



Publisher homepage: www.universepg.com, eISSN: 2663-7782

British Journal of Arts and Humanities


Journal homepage: www.universepg.com/journal/bjah



OPEN ACCESS | Research Article



Teaching Dancesport Instructional Guide: Development and Evaluation

Perry Joe D. Odevilas^{1*} 

¹Capiz State University, Main Campus, Roxas City, Capiz, Philippines

*Correspondence: iverdeanperryjoe@gmail.com (Perry Joe D. Odevilas, Instructor, Capiz State University, Main Campus, Roxas City, Capiz, Philippines).

Received Date: 1 May 2025

Accepted Date: 1 June 2025

Published Date: 9 June 2025

Abstract

Dance has long been recognized as a powerful medium for self-expression, physical fitness, and cultural communication. This study aimed to develop and evaluate an instructional guide in teaching Dancesport. This used social-developmental research, which involved both the development phase and evaluation phase. This was conducted in Capiz. The participants were the 7 coaches and teachers from Capiz for the Focus Group Discussion (FGD) and 10 experts with 30 BPED students to evaluate the developed instructional guide in teaching Dancesport. Data were collected through two main instruments. The FGD was used to gather qualitative insights from participants, which served as basis for developing the instructional guide and the structured evaluation questionnaire was administered to assess the level of acceptability of the developed instructional guide in terms of content, format, accuracy and organization of information, and technical quality. Thematic analysis was used to analyze the qualitative data and mean for the quantitative data. Result revealed that Dancesport coaches and teachers faced challenges, such as lack of instructional guide to use, knowledge or experience, teaching dance category, resources or materials, participation in seminar/workshop, teaching and mentoring dance athletes, financial concern, attitude, and time. Essential skills for effective instruction included coaching and mentorship, drive to learn, technical expertise, effective communication and teaching skills, motivation skills, resourcefulness and creativity, and schedule of practice. To address these gaps, an instructional guide was developed featuring comprehensive and updated content, multimedia elements, accessibility and usability, collaboration with experts and time frame. The guide was rated very acceptable by both experts and students in terms of content, format, accuracy, organization, and technical quality, indicating its effectiveness in enhancing Dancesport instruction.

Keywords: Dancesport, Instructional guide, Teaching strategies, Expert validation, and Student feedback

1. Introduction

Dance has long been recognized as a powerful medium for self-expression, physical fitness, and cultural communication. Among the various forms of dance, Dancesport, encompassing both ballroom and Latin styles stands out for its blend of artistic elegance and athletic precision. As a competitive discipline, Dancesport demands not only technical skill but also a

deep understanding of musicality, rhythm, and partnership dynamics. Despite its popularity and clear benefits it offers to students, the teaching of Dancesport often suffers from a lack of structured and comprehensive instructional materials. Many educators, particularly those with limited experience in dance, struggle to provide high-quality instruction that covers both the technical and conceptual aspects of the

sport. Certain physical education teachers assert that they lack rhythm and have never taken a professional instruction course dancing but are uncertain on how best to organize a dancing group. Zhang (2019) disclosed that the problem with dance education is the dearth of outstanding dancing educators as well as inadequate instruction. Most educators are merely imparting a small number of dances and no enough knowledge on essential ideas (Asanov, 2023). Cardina and Denysschen, (2018) observed that public school teachers need to improve their dancing skills and knowledge through training programs to provide high-quality instruction and be recognized as proficient in their roles.

Teaching requires the use of instructional materials, which are especially crucial for new instructors. All facets of teaching are dependent upon instructional resources for teachers. For background knowledge on the subject they are teaching, they require resources. Teachers also require these tools to evaluate their student's understanding. Teachers frequently use task assignments, project creation, and exam administration to evaluate their students.

