, and entertainment shows. It exists in the dimension of time, space, and dynamics. Time and tempo depict the pacing of each movement; space connotes the dancer's position concerning movements such as front, back, side, or center while dynamics determine rhythm or musical background (Padiz Jr. et al., 2009).

Tabel 3.1 The Significant Relationship between the Management Practices and the Holistic Development of Dance Troupe Members on the Personal Attributes of Dance Troupe member of the Selected Secondary Public Schools

Management Practices and Holistic Development	Personal Attributes	r-value	Degree of Correlation	p-value
Rehearsals and Training	Attitudes and Discipline	0.216	Small	0.010
	Skills	0.193	Very Small	0.011
Community Involvement	Attitudes and Discipline	0.132	Very Small	0.014
	Skills	0.170	Very Small	0.012
Qualification	Attitudes and Discipline	0.173	Very Small	0.012
	Skills	0.208	Small	0.011
Facilities	Attitudes and Discipline	0.195	Small	0.011
	Skills	0.237	Small	0.010
Financial Support	Attitudes and Discipline	0.138	Very Small	0.013
	Skills	0.152	Very Small	0.012

The study revealed that rehearsal and trainings ($r=0.216$, $p=0.010$), community involvement ($r=0.132$, $p=0.014$), qualification ($r=0.173$, $p=0.012$), facilities ($r=0.195$, $p=0.011$), and financial support ($r=0.138$, $p=0.013$) have a significant relationship with the attitude and discipline of the dance troupe members.

In terms of rehearsals and trainings ($r=0.193$, $p=0.011$), community involvement ($r=0.170$, $p=0.012$), qualification of dance troupe members ($r=0.208$, $p=0.011$), and facilities ($r=0.237$, $p=0.010$) and financial support ($r=0.152$, $p=0.012$) from the school, personal attributes in terms of skills have significant relationship.

It improves the dancers' skills through sufficient time of training and rehearsals, supervision of the adviser to their movement, and through the comments and suggestions of the experts. In addition, the attitude and discipline develop by following the dance troupe's rules and regulations. Participating in different activities or competitions develops the students' skills through practicing their routines. It also maintains the stamina and high degree of flexibility of the dancer. It also creates the attitude and discipline in following the event's guidelines and actively doing the sequence of the steps.

There is a significant relationship between the qualification of the dance troupe members and students' skills and attitudes, and discipline in selecting the dancer who is willing to accept the responsibility as a member and always attending practices. The sound system develops the skills in listening to the beat of the music and interpreting the movement using sounds (Jimena, 2010). Moreover, arranging the costume and props in cabinets and cleaning the dance hall develops the attitude and discipline of the dancer. The students can participate in different activities, competitions, and intermission numbers through the support of their parents, school, and LGU. The financial support is a big help for the dancers to develop the skills by eliciting the experts' suggestions, training them very well, and boosting the dancers' confidence.

The above concepts presented in the study are about training programs or practices that the different dance troupes can use in their performance. Training must undergo rigorous planning among all members, management, and experts to avoid the minimal error. Such planning must be done in a systematic process to make the performance of the dance troupe better and at the same time develop them holistically (Martin, 1979; Thiess & Schanaul, 1986; Harre, 1986 in Murcia, 2012). In the community involvement, the dance troupe should participate in the competition with the support of the parents, school administration, dance troupe adviser, and instructor. Safety of the performers must be the primary consideration whereby they should have the duration of rehearsals, ideal for their age, level of skill, time, and length of their practice (Bacchle & Earle, 2000; Balagtas, 2002 in Santos, 2010). Management practices have objectives to make and ensure the programs will serve the organization's aim. In keeping with this proposition, there should be an unbiased, practical, and appropriate screening for all members who are qualified to participate and join in

different activities and competitions for enhancement of training program (Block, 2000; Begg, Mull & Renneisen, 2009; Kossek, 2000 in Veluya, 2013).

Management practices of selected public schools of Quezon enhanced the development of the dancers through sufficient time of rehearsals, eliciting comments to the experts' guidance of the adviser. It also improves the dancer's skills, attitude, and discipline by consistently participating in the activities and attending training. In addition, the school provides the needed facilities like a dance hall and sound system for the dance troupe. Moreover, the dance troupe elicits support from the LGU and parents for the costume and props. It produces holistically developed individuals by following the rules and regulations of the dance organization and listening to the adviser.

