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Original Article

IMPACT OF DANCE VIDEO TUTORIALS ON WELLNESS OF TEACHER EDUCATION STUDENTS

IMPACTO DOS VÍDEOS TUTORIAIS DE DANÇA NO BEM-ESTAR DOS ALUNOS DE FORMAÇÃO DE PROFESSORES

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RESUMO

A promoção do bem-estar através de tutoriais em vídeo de dança por alunos da formação de professores emergiu como uma abordagem eficaz e envolvente para melhorar o bem-estar geral. Este estudo determinou o grau de exposição dos entrevistados em tutoriais em vídeo de dança e como o bem-estar do entrevistado pode ser avaliado em relação aos aspectos mental, ambiental, intelectual, social, físico e espiritual. Este estudo descritivo-correlacional envolveu 204 estudantes de formação de professores da BatStateU JPLPC-Malvar. Um questionário elaborado pelo pesquisador foi utilizado para coletar os dados necessários. O bem-estar do entrevistado foi avaliado usando a média. O resultado mostrou que a maioria dos entrevistados está exposta a tutoriais em vídeo de dança. As áreas mental, ambiental, física, social, intelectual e espiritual são adquiridas e a exposição dos entrevistados em vídeos tutoriais de dança está significativamente relacionada ao bem-estar. Com base nas descobertas, os entrevistados podem usar os Tutoriais de Dança Online para se exporem em diversos tutoriais em vídeo de dança e para manter o bem-estar ativo do aluno. Recomenda-se que os professores realizem mais programas como Terapias de Dança Virtual para promover o estilo de vida ativo dos alunos. A escola pode realizar Competições Online de Dança Fitness para inspirar e motivar os alunos e se expor em tutoriais em vídeo de dança.

Palavras-chave: Tutoriais em vídeo de dança, bem-estar, alunos de formação de professores, saúde mental, aptidão física, estudo descritivo-correlacional.

ABSTRACT

The promotion of wellness through dance video tutorials by teacher education students has emerged as an effective and engaging approach to enhancing over all well-being. This study determined the respondents' extent of exposure in dance video tutorials and how may the respondent's wellness be assessed relative to mental, environmental, intellectual, social, physical and spiritual. This descriptive-correlational study involved 204 teacher education students at BatStateU JPLPC-Malvar. A researcher-made questionnaire was used to gather the necessary data. The respondent's wellness was assessed using mean. Result showed the majority of the respondents are exposed to dance video tutorials. Mental, environmental, physical, social, intellectual and spiritual are acquired and the respondents' exposure in dance video tutorials are significantly related to wellness. Based on the findings, the respondents may use the Online Dance Tutorials to highly exposed themselves in variety of dance video tutorials and to maintain the active student's well-being. The teachers are recommended to conduct more programs like Virtual Dance Therapies to promote student's active life style. The school may conduct an Online Dance Fitness Competitions to inspire and motivate students and to expose themselves in dance video tutorials work-friendly environment, a proposed wellness program for teachers was designed and suggested as intervention for teachers.

Keywords: Dance Video Tutorials, Wellness, Teacher Education Students, Mental Health, Physical Fitness, Descriptive-Correlational Study.

Introduction

Generation nowadays is extremely involved in using technology, which has proven to be beneficial, especially in education. Hao[1] stated that the application of multimedia technology in dance teaching offers lively and vivid means of instruction, surpassing the traditional model of teacher demonstration and explanation. This approach caters to students' curiosity and motivation, resulting in effective mastery of dance actions. In the field of physical education, the use of gadgets as teaching tools has been highly effective in transferring knowledge and understanding to students. However, while technology has opened avenues for interactive and engaging learning experiences, its integration into skill-based subjects like dance remains

underexplored, highlighting a gap in effectively leveraging online tools to replicate the immersive nature of traditional instruction.

The COVID-19 pandemic highlighted the need for social and emotional learning (SEL) in education, as the lack of connection and personal engagement became evident. During the transition to the "New Normal" education, teachers faced challenges in conveying dance lessons, leading to the adoption of digital tools to overcome barriers and facilitate teaching and performance of dance. Dance Video Tutorials have proven indispensable in teaching and learning, not only in distance education but also in diverse student communities. Furthermore, scholars have demonstrated a strong connection between dance video tutorials and learner engagement, enjoyment, and appreciation[2,3]. Proper incorporation of streaming media enhances learner motivation, improves the learning experience, and fosters learner autonomy. Moreover, dance video tutorials yield high levels of student satisfaction, self-efficacy, and achievement, improving learning skills when thoughtfully designed[4,5]. This shift underscores the importance of adapting instructional strategies to ensure skill acquisition and holistic development in remote settings.