The need for a well-developed instructional guide in teaching Dancesport is therefore critical. Such a guide would serve as a valuable resource for teachers, enabling them to deliver lessons that are not only engaging and informative but also aligned with the best practices in dance education. The creation of this guide involves careful consideration of various pedagogical principles, the integration of feedback from experienced dance instructors, and the adaptation of instructional strategies to accommodate learners of different skill levels. Planning and evaluating instructional materials for reliability and validity requires careful attention to basic elements, including the examples, learning materials, and even the sources that were used (Susanto *et al.*, 2022).

Moreover, as a Dancesport athlete, enthusiast, coach and trainer of the Dancesport Alliance of Capiz, as well as a Physical Education instructor and educator at the university, the researcher has experienced the challenge of training without the aid of books or references for teaching ballroom dance. There is a lack of standardized and comprehensive instructional

materials, specifically designed for teaching Dancesport, which hinder the effective learning and development of dancers. This challenge inspired the researcher to develop an instructional guide for teaching Dancesport with the goal of reducing confusion among coaches, choreographers, teachers, and trainers, and helping them become more efficient and effective in delivering instruction. The researcher also aimed to institutionalize and enrich Dancesport education for students, teachers, trainers, and choreographers, especially since the Department of Education has announced that Dancesport is now a regular sport. With the above premise, this study aimed to address the gap in educational resources by developing a comprehensive instructional guide for teaching Dancesport. The guide would focus on providing clear, step-by-step instructions for both teachers and students, offering a structured approach to learning the intricate movements and concepts that define Dancesport. By enhancing the quality of instruction, this guide seeks to foster a deeper appreciation for Dancesport among students and to support educators in their mission to cultivate the next generation of dancers.

2. Methodology

This study employed a social-developmental research design, which refers to the systematic study of the design, development, and evaluation of instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness (Ahmad, 2016; Gaña & Gaña, 2021). The primary purpose of this design was to develop and evaluate the instructional guide for teaching Dancesport, based on the real needs and experiences of teachers and coaches. This was used as it followed a process that began with identifying needs, gathering relevant data, designing the instructional material, and then evaluating and revising the material based on expert and student feedback. Specifically, the research described the backgrounds, experiences, resources, materials, and challenges encountered by teachers and coaches in teaching Dancesport, using data gathered from Focus Group Discussion (FGD).

A qualitative approach was employed during the first phase of the study to gather detailed and contextual insights. The FGD was used as the primary qualitative

method, which allowed the researcher to explore the real-world teaching experiences of Dancesport coaches and teachers. The rich data collected helped in identifying specific needs, relevant topics, and practical challenges, which then served as the foundation for developing the instructional guide. In the later stage, a quantitative approach was used to determine the level of acceptability of the developed instructional guide. A structured evaluation questionnaire was distributed to the evaluators, and the results were analyzed using descriptive statistics. According to Yellapu, (2018) descriptive statistics were used to summarize and interpret the numerical data, providing a clear view of the overall acceptability of the instructional material.

The study employed well-defined inclusion and exclusion criteria, which ensured that the study engaged participants who were best positioned to contribute valuable, experience-based insights, particularly during the qualitative phase involving FGD and the quantitative evaluation of the developed instructional guide. This step was essential for achieving valid, reliable, and ethically sound research outcomes (Creswell & Poth, 2018; Patino & Ferreira, 2018). A purposive sampling method was employed. In this study, the participants were the seven coaches and trainers teaching Dancesport who underwent FGD, 30 3rd year Bachelor of Physical Education students, together with the seven Physical Education teachers and professors, one Instructional Material director, two Dancesport international adjudicators and experts who were the evaluators of the instructional guide in teaching Dancesport.

In terms of the research instrument used in gathering the needed data, the FGD guide questions and structured evaluation questionnaire for evaluating the instructional material were used.