4. Conclusion

Based on the findings of the study, the following conclusions were formulated:

- (1) The level of management practices and the holistic development of dance troupe members in selected public schools of Quezon. The respondents concluded that they are *moderately agreed* in terms of rehearsals and training, community involvement; qualification of the dance troupe, facilities; and financial support.
- (2) Level of personal attributes of dance troupe members in terms of attitudes and discipline was rated as *highly active* meanwhile, in terms of skill, the respondents rated it as *highly skilled*.
- (3) There is a significant relationship between the management practices and the holistic development of dance troupe members on personal attributes, which is significantly predicted by lower probability values in its indicator at a 0.05 level of significance. Further, the positive values for r-value indicate a direct relationship.

Therefore, the hypothesis that there is no significant relationship between the management practices and holistic development of dance troupe members on the personal attributes of dance troupe members of selected public schools of 2nd District in Quezon is *Rejected*.

4.1 Recommendation

In light of the above findings and conclusions, the following recommendations are with this endorsed:

- (1) Students or dance troupe members may maintain their skills in terms of flexibility, interpretation of dance literature, creativeness in the formulation of routines, and dance expression. For the attitude and discipline of the dance troupe, members should maintain their active involvement in all activities of the dance troupe.

- (2) Teachers or advisers may maintain rehearsals and training, particularly the presence of the adviser and experts who advised the members of the dance troupe very well during trials. The school may improve the screening procedure on the qualification of dance troupe members.
- (3) The school may maintain the dance room for rehearsals and training with fully furnished equipment and fixtures. However, such dance rooms are regularly scheduled to preserve their good condition. Financial support by the school may be improved by allotting higher budgetary allocation to dance troupe, especially on rehearsals and props.
- (4) The school may establish linkages with other cultural organizations and institutions to provide the dance troupe members with significant exposure to the different events in the community.
- (5) For the community, it should be maintained by continuously participating in the different programs and activities experienced by the school, within and outside the school.
- (6) Future researchers may use this study as their reference guide and may employ the ethnographical study as research design in methodology in dance troupe practices.

4.2 Acknowledgment

The researcher would like to extend his deepest gratitude to the persons who made significant contributions to the accomplishment of this study. He acknowledges with sincerity and appreciation the especially following:

- (1) Principals of respondent schools, for allowing the researcher to conduct his study;
- (2) Respondents of the different Dance troupes, for their time despite their hectic schedules and the heavy workload, for cooperation and honesty in answering the questionnaire;
- (3) Friends, Classmates, and Co-workers for being the reason to finish this task and providing cheers in pursuing the study;
- (4) Fortunado Family, for moral and financial support; and inspiration for the pursuit of the study,
- (5) Family of the researcher, for the never-ending financial support, boundless love, and moral sustenance, for staying with him in treading the path of study; and
- (6) ALMIGHTY GOD in Heaven, for making all this possible.

5. References

- Ahmad, S. and Schroeder, R. (2002). *The importance of recruitment and selection process for the sustainability of total quality management*. International Journal of Quality & Reliability Management, Vol. 19 Issue: 5, pp.540-550, <https://doi.org/10.1108/02656710210427511>.
- Amaratunga, D. (2000). *Assessment of facilities management performance*, Property Management. Vol. 18 Issue: 4, pp.258-266 MCB UP Ltd. <https://doi.org/10.1108/02637470010348816>.
- Amaratunga, D. and Baldry, B. (2003). *A conceptual framework to measure facilities management performance*, Property Management, Vol. 21 Issue: 2, pp.171-189, MCB UP Ltd, <https://doi.org/10.1108/02637470310478909>.
- Andin, Carmen T. (1988). *Teaching Physical Education in Philippine Schools*. Philippine Normal College, Manila. Rex Bookstore.
- Bautista L. and Dedace G. (2008). *A Documentation of Cultural Dance Groups in Southern Luzon State University Lucban, Quezon S.Y. 2004-2008*. Lucban: Southern Luzon State University.
- Belasco, J. A. (2012). *Teaching the elephant to dance: Empowering change in your organization*. Crown.
- Chaiklin, S., & Wengrower, H. (Eds.). (2015). *The art and science of dance/movement therapy: Life is dance*. Routledge.
- Cherry, K. (2018). *An Overview of Behavioral Psychology* <https://www.verywellmind.com/behavioral-psychology-4157183>.
- Dimapilis, N. et al. (2010). *Physical Education 2 Rhythmic Activities*. Books Atbp. Publishing Corp.
- Dumara, M. et al. (2015). *A Research Proposal Presented to the Faculty of the University of Cebu Maritime Education and Training Center*. Cebu: University of Cebu.
- Eubion, R. (2012). *Exposure to Popular Music: Its Implication to Behavioral Changes of Junior Students of Gulang-Gulang National High School*. Lucban: Southern Luzon State University.
- Guardian P. (2007). *Motivation and Principles of Physical Education*. New York: Oxford University Press.
- Hellison, Donald R. (1938). *Teaching Personal and Social Responsibility through Physical Activity*. 3rd ed. P.cm. Rev.ed. of: *Teaching responsibility through physical activity* (2003).
- Hulstijn, J. (2002). *Towards a unified account of the representation, processing and acquisition of second language knowledge*. Second Language Research 18(3). Sage Publications Sage CA: Thousand Oaks, CA.
- Jimena, E. (2010). *Foundation of Music Arts and Physical Education*. ECJ enterprises with the main office at Buendicho Street, Jaro, Iloilo City, Philippines.
- Jones, G. R., and George, J. M. (2003). *Contemporary Management*. 3rd (ed.). New York McGraw Hill.
- Lin, Y. N., Hsia, L. H., Sung, M. Y., & Hwang, G. H. (2019). Effects of integrating mobile technology-assisted peer assessment into flipped learning on students' dance skills and self-efficacy. *Interactive Learning Environments*, 27(8), 995-1010.