Educational institutions have a history of using instructional videos to enrich teaching and learning, with an increasing number of teachers recording and uploading lectures for students. Despite these advancements, existing literature has not sufficiently addressed the specific challenges and benefits of using dance video tutorials as a primary instructional tool in physical education. Studies have primarily focused on general multimedia tools or other skill-based instructional methods, leaving a gap in understanding their impact on students' comprehensive wellness dimensions. Online skills tutorials, as explored in other disciplines, have demonstrated their potential in fostering learner autonomy and engagement, yet these findings remain to be fully extended to dance education.

The transition to online learning during the new normal education has posed challenges for both teachers and students, particularly in teaching various dance forms and communicating the movements effectively through instructional means[6]. Unlike face-to-face education, where teachers can demonstrate the step-by-step procedures of a dance, online classes face complications in instructional communication. This research differentiates itself by focusing on dance video tutorials, assessing the respondents' extent of exposure, and evaluating the wellness associated with performing dance video tutorials. By addressing these gaps, the study builds upon prior research while providing targeted insights into the integration of dance video tutorials for improving physical education outcomes.

Conducted during the pandemic, this study offers unique insights compared to another research in the field. It enhances understanding of the importance of students' exposure to dance video tutorials and its impact on teaching and learning for both teachers and students. The study's significance lies in promoting student wellness through dance video tutorials. The researcher, being future physical education teachers, recognize the importance of exposure to dance video tutorials and the wellness associated with them. Additionally, the researcher aimed to explore potential differences in students' extent of exposure to dance video tutorials and their wellness levels. The findings of this study can provide recommendations for enhancing students' exposure to dance video tutorials and improving their overall wellness.

This research study aims to explore the impact of dance video tutorials on the wellness of teacher education students at Batangas State University, Malvar Campus, during the academic year 2022-2023. Specifically, the study seeks to determine the extent of exposure of the respondents to dance video tutorials and assess their wellness in relation to mental, environmental, intellectual, social, physical, and spiritual dimensions. Additionally, the research aims to examine the relationship between the respondents' extent of exposure to dance video tutorials and their overall wellness across these six dimensions. Finally, the study intends

to identify and suggest activities that could enhance the respondents' wellness through increased exposure to dance video tutorials.

Methods

Research Design

This study employed the descriptive-correlational method to describe and analyze the relationship between variables systematically. This approach aimed to explore the extent of exposure to dance video tutorials and its correlation with wellness dimensions among teacher education students. The method was chosen as it effectively addresses the study's objectives by examining relationships between quantifiable variables[7]. The findings provide insights into how dance video tutorials influence wellness, helping identify key factors that contribute to promoting student well-being

Sample

The study's respondents comprised 204 teacher education students at Batangas State University, JPLPC-Malvar Campus, enrolled in the school year 2022-2023. These teacher education students were selected to participate in the research. The distribution of respondents included students majoring in English, Science, Mathematics, Social Studies, Filipino, Bachelor of Physical Education, and Bachelor of Elementary Education. Specifically, there were 70 students from English, 50 from Science, 70 from Mathematics, 90 from Social Studies, 61 from Filipino, 65 from Bachelor of Physical Education, and 74 from Bachelor of Elementary Education, making up the total population of 430 teacher education students. The sample size of 204 respondents was determined using the Raosoft sample size calculator with a 5% margin of error. To achieve a proportional distribution, a simple random sampling method was employed. Respondents were first grouped based on their year of study, and then a lottery method was used to select the specified number of students from each group.

Instrument

A researcher-made survey questionnaire was used as the primary data-gathering tool. The questionnaire was systematically developed to align with the study's objectives, ensuring clarity and relevance in addressing the extent of exposure to dance video tutorials and its relationship with wellness dimensions. It comprised specific sections measuring mental, environmental, intellectual, social, physical, and spiritual wellness. The instrument was validated by experts in physical education and research methodology to ensure reliability and accuracy. Content validation ensured that each item was relevant and comprehensively addressed the study's focus areas.

The dance video tutorials referenced in this study were accessed from widely available online platforms, such as YouTube. These tutorials encompassed various genres, including hip-hop, contemporary, ballroom, aerobic dance, and folk dance, to cater to diverse interests and skill levels. The selection criteria for these tutorials included clarity of instructions, production quality, and alignment with wellness objectives. While the tutorials were not part of a formal intervention, they served as the medium for assessing respondents' exposure and engagement with self-directed learning. Participants were encouraged to explore these tutorials independently, reflecting real-world scenarios of how individuals typically engage with such resources.