Thematic analysis was used for descriptive data analysis, while mean was used to determine the level of acceptability in terms of content, format, accuracy and organization of information, technical quality (prints and illustration) of the developed instructional guide. The researcher strictly adhered to ethical considerations throughout the conduct of the study to ensure the protection of participants' rights and uphold

the integrity of the research process. All participants were fully informed about the nature, purpose, and potential benefits of the study. They were made aware of the schedule, procedures involved, and the measures to maintain the confidentiality of information they provided. The voluntary nature of their participation was emphasized, and written informed consent was obtained to confirm their willingness to take part in the study. Their anonymity was respected by withholding their names and any identifying details, thereby safeguarding their right to privacy. Also, the researcher remained committed to academic honesty and integrity by properly acknowledging all sources used and avoiding any form of plagiarism. Proper citations and references were consistently provided to give due credit to the original authors and researchers, ensuring that intellectual property rights were honored throughout the writing and presentation of the study.

3. Results and Discussion

The researcher discovered that the challenges faced by Dancesport coaches and teachers in teaching their students were lack of instructional guide to use, knowledge or experience, teaching dance category (Modern Standard and Latin), resources or materials, participation in seminar/workshop, teaching and monitoring dance athletes, financial concern, attitude, and time.

The result implies the critical need for instructional guides in Dancesport coaching. The absence of structured teaching materials posed significant challenges for coaches, particularly those new to the field. The perspectives of the discussants emphasized the necessity of foundational resources to facilitate effective instruction. Without instructional guides, coaches struggled to provide structured training, which impacted the overall quality of Dancesport education. Overall, the result revealed the universal challenge of inadequate instructional resources in education. The lack of quality materials affected not only Dancesport coaching but also broadened educational settings, emphasizing the need for improved resource allocation and policy interventions to bridge these gaps. Both knowledge and experience were essential components that must be acquired and continuously developed. Teachers must possess a strong foundation of know-

ledge paired with substantial practical experience to effectively impart expertise and information to their students. These elements enabled educators to deliver lessons with clarity, confidence, and precision, ensuring that students not only grasp the theoretical aspects of dance but also develop the skills necessary for practical application. Expanding knowledge through ongoing education and gaining experience through hands-on practice and exposure to various dance styles are crucial for enhancing teaching effectiveness and fostering student growth. This challenge is exacerbated for those who were not exposed to dance during their formative years or who viewed themselves as athletes rather than dancers. For some physical educators, teaching dance could be one of the most anxiety-inducing activities. One must be able to familiarize the dance genres before teaching it to the students to ensure quality instruction.

The result was consistent with that of Baan, (2021) in the Philippines, which highlighted that numerous public and private schools experience significant resource shortages. These limitations hinder their ability to offer comprehensive academic tracks and specialized programs, such as those in Dancesport. Additionally, Kassing and Jay-Kirschenbaum (2021) asserted that in addressing these challenges, the pedagogical framework for Dancesport education should emphasize the integration of physical education with artistic expression. This approach aims not only to enhance students' technical dance skills but also to foster a deeper understanding of the cultural and historical contexts that shape the discipline. To support this framework, the availability of effective instructional materials is essential. These include well-structured written guides, engaging video tutorials, and interactive learning platforms that can enhance both teaching and learning experiences. Likewise, Pellini (2017) highlighted the risks associated with unqualified dance teachers, emphasizing the importance of proper credentials to ensure student safety and effective learning. An unquestioning reliance on experts can perpetuate harmful practices within the dance community. Long, (2023) also argued that deep-rooted traditions and a lack of standard codes contribute to ethical issues, leaving young dancers at risk of lasting harmful outcomes.

Moreover, Sharma, (2019) posited that a dance instructor or choreographer should possess creativity, athleticism, persistence, strong interpersonal skills, physical stamina, a fun-loving attitude, and the ability to collaborate effectively to make dancing enjoyable and engaging. El-Sherif, (2016) highlighted the difficulties physical education teachers face, such as hesitation in executing dance steps, limited experience in dance, and a lack of the necessary skills, knowledge, and confidence to teach.

