

Experiential Teaching Methods in Physical Education in Improving the Physical Dancing Skills of Grade 10 Students

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Abstract

The study focused on the use of experiential teaching methods in teaching Physical Education. Respondents were the sixty (60) Grade 10 students from Bernardo Lirio National High School. The instrument used in the study was assessment rubrics which were adopted, modified and validated. The data were collected and treated using mean, standard deviation and Pearson-Product-Moment-Correlation. Findings are: **First**, Progressive Part and Whole Part Whole teaching methods specifically in teaching skills in dancing to students proved to be effective and significant to be used in teaching Physical Education. Then, it was found out that Progressive Part Method is better to be used compared to Whole Part Whole Method if we want to attain the skills of Coordination, Flexibility, Posture, and Strength, in dancing. Lastly, the two experiential teaching methods were found to be significant and effective in teaching the skill of Alignment, Balance, Control and Stamina in dancing. Conclusions: Progressive Part and Whole Part Whole experiential teaching methods proved to be *effective and significant*, therefore making the null hypothesis “there is no significant difference between the pre-assessed and post-assessed performances of the students before and after exposure to each experiential teaching method” is *not supported* in the study. However, the null hypothesis “there is no significant difference between the post-assessed performances of the students after exposure to two different experiential teaching methods” is *partially supported* in this study.

Keywords: Physical Education, Progressive Part and Whole Part Whole Methods, Skills in Dancing, Experimental Research and Pre and Post Assessment, Tanauan City Schools Division