To further establish the instrument's reliability, a pilot test was conducted with a small group of teacher education students who were not part of the final sample. Feedback from this pre-testing phase was used to refine the questionnaire, ensuring its clarity and appropriateness before distribution.

Statistical analysis

The study employed various statistical tools to analyze the data collected from the researcher-made questionnaire. Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were used to summarize the demographic profile of the respondents, including sex, age, type of residence, and socio-economic status. These measures provided a clear understanding of the respondents' characteristics.

To assess the social values and wellness dimensions, mean scores and composite means were computed. The following interpretation scales were used for data analysis: for perceived importance of social values, the scale ranged from "Strongly Agree/Highly Important" (3.25–4.00) to "Strongly Disagree/Not Important" (1.00–1.74). For wellness assessment, the scale ranged from "Highly Acquired" (3.51–4.00) to "Least Acquired" (1.00–1.50). These scales ensured consistent interpretation of the data across all respondents[8].

To determine the relationships between the respondents' exposure to dance video tutorials and their wellness dimensions, Pearson's correlation coefficient was used. This statistical tool identified the strength and direction (positive or negative) of the relationship between variables. Additionally, one-way ANOVA was employed to examine differences in wellness dimensions across various demographic subgroups, such as socio-economic status and academic specialization.

The reliability and validity of the instrument were confirmed through pre-testing and expert consultation. The statistical analyses were conducted using SPSS software to ensure accuracy and reliability in computations and interpretations.

Ethical statement

Ethical considerations were paramount throughout the research process. Teacher education students provided informed consent, emphasizing their voluntary participation and right to withdraw. Confidentiality and privacy were strictly maintained, and collaborative efforts ensured participants' well-being during any related activities. Transparency and integrity were upheld, with respect for participants' autonomy and rights. The study aimed to maximize benefits while minimizing harm, adhering to ethical standards in research conduct.

The study secured approval from the Ethics Committee of Batangas State University, ensuring compliance with institutional and international research ethics guidelines. This approval reinforced the commitment to ethical principles, safeguarding participants' welfare throughout the study.

Results and Discussion

This data primarily deals with the research problems and covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. To give an in-depth analysis and interpretation, the data are arranged thematically and sequentially resembling the presentation of specific problems posed at the beginning of the study.

Respondents' profile

The respondents of this study comprised teacher education students enrolled at Batangas State University, JPLPC-Malvar Campus, during the academic year 2022–2023. A total of 204 students participated, representing various academic majors, including English, Science, Mathematics, Social Studies, Filipino, Bachelor of Physical Education, and Bachelor of Elementary Education. The respondents were selected through simple random sampling, ensuring proportional representation across academic programs and year levels. This approach provided a diverse and representative sample for the study, ensuring the generalizability of the findings.

The findings in Table 1 describe the respondents' self-reported exposure to the benefits of watching dance video tutorials. With an overall mean score of 3.27 (SD = 0.76), categorized as "Exposed (E)," the data highlights that the respondents perceive a positive impact in various areas. Higher-rated benefits include maintaining a healthy lifestyle (M = 3.46) and improving cardiovascular and respiratory health (M = 3.32), which suggest perceived physical health advantages. Similarly, enhancing cognitive abilities (M = 3.43) and feeling relaxed (M = 3.37) reflect cognitive and emotional benefits. Other indicators, such as improving overall and mental well-being (M = 3.09) and building self-confidence and self-esteem (M = 3.20), are moderately rated but still fall within the "Exposed" category. Benefits related to physical development, such as muscle strength (M = 3.11) and balance and flexibility (M = 3.24), show consistent acknowledgment by the respondents. This descriptive data provides an overview of the perceived exposure to these benefits without inferring causality or deeper relationships. It is important to interpret these results as an account of respondents' self-perceptions, highlighting areas of both strength and potential development in the context of dance video tutorials.

Furthermore, the highest mean score of 3.46, with a standard deviation of 0.69, indicates that respondents significantly improved their balance and flexibility through dancing while watching these tutorials. This suggests that the majority of respondents effectively enhanced these physical attributes through this practice. Yuji[9] supports this finding, noting that dancing to video tutorials not only burns calories and strengthens muscles but also enhances balance, increases flexibility, and provides a substantial cardiovascular workout.

