

## **The Evaluation of the Teaching Competencies of Teachers Teaching Folk Dancing Towards the Development of Training Program**

**Melody B. Rayos**

<https://orcid.org/0000-0003-1776-2063>

[melody.rayos001@deped.gov.ph](mailto:melody.rayos001@deped.gov.ph)

Philippine Christian University

Manila, Philippines

### **Abstract**

My study evaluates the teaching competencies of folk-dance instructors in Navotas City public elementary schools and proposes a training program to enhance these competencies. Folk dancing, as an essential cultural heritage, plays a vital role in education, promoting cultural appreciation and social cohesion among students. The study's objectives include assessing teachers' skills in folk dance techniques, instructional methods, cultural sensitivity, and student engagement. A descriptive quantitative method was used, surveying 150 MAPEH teachers across 10 schools. Additionally, a qualitative focus group discussion (FGD) provided further insights into challenges and teaching experiences. Results revealed that while teachers exhibit strong technical proficiency and cultural understanding, gaps exist in pedagogy, student engagement, and access to professional development. Many instructors face resource limitations, impacting the effectiveness of their folk-dance instruction. The study concludes by recommending the development of a comprehensive training program to address these gaps and enhance the quality of folk dance education. These findings benefit educators, school leaders, and policymakers by underscoring the importance of professional development, resource improvement, and innovative teaching methods. The proposed training program aims to preserve and promote folk dancing traditions, contributing to the holistic development of learners.

*Keywords: Folk Dance Education, Teaching Competencies, Cultural Sensitivity, Quantitative and Qualitative Methods, Professional Development*