The result also revealed specific skills and knowledge required for effective Dancesport instruction. These were coaching and mentorship, drive to learn, technical expertise, effective communication skills and teaching skills, motivation skills, resourcefulness and creativity, time and resourcefulness management.

The result implies that while technical skills in Dancesport could be developed through training, passion was a fundamental factor that determined an athlete's long-term success and commitment. Without genuine enthusiasm and dedication, dancers might struggle to stay motivated and improve their craft. This showed that coaches should not only focus on skill development but also nurture and inspire passion in their athletes, fostering an environment that encourages perseverance, creativity, and personal growth in Dancesport.

The result aligned with existing research that highlighted the significant impact of a coach's passion on the quality of coach-athlete relationships and overall training outcomes. Fonteyn *et al.* (2024) found that coaches who exhibit harmonious passion a balanced and autonomous drive toward coaching tend to foster more positive and effective relationships with their athletes. This form of passion was associated with constructive coaching behaviors, which in turn mediated stronger relational outcomes. Conversely, obsessive passion, characterized by a more rigid and controlled motivation, was linked to less favorable results. Importantly, the study also revealed that harmonious passion was mutually beneficial; both coaches and athletes who demonstrated this type of passion positively influenced each other's emotional experiences. This showed that passion within the coaching environment can be contagious, creating a

more engaging and supportive atmosphere that enhances learning and performance. Supporting this perspective, Carpentier and Mageau, (2014) found that coaches with harmonious passion were more likely to provide high-quality and frequent constructive feedback, a key component in effective athlete development. This type of feedback not only helps athletes improve their skills but also reinforces motivation and commitment to training.

Moreover, Kawalek and Gobet, (2022) highlighted that superior performance in contemporary dance was closely associated with specific cognitive processes. Mental skills, such as imagery, attention control, and memory played critical roles in enabling dancers to learn, retain, and execute complex movement patterns. These findings suggested that effective dance instruction needed to go beyond physical training and include strategies that supported cognitive development. By understanding and incorporating these mental components into teaching, educators enhanced the learning experience and skill acquisition of their students.

Furthermore, the instructional material that may be developed to address the identified gaps in Dancesport education included the comprehensive and updated content, multimedia components, accessibility and usability, collaboration on experts, and time management. The result implies the importance of instructional guides in Dancesport education. A well-structured guide provides a strong foundation in fundamental techniques, ensuring that learners develop the necessary skills before advancing to more complex routines. This highlighted the need for standardized instructional materials to support both students and coaches in delivering effective and progressive training.

The result aligned with Kassing and Jay-Kirschenbaum, (2021). Their work encompassed various dance forms and provided updated sample units, including styles such as hip-hop, Mexican folkloric, African, and line dance. It also integrated modern educational tools, such as video clips and printable forms, to enhance teaching effectiveness.

The study also revealed potential benefits of using an instructional guide in teaching Dancesport, such as enhanced structure and organization, improved learning outcomes for students, consistency across coaching styles, increased confidence for coaches, and access to comprehensive and updated information.

The result implies that instructional guides contributed to a more systematic and comprehensive approach to Dancesport training. By ensuring that lessons are well-structured and cover all essential basics, these guides helped maintain consistency in coaching, making learning more effective for both trainers and students.

The study aligned with Prøitz and Nordin, (2019) that presents a dominant understanding of learning outcomes as the “end product of education.” This perspective aligned with the structured approach of instructional guides, which aim to systematically develop students' skills and knowledge to achieve measurable progress. Otte *et al.* (2020) emphasized that the use of adequate instructions and feedback supported, guided, and complemented the learning process. The effectiveness of instructional models, approaches, and methods used by teachers had been widely debated and researched in the field of education. The result also showed that the developed instructional guide in teaching Dancesport was very acceptable in terms of content, format, accuracy and organization of information, technical quality (prints and illustration) when evaluated by experts.