Conversely, the variable "freedom of expression" ranked the lowest, with a mean of 3.09 and a standard deviation of 0.85. This implies that although students engaged in dancing while watching video tutorials, their sense of freedom in expression was not as pronounced. Stinson[10] highlighted that the ability for students to fully express themselves through dance within educational contexts can be challenging. Despite dance being recognized as a potent medium for self-expression, certain constraints may inhibit students from fully realizing their creative potential and effectively conveying their emotions and ideas.

Overall, the respondents' exposure to dance video tutorials yielded an aggregate mean of 3.27, indicating a notable level of engagement with this learning medium among contemporary students. Staley et al.[11] asserted that dance video tutorials offer visual demonstrations and step-by-step instructions, facilitating easier learning and practice of dance moves. Visual cues and demonstrations enhance the learning experience by allowing students to observe and replicate movements more effectively[12]. Additionally, exposure to diverse dance styles and choreographies through video tutorials can inspire creativity and expand students' dance repertoires. Observing various dancers and styles provides students with exposure to different techniques and artistic expressions, enabling them to develop their unique styles.

Table 1 provides a detailed breakdown of the indicators of respondents' exposure to dance video tutorials, with their corresponding mean scores and standard deviations. Learning a new dance routine as a workout had a mean of 3.25 and a standard deviation of 0.74. Improved cardiovascular and respiratory health scored a mean of 3.32 with a standard deviation of 0.71. Increased balance and flexibility, the highest-ranking indicator, had a mean of 3.46 and a standard deviation of 0.69. Enhanced cognitive abilities scored a mean of 3.43 with a standard deviation of 0.72, while improved overall and mental well-being had a mean of 3.09 and a standard deviation of 0.85. Greater self-confidence and self-esteem had a mean of 3.20 with a standard deviation of 0.77. Development of muscles and strength scored a mean of 3.11 with a standard deviation of 0.82. Maintaining a healthy lifestyle had a mean of 3.24 and a standard deviation of 0.85. Feeling relaxed scored a mean of 3.37 with a standard deviation of 0.69, and experiencing a sense of freedom in expression had a mean of 3.23 with a standard deviation of 0.85.

These indicators, all falling within the "Exposed (E)" range (2.51–3.50), suggest a consistent level of engagement and benefit across various dimensions. The consistent "Exposed" classification across all variables underscores the positive impact of dance video tutorials on the respondents' physical health, mental well-being, and overall lifestyle.

The data from Table 1 reveals that exposure to dance video tutorials has a multifaceted positive impact on respondents. While certain areas like balance and flexibility see significant improvement, others, such as freedom of expression, might require additional focus or different instructional approaches to enhance the benefits. The overall mean score of 3.27 indicates that students are generally well-exposed to and benefit from dance video tutorials, aligning with existing literature that underscores the value of visual and practical learning tools in dance education.

Table 1. Distribution of respondents exposure

Indicators	Mean	SD	Verbal Interpretation
Through watching Dance Video Tutorials…			
1. I learn a new dance routine that serves as my workout.	3.25	0.74	E
2. I have improved my cardiovascular and respiratory health.	3.32	0.71	E
3. I increase my balance and flexibility.	3.24	0.85	E
4. I enhance my cognitive abilities.	3.43	0.72	E
5. I improve my overall and mental well-being.	3.09	0.85	E
6. I build greater self-confidence and self-esteem.	3.20	0.77	E
7. I develop my muscles and strength.	3.11	0.82	E
8. I maintain a healthy lifestyle.	3.46	0.69	E
9. I feel relaxed.	3.37	0.69	E
10. I experience a sense of freedom in expression.	3.23	0.85	E
Overall	**3.27**	**0.76**	**Exposed**

Note: Legend: "Highly Exposed (HE)" 3.51-4.00, "Exposed (E)" 2.51-3.50, "Slightly Exposed (SE)" 1.51-2.50, "Least Exposed (LE)" 1.00-1.50.
Source: Authors.

Respondents' wellness

This part of the study determined the respondents' Wellness in terms of Mental, Environmental, Intellectual, Social, Physical, and Spiritual. These are found on the succeeding tables.