- Lopez, L., et al. (2000). *Physical Education, Health and Music I*. QC: Rex Bookstore Inc.
- Marsh, Michael T., and Schilling, David A., (2011). *Equity measurement in facility location analysis: A review and framework*. [https://doi.org/10.1016/0377-2217\(94\)90200-3](https://doi.org/10.1016/0377-2217(94)90200-3)Get rights and content.
- McLeod, S. (2016). Bandura-social learning theory. Retrieved September 19, 2017.
- Menoy, Jesus Z. (2014). *Introduction to Humanities: A holistic Approach*. 707 Tiaga corner Kasipagan Streets Barangka Drive, Mandaluyong City. Books Atbp. Publishing Corp.
- Mullins, J.L. (2000). *Hospital Management: A Human Resources Approach*. Second edition, London: Pitman Publishing.
- Murcia, J. (2012). *Status of Ballgames players of Real, Quezon in Triangular Meet 2011*. Lucban: Southern Luzon State University.
- Mystkowska-Wiertelak, A., & Pawlak, M. (2012). *Production-oriented and comprehension-based grammar teaching in the foreign language classroom*. Springer Science & Business Media.
- Newbury, D. (2019). *A Theory of Discipline Derived From Dewey's Theory of Inquiry*. <https://doi.org/10.1111/j.1741-5446.1957.tb01182.x>.
- Orff, C. (1930). *Schulwerk, elementare musikubung (elementary school mastering of music)*. Reprinted in E. Blom (Ed.). Grove dictionary of music and musicians.
- Padiz Jr., et al., (2009). *Status of the MAPEH Major Students in Organizing a Performing Group*. Lucban: Southern Luzon State University.
- Pitman, L.A. (2004). *The Science of Cheerdancing*. New Jersey: Pearson Education Inc.
- Pujso, R., Przybylski, G., Pujso, M., & Sadej, A. (2015). Recreational judo training, singing in the choir, or hip-hop dancing—the alternative opportunities to develop the human respiratory system. The pilot study. *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 3(15), 41-48.
- Romiszowski, A. (2009). Fostering Skill Development Outcomes. In Reigeluth, Charles M. (Eds.), *Instructional Design Theories and Models*(pp.199-224). New York: Routledge.
- Santos, J. (2010). *Capability of MAPEH Teachers in Making Effective Training Program for Badminton in Lucban Public and Private High School for the A.Y. 2009-2010*. Lucban: Southern Luzon State University.
- Shek, D. T. (2013). Promotion of holistic development in university students. *Best Practices in Mental Health*, 9(1), 47-61.
- Taie, M. (2014). Skill Acquisition Theory and Its Important Concepts in SLA. *Theory and Practice in Language Studies*., Vol.4 No. 99, pp. 1971- 1976, September 2014.
- Veluya, E. (2013). *Cultural Management of the Southern Luzon State University- Sinag Banahaw Cultural Troupe basis for the proposed evaluation instrument*. Lucban: Southern Luzon State University.