The result implies that technical quality reflected the guide's visually appealing design and its effectiveness in supporting student learning. The use of clear and relevant photos, well-formatted text, and appropriately labeled visuals contributed to the material's accessibility and comprehensibility. These elements enhanced learners' understanding of Dancesport concepts by simplifying complex information through visual representation. Overall, the findings suggested that the instructional guide is a well-structured, visually attractive, and pedagogically sound resource. While minor refinements may further improve its presentation, the material already provides a strong foundation for effective teaching and learning in Dancesport education.

The result aligned with Areej *et al.* (2020), which highlighted the importance of technical quality in delivering products that meet predefined parameters based on consumer needs and requirements. Organizations prioritize technical excellence to improve customer perceptions, enhance satisfaction, and build loyalty.

Other Dancesport coaches and experts provided comments and suggestions to enhance the developed instructional guide for teaching Dancesport. They recommended aligning assessments with the learning objectives in each chapter and improving the assessment and performance titles to emphasize the different types of assessments used. Additionally, they suggested distinguishing between assessment types by using different font colors one for pen-and-paper assessments (such as multiple-choice, identification, and matching-type tests) and another for performance-based assessments (such as the proper execution of dances). Furthermore, they emphasized the need for clear, direct, and concise instructions in each assessment. Overall, they found the instructional manual or guide to be impressive and very useful.

It was also found that the developed instructional guide in teaching Dancesport was very acceptable in terms of content, format, accuracy and organization of information, technical quality (prints and illustration) when evaluated by students. The result showed that the guide was highly suitable for the students' level of understanding and regarded as engaging, interesting, easy to comprehend, accurate, and up-to-date. Overall, the result suggested that the instructional guide for DanceSport is highly effective and well-received educational resource. Its alignment with the comprehension level of BPED students supported their achievement of learning objectives and development of both cognitive and physical skills. The guide also promotes sustained student engagement and reflects inclusivity, accuracy, and relevance, strengthening its credibility for academic use. While slight enhancements in specific aspects could further optimize its impact, the guide was already a comprehensive and structured tool that significantly contributes to students' learning experiences in DanceSport. It stands as a model of effective instructional material in the

field of physical education. The Bachelor of Physical Education (BPED) students shared their comments on the developed instructional guide for teaching Dancesport. They expressed appreciation for the research, noting that it clearly highlighted the benefits and importance of the sport. Some students mentioned that the guide was clear, easy to understand, and did not require any improvements. Others found the study very helpful for them as BPED students and emphasized its beneficial impact.

The result implies that across all aspects of content evaluation indicated that the instructional guide for Dancesport was highly effective and well-received by students. The material aligned well with the comprehension level of Bachelor of Physical Education (BPED) students, making it a valuable educational resource. Its effectiveness was evident in helping students achieve learning objectives, develop cognitive and physical skills, and maintain engagement in the subject. Additionally, its inclusivity, accuracy, and relevance reinforced its credibility and appropriateness for academic use.

The result also implies that the instructional guide was a well-structured and comprehensive tool that enhances students' learning experiences in Dancesport. Minor refinements in specific areas could further optimize its impact, but overall, it served as a model for effective instructional material in physical education. All aspects of technical quality indicated that the instructional guide in Dancesport was well-designed, visually clear, and highly accessible to students. The strong emphasis on simplicity, proper labeling of illustrations, and high-quality printing ensured that the material was both engaging and effective in enhancing comprehension. The use of appropriate and sufficient visual aids further supported student learning by making complex concepts more understandable. While all aspects were rated as very acceptable, minor refinements in text spacing could have further optimized readability. The instructional guide successfully integrated well-structured visual elements, making it a valuable and effective educational tool for Dancesport instruction.

The result further implies that across all aspects, accuracy and organization indicated that the instruc-

tional guide in Dancesport was a well-structured and reliable educational resource. The strong emphasis on engaging and understandable content ensured that students remain interested and could effectively grasp the material. The guide's credibility was further reinforced by its proper citation of sources and the inclusion of timely and relevant information. Additionally, the logical flow of ideas, appropriate sentence structures, and minimal errors contributed to its clarity and readability. While minor refinements in grammatical accuracy could further enhance its quality, the guide remained a highly acceptable and impactful tool for Dancesport education.