Mental

Table 2.1 presents the respondents' wellness as assessed in terms of mental well-being. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation. Furthermore, Table 2.1 provides valuable insights into the profound influence of dance activities on the mental wellness of respondents. The highest mean score of 3.45, accompanied by a standard deviation of 0.70, suggests a notable enhancement in confidence and self-esteem among participants, who express feelings of happiness and pride during dance performances. This aligns with the findings of Maraz et al.[13], who underscores dance's capacity to alleviate anxiety and foster psychological well-being through its expressive and therapeutic qualities. Conversely, the lowest mean score of 3.16 highlights the occasional challenges faced by respondents in achieving a state of peace during dance, often attributed to imperfections in executing dance steps. Furthermore, scholars provide valuable insights into this phenomenon, emphasizing the intricate interplay between motor behavior and psychological experiences[14,15].

The overall mean score of 3.35 suggests that participants generally exhibit adept management of their psychological well-being through dance, as evidenced by their ability to maintain positive emotions and regulate mood fluctuations. Variables such as feeling positive

while dancing and effectively controlling mood further corroborate dance's positive impact on mental health and emotional stability[16,17].

Table 2.1. Mental

Indicators	Mean	SD	Verbal Interpretation
As a Teacher Student, I…			
1. I feel happy and proud when I dance.	3.16	0.80	A
2. I feel positive while dancing.	3.31	0.70	A
3. I check my strengths and weaknesses in dancing.	3.41	0.70	A
4. I keep my mood and temper in control.	3.42	0.70	A
5. I do perfect dance steps that calm my mind.	3.45	0.70	A
Overall	**3.51**	**0.86**	**Acquired**

Note: Legend: "Highly Acquired (HA)" 3.51-4.00, "Acquired (A)" 2.51-3.50, "Slightly Acquired (SA)" 1.51-2.50, "Least Acquired (LA)" 1.00-1.50.
Source: Authors.

Environmental

Table 2.2 Table 2.2 presents the assessment of the respondents' wellness in relation to the environmental aspect. It provides the computed mean and standard deviation for each statement, along with their corresponding interpretations. Additionally, Table 2.2 provides valuable insights into the respondents' interaction with environmental factors within the realm of dance. The highest mean score of 3.47, as highlighted by scholars[18,19], signifies a profound sense of personal responsibility and motivation among participants. This suggests that dancers are actively engaged in taking ownership of their actions and contributions within the dance community, thereby fostering a culture of accountability and self-motivation. Conversely, the lowest mean score of 3.02 indicates a perceived deficiency in receiving adequate training for dance activities. This suggests that respondents may lack confidence in their training, potentially hindering their ability to fully participate and excel in dance-related endeavors.

Despite this challenge, the overall mean score of 3.26 reflects a consistent level of engagement and benefit in environmental wellness, underscoring the enduring commitment of dancers to environmental awareness and sustainability initiatives. Moreover, the use of recycled materials for costumes, as indicated by the notable mean score, exemplifies a commendable dedication to sustainability practices within the dance community.

The findings underscore the critical importance of environmental awareness and sustainability in promoting holistic well-being within the dance domain. By acknowledging the positive impact of environmental considerations on dance activities, stakeholders can better address the existing gaps in training while reinforcing the values of accountability and sustainability within the dance community. Furthermore, these results align with the broader societal shift towards eco-conscious behaviors, highlighting dancers' proactive efforts to minimize their environmental footprint. Moving forward, prioritizing sustainable practices and addressing training gaps will enhance the environmental and overall wellness of the dance community.

Table 2.2. Environmental

Indicators	Mean	SD	Verbal Interpretation
As a Teacher Student, I…			
1. I use recycled materials for costume props instead of buying new ones.	3.42	0.60	A
2. I feel responsible for every move I make.	3.47	0.60	A
3. I always do my best.	3.08	0.90	A
4. I join organizations related to rhythmic activities.	3.02	1.00	A
5. I join organizations related to rhythmic activities.	3.32	0.70	A
Overall	**3.26**	**0.76**	**Acquired**

Note: Legend: "Highly Acquired (HA)" 3.51-4.00, "Acquired (A)" 2.51-3.50, "Slightly Acquired (SA)" 1.51-2.50, "Least Acquired (LA)" 1.00-1.50.
Source: Authors.

Intellectual

Table 2.3 presents the assessment of the respondents' wellness in relation to the intellectual aspect. It provides the computed mean and standard deviation for each statement, along with their corresponding interpretations. Additionally, Table 2.3 presents an insightful analysis of respondents' intellectual engagement within the context of dance activities. The highest mean score of 3.23, with a standard deviation of 0.80, indicates a consistent eagerness among respondents to contribute their ideas towards creating innovative costumes and props for their fellow dancers. This underscores the collaborative nature of dance projects and the creative exchange of ideas within dance groups[20]. Conversely, statement number 4 obtained the lowest mean score of 3.08, with a standard deviation of 0.80, suggesting that respondents encountered difficulties in memorizing specific dance steps. Despite this challenge, it's noteworthy that respondents still demonstrated a willingness to engage actively in the learning process, indicating their perseverance and dedication to improving their dance skills[21].

In summary, the overall wellness of respondents in the intellectual aspect yielded an aggregate mean score of 3.16, with a standard deviation of 0.78. This suggests a sustained level of motivation and inspiration among learners to further their learning journey in dance.

The findings emphasize the significance of fostering intellectual engagement in dance education. Ambrosio[20] highlighted the importance of critical thinking, reflection, and research-oriented behavior in addressing societal issues within the field of dance. Moreover, collaborative learning environments, as evidenced by the willingness of respondents to contribute creative ideas, foster creativity and critical thinking. Scholars further asserted that online knowledge-sharing behaviors significantly influence student engagement and promote the acquisition of knowledge within specific domains[22,23]. Addressing challenges, such as difficulties in memorizing dance steps, through targeted interventions can further enhance intellectual wellness. These results underscore the need for educational programs that promote intellectual growth through creativity, research, and collaboration within the dance community.

Table 2.3. Intellectual

Indicators	Mean	SD	Verbal Interpretation
As a Teacher Student, I…			
1. I contribute costume and prop ideas to my group of dancers.	3.23	0.80	A
2. I share various social media posts.	3.11	0.80	A
3. I explore different dance styles.	3.18	0.80	A
4. I memorize specific dance steps.	3.08	0.80	A
5. I handle my co-dancers' different behaviors.	3.20	0.70	A
Overall	**3.16**	**0.78**	**Acquired**

Note: Legend: "Highly Acquired (HA)" 3.51-4.00, "Acquired (A)" 2.51-3.50, "Slightly Acquired (SA)" 1.51-2.50, "Least Acquired (LA)" 1.00-1.50.
Source: Authors.

Social

Table 2.4 presents the assessment of the respondents' wellness in relation to the social aspect. It includes the corresponding meaning of each statement, along with the calculated mean and standard deviation. Based on the data presented in Table 2.4, it's evident that respondents have a notable engagement in social aspects related to dance. The highest mean score of 3.31, with a standard deviation of 0.80, indicates that participants were successful in forging new friendships through dance and strengthening existing relationships through their performances. This suggests a positive impact of dance on interpersonal connections and communication skills. However, the lowest mean score of 3.09, with a standard deviation of 0.90, suggests a lower level of involvement in sharing dance talents through social media platforms. This indicates a potential area for improvement in leveraging digital platforms for showcasing dancing abilities. As noted by various scholars, sharing one's talents not only benefits the individual but also opens up opportunities for others to benefit, emphasizing the importance of active participation in sharing dance skills[24–26].

Despite this, the overall mean score of 3.22, with a standard deviation of 0.84, indicates a moderate level of acquired social wellness. Foster Vander Elst et al.[27] emphasized that dance is inherently a social activity, deeply intertwined with cultural and environmental factors. Thus, while dance can serve as a means of individual artistic expression, its social component remains essential, shaping the dancer's experiences within their socio-cultural context.

The findings underscore the significant role of dance in fostering social connections and improving interpersonal skills. Forging new friendships and strengthening existing relationships through dance performances highlights the potential of dance as a medium for building and enhancing social networks. However, the lower mean score associated with sharing dance talents via social media points to an area for growth. Encouraging the use of digital platforms for showcasing dance skills could further expand participants' social engagement and enable them to connect with a broader audience. As Foster Vander Elst et al.[27] suggested, the social nature of dance is vital for creating meaningful experiences and interactions. Enhancing social wellness through both in-person and digital avenues can contribute to a richer and more inclusive dance community.

Table 2.4. Social

Indicators	Mean	SD	Verbal Interpretation
As a Teacher Student, I…			
1. I make new friends through dancing.	3.31	0.80	A

2.	I enhance my relationships with others by performing dance.	3.31	0.80	A
3.	I socialize with others by showcasing my dancing talent through videos.	3.09	0.90	A
4.	I share my dancing skills by posting dance videos on social media.	3.18	0.90	A
5.	I learn techniques to execute challenging steps by interacting with fellow dancers.	3.24	0.80	A
	Overall	**3.22**	**0.84**	**Acquired**

Note: Legend: "Highly Acquired (HA)" 3.51-4.00, "Acquired (A)" 2.51-3.50, "Slightly Acquired (SA)" 1.51-2.50, "Least Acquired (LA)" 1.00-1.50.
Source: Authors.