The result supported Olayinka, (2016) claim on the significant role of instructional materials in enhancing students' learning experiences. The findings indicate that well-structured educational content improves comprehension, retention, and engagement. Furthermore, Nguyen, (2015) pointed out that inclusive and accessible resources, such as open educational resources (OER), have been recognized for providing students with free access to quality learning materials, promoting equitable education.

The result also aligned with the Universal Design for Learning (UDL) Framework (CAST, 2018), which emphasized the importance of presenting content in multiple formats. Visuals enhanced the accessibility of instructional materials, particularly for students with reading difficulties or language barriers, thereby supporting a more inclusive learning environment. Overall, prints and illustrations were recognized as essential components of instructional materials, significantly impacting comprehension, engagement, and accessibility. Previous research consistently supported the use of visuals to improve learning outcomes by catering to diverse learners and simplifying complex information. Therefore, educators were encouraged to strategically integrate high-quality illustrations to enhance the effectiveness of instructional materials.

4. Conclusion

Based on the findings, the following conclusion was drawn. The coaches and teachers face various challenges in effectively delivering instruction, such as the lack of instructional guides, limited experience or

knowledge in dance categories, insufficient resources, and constraints related to time and finances. However, the study identifies key skills and knowledge areas essential for effective Dancesport instruction, such as coaching and mentorship, technical expertise, communication, creativity, and time management. To address the challenges, a well-developed instructional guide was created, incorporating comprehensive and updated content, multimedia elements, expert collaboration, and a focus on accessibility and usability. The guide aims to enhance teaching strategies and bridge gaps in instructional delivery. The instructional guide effectively addressed the identified gaps in Dancesport education and has the potential to significantly improve the quality, consistency, and outcomes of Dancesport instruction.

5. Acknowledgment

The researcher would like thank those who supported this research, specifically to the participants and Capiz State University Roxas City Main Campus.

6. Conflicts of Interest

The author confirms no conflicts of interest.

7. References

- Ahmad, A.I. (2016). (5) Definition Purpose and Procedure of Developmental Research: An Analytical Review.
<https://doi.org/10.9734/ARJASS/2016/30478>
- Areej, Khaleel., Hydar, Sayah. (2020). (5) The effect of technical quality in improving the performance of the Iraqi universities. Management Science Letters,
<https://doi.org/10.5267/J.MSL.2020.5.018>
- Asanov A. (2023). The use of specialized corpora as supply reference of collocations for teaching reflective writing in academic English, *Asian J. Soc. Sci. Leg. Stud.*, 5(4), 108-117.
<https://doi.org/10.34104/ajssls.021.01080117>
- Baan, P. (2021). Development of Instructional Material for Practical Research 1. *Sapienza: Inter J. of Interdisciplinary Studies*. 2. 101-118.
<https://doi.org/10.51798/sijis.v2i4.146>