Physical

Table 2.5 presents the respondents' wellness in terms of physical. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation. Table 2.5 sheds light on the physical wellness of teacher education students, revealing insights into their engagement with dance activities. The highest mean score of 3.39 suggests that respondents prioritize self-care by actively participating in dance, finding relaxation, and deriving enjoyment from the activity[28]. This aligns with the notion that dance offers not only physical exercise but also emotional and psychological benefits, contributing to overall well-being. As Quiroga Murcia et al.[28] research indicates, individuals often experience a sense of calmness and energy from dancing, which enhances their mental and emotional states. Additionally, dancing fosters confidence and personal growth, as individuals push beyond their comfort zones to explore new techniques and express themselves.

Conversely, the lowest mean score of 3.09 highlights a potential gap in respondents' engagement with daily exercise routines to support their dance performance. This suggests a need for greater emphasis on incorporating physical fitness activities outside of dance practice. However, despite this gap, the overall mean of 3.25 reflects students' commitment to physical fitness through dance, underscoring its role as a holistic wellness activity. In summary, Table 2.5 underscores the multifaceted benefits of dance in promoting physical wellness and personal development among teacher education students. Through dance, individuals not only maintain their physical fitness but also find relaxation, enjoyment, and opportunities for growth.

The findings highlight the significant role of dance in enhancing physical wellness, offering students a pathway to prioritize self-care and engage in a fulfilling physical activity. The highest-scoring aspects emphasize how dance provides relaxation, enjoyment, and a sense of personal achievement, aligning with existing literature that underscores its holistic benefits. However, the lowest mean score points to a need for complementary exercise routines outside of dance, which can further enhance performance and overall fitness levels. Integrating structured physical fitness programs alongside dance activities may address this gap, ensuring a more comprehensive approach to physical wellness. Additionally, promoting dance within educational programs can serve as a practical and enjoyable means of fostering personal growth and overall well-being among students.

Table 2.5. Physical

Indicators	Mean	SD	Verbal Interpretation
As a Teacher Student, I…			
1. I practice to find new ways to stay physically fit.	3.09	0.90	A
2. I make sure to relax and enjoy dancing while taking care of myself.	3.21	0.80	A
3. I practice dance steps to maintain proper timing and avoid getting out of breath.	3.39	0.70	A
4. I exercise daily to improve my dance performance.	3.36	0.70	A
5. I join our rhythmic activities class.	3.20	0.80	A
Overall	**3.25**	**0.78**	**Acquired**

Note: Legend: "Highly Acquired (HA)" 3.51-4.00, "Acquired (A)" 2.51-3.50, "Slightly Acquired (SA)" 1.51-2.50, "Least Acquired (LA)" 1.00-1.50.
Source: Authors.

Spiritual

Table 2.6 presents the respondents' wellness in terms of spiritual. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation. Moreover, Table 2.6 provides insights into the spiritual wellness of teacher education students. The data indicate a strong belief in the spiritual aspect of dancing, with a mean score of 3.33. This suggests that respondents deeply value the connection between dance and spirituality, finding solace and strength in their faith during dance activities. This aligns with Gronek et al.[29] exploration of prayer in movement, highlighting dance as a pathway to spiritual freedom and connection with the divine.

However, despite the overall appreciation for spiritual dances, statements regarding specific practices like the doxology dance and using dance for spiritual meditation received lower mean scores of 2.97. This suggests that while students acknowledge the spiritual dimension of dance, they may not fully engage in certain spiritual practices associated with it. Research underscored the benefits of spiritual meditation, emphasizing its potential to enhance performance and promote relaxation[30] among dancers. Overall, the findings suggest that while teacher education students recognize the spiritual significance of dance, there may be opportunities to further integrate spiritual practices into their dance routines for enhanced holistic wellness and performance on stage.

The findings highlight the potential of dance as a medium for spiritual connection, emphasizing its role in fostering faith, solace, and strength among teacher education students. The relatively high overall mean score of 3.33 reflects an acknowledgment of the spiritual aspect of dance, while the lower mean scores for specific practices suggest room for further engagement. Encouraging the incorporation of practices such as spiritual meditation or doxology dance into dance routines may enhance the spiritual experience of students and provide additional benefits for mental clarity and emotional stability. Moreover, fostering awareness of the spiritual dimensions of dance could encourage participants to view it as more than a physical or artistic pursuit, ultimately contributing to their holistic wellness.