- CAST. (2018). Universal Design for Learning Guidelines version 2.2. Center for Applied Special Technology.
<https://udlguidelines.cast.org/static/udlg2.2-text-all.pdf>
- Cardina, C. E., and Denysschen, C. (2018). Professional development activities and support among physical education teachers in the United States. *Physical Educator*, 75 (1), 138-157.
<https://doi.org/10.18666/TPE-2018-V75-11-7716>
- Carpentier, J. & Mageau, G. (2014). The role of coaches' passion and athletes' motivation in the prediction of change-oriented feedback quality and quantity. *Psychology of Sport and Exercis*, 15,
<https://doi.org/10.1016/j.psychsport.2014.02.005>
- Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.<https://us.sagepub.com/en-us/nam/qualitative-inquiry-and-research-design/book266033>
- El-Sherif, J. L. (2016). Learning, teaching and assessing dance in physical education. *Strategies*, 29(5), 31-36.
<https://search.quest.com/docview/181920>
- Fonteyn, M., Haerens, L., Vansteenkiste, M. & Loeys, T. (2024). Is passion contagious in coach-athlete dyads? A dyadic exploration of the association between passion, affective and need-based experiences in individual sports. *Front. Psychol.* 15: 1369011.
<https://doi.org/10.3389/fpsyg.2024.1369011>
- Gaña, M. & Gaña, M. (2021). Development and Validation of InfoSIM 1 Development and Validation of InfoSIM for Grade 1 Mathematics Instruction.
<https://doi.org/10.13140/RG.2.2.10324.48004>
- Kassing, G. and Jay-Kirschenbaum, D. (2021). Dance Teaching Methods and Curriculum Design: Comprehensive K-12 Dance Education.
<https://doi.org/10.5040/9781718237957>
- Kawalek, J. C., and Gobet, F. (2024). Expertise in contemporary dance: the roles of cognition, talent, and deliberate practice. *J. Dance Educ.* 24, 21–34.
<https://doi.org/10.1080/15290824.2021.1988089>
- Long, C. (2023). The Ugly Side of Competitive Dance: Harmful Outcomes and Ethical Concerns.
<https://www.scu.edu/ethics/healthcare-ethics-blog/the-ugly-side-of-competitive-dance-harmful-outcomes-and-ethical-concerns/>
- Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT J. of Online Learning and Teaching*, 11(2), 309-319.
<https://www.merlot.org/merlot/viewMaterial.htm?id=1053033>
- Olayinka, A. R. (2016). Effects of instructional materials on students' academic performance in physics in secondary schools in Nigeria. *World J. Educ.*, 6(1), pp. 32-39,
<https://eric.ed.gov/?id=EJ1158251>
- Otte, F., Davids, K., Millar, S., and Klatt, S. (2020). When and how to provide feedback and instructions to athletes? - How sport psychology and pedagogy insights can improve coaching interventions to enhance self-regulation in training. *Front. Psychol.* 11, 1444.
<https://doi.org/10.3389/fpsyg.2020.01444>
- Patino, C. M., & Ferreira, J. C. (2018). Inclusion and exclusion criteria in research studies: Definitions and why they matter. *J. Brasileiro de Pneumologia*, 44(2), 84.
<https://doi.org/10.1590/S1806-37562018000000088>
- Pellini, AM. (2017). The Danger of Unqualified Dance Instruction in Private Dance Studios and Social Media. *The Kennesaw Journal of Undergraduate Research*: 5(2), Article 2.
<https://doi.org/10.32727/25.2019.22>
- Prøitz, T.S., & Nordin, A. (2019). Learning outcomes in Scandinavian education

- through the lens of Elliot Eisner. *Scandinavian J. of Educational Research*, **64**(5), 645–660.
<https://doi.org/10.1080/00313831.2019.1595717>
- Sharma, P. (2019). Qualities that every dancer and choreographer must possess. San Francisco, California, USA.
<http://www.hubpages.com>
- Susanto F, Hossain MR, Arefin MS, and Badiuzzaman M. (2022). Reflective critical thinking on education and teaching during the COVID-19 pandemic. *Int. J. Agric. Vet. Sci.*, **4**(2), 26-38.
<https://doi.org/10.34104/ijavs.022.026038>
- Yellapu, V. (2018). Descriptive statistics. *Inter J. of Academic Medicine*, **4**(60).
https://doi.org/10.4103/IJAM.IJAM_7

Citation: Odevilas PJD. (2025). Teaching dancesport instructional guide: development and evaluation, *Br. J. Arts Humanit.*, 7(3), 510-518. <https://doi.org/10.34104/bjah.02505100518>

Copyright: © The Author(s), 2025. Published by UniversePG. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, and provided the original work is properly cited. 