Table 2.6. Spiritual

Indicators	Mean	SD	Verbal Interpretation
As a Teacher Student, I…			
1. I value spiritual dances.	3.33	0.80	A
2. I dance whenever I hear a worship song.	3.11	0.80	A
3. I pray before our dance performances.	3.25	0.80	A
4. I perform the doxology dance.	2.97	1.00	A
5. I use dance for my spiritual meditation.	2.97	1.00	A
Overall	**3.12**	**0.88**	**Acquired**

Note: Legend: "Highly Acquired (HA)" 3.51-4.00, "Acquired (A)" 2.51-3.50, "Slightly Acquired (SA)" 1.51-2.50, "Least Acquired (LA)" 1.00-1.50.
Source: Authors.

Relationship between the Respondents' Exposure to Dance Video Tutorials and Wellness

Table 3 presents the relationship between the respondents' exposure to dance video tutorials and wellness. The correlation of the variables was tested using the Pearson r formula. The table demonstrates a correlation between the respondents' exposure to dance video tutorials and their wellness, with a computed Pearson r value of 0.499. This significant correlation supports the rejection of the null hypothesis and confirms the existence of a meaningful relationship between the respondents' exposure to dance video tutorials and their overall wellness. Various studies investigated the connection between respondents' exposure to dance video tutorials and their overall wellness[16,17,31]. Dance has gained recognition as a form of physical activity that promotes mental, emotional, and physical well-being. The emergence of digital platforms and online tutorials has made dance instruction more accessible through video formats[3]. Scholars examined the impact of dance video tutorials on various aspects of wellness, such as physical fitness, psychological well-being, and social connectedness[32].

The computed Pearson r value of 0.499 reflects a moderate positive relationship between exposure to dance video tutorials and wellness, indicating that higher engagement with such tutorials corresponds to improved wellness dimensions. This finding underscores the significant role of digital platforms in promoting wellness through dance, aligning with prior studies highlighting the accessibility and benefits of dance tutorials for physical, mental, and social health[3,32]. The integration of dance video tutorials into wellness programs can serve as an effective strategy to enhance holistic well-being, particularly for individuals who may lack access to in-person dance instruction. However, further exploration is warranted to understand the nuances of this relationship, including the influence of variables such as tutorial quality, frequency of engagement, and individual motivation. These insights can inform the design of targeted interventions aimed at maximizing the wellness benefits of dance tutorials.

Table 3. Relationship between the Respondents' Exposure to Dance Video Tutorials and Wellness

Variables	Computed r	Verbal Interpretation	P value	Decision Ho	Interpretation
Exposure to Dance Video Tutorial and Wellness	0.499	Moderate Correlation	0.000	Reject	Significant

Source: Authors.

Conclusion

The study aimed to determine the level of occupational stress, stressors, and management styles of secondary-level Physical Education (PE) teachers, as well as significant

differences based on their profiles. A notable finding of this study is the moderate level of occupational stress experienced by PE teachers, challenging the common perception that teaching PE involves less effort compared to other subjects. Contrary to the "PE only" stereotype, the findings highlight the complex realities faced by PE teachers, who often manage multiple subjects such as Music, Arts, and Health alongside Physical Education, further complicating their professional roles.

This study adds to the literature by addressing a gap in understanding the occupational stressors specific to PE teachers in the Philippines, where minimal official programs or interventions exist to alleviate stress. Teachers reported relying on individual coping mechanisms such as listening to music, positive thinking, eating, and walking, often operating in "survival mode" due to the lack of systemic support. Significant differences were found in social stress based on salary grades, emotional stress based on workload and subject specialization, and management styles based on age and salary grades.

While limited to secondary PE teachers and reliant on survey data, this study provides essential insights that school administrators can use to develop targeted interventions, policies, and wellness programs tailored to PE teachers' needs. This includes promoting a stress-free workplace, offering wellness programs suited to different age groups, and reducing workload or providing incentives to motivate teachers. Additionally, creating policies that support both professional and personal development could help address these challenges.

Finally, the study underscores the need for follow-up qualitative research, such as in-depth interviews or focus group discussions, to gain a deeper understanding of PE teachers' experiences, motivations, and challenges. This novel contribution to the literature highlights the importance of prioritizing the well-being of PE teachers, ensuring their health, and fostering a supportive environment for effective teaching and learning.

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