

Movement In Focus

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Abstract:

This study promotes ways to the students' health management and awareness of the dance movement therapy to the body, understand and develop awareness of the innermost self and to overcome the difficulty of an individual to express and socialize to other individuals. Dance movement therapy is a form of movement that helps to understand the integration of mental, emotional, physical and social aspects of the individual. A glimpse of a holistic view of an individual through the synchronization work of the mind and body with the dance movement therapy. Dance movement therapy (DMT) does not use specific movement, hence the DMT encourages the individual to do a freestyle movement that comes from within or movements that the individual is comfortable to do. Hence, this type of therapy does not prescribe movements. Stress can be experienced to anyone as we cannot tell what will happen in the future. As this study focuses to the student as they are highly risk to stress. The task-oriented, emotion-oriented and avoidance-oriented are used as the students coping mechanism. This study utilized a quantitative research, specifically descriptive-correlation design in which it describes the variables and the relationships that occur naturally between or among them. DMT is just one of many stress management strategies when it comes to dealing with stress. Effective use of different coping mechanism, proper knowledge and practice can give a great impact to an individual life. All these can be achieved with the right attitude, self-discipline, and self-respect of every individual.

Background: Dance movement therapy stands as an expressive form of movement, facilitating a profound comprehension of the seamless integration of mental, emotional, physical, and social aspects within an individual. This therapeutic modality offers a panoramic insight into the holistic well-being of an individual by harmonizing the intricate dance between the mind and body. Unlike other therapies that prescribe specific movements, dance movement therapy (DMT) champions a liberated approach. It encourage individuals to engage in spontaneous, freestyle movements that emanate from within or are comfortably within their repertoire of motion. This research study is conducted to assess the DMT awareness of students' wellbeing in stress-coping mechanisms, while keeping in mind the constant danger of challenges in life, which is addressed in the study.

Materials and Methods: The respondents of this study is the students who are officially enrolled in Bachelor of Physical Education Program specifically those in the first year and second year levels of the academic year 2020-2021. The universal sampling technique was used in the study that comprises the sixteen (16) first year BPED students and twenty-six (26) second year BPED students with a total of forty-two (42) respondents.

Results: The students used mostly the emotion-oriented coping mechanism and the avoidance-oriented coping mechanism when dealing with stress. Data shows that students using these two mechanisms can be easily stressed or experience stress compared to those students using the task-oriented coping mechanism. As the result shows, the extent of stress of the student when using the task-oriented coping mechanism is low compared to emotion-oriented and avoidance-oriented.

Conclusion: Dance movement therapy is a form of movement that aids in the understanding of an individual's mental, emotional, physical, and social integration. Through synchronization work of the mind and body, a vision of an individual's holistic perspective is shown. Students face challenges in life that increase stress, making it difficult for them to express themselves, particularly during the period of pandemic that prevents everyone from leaving their homes. It tends to raise stress, isolation, depression, terror, panic, and anxiety in students, as well as drug abuse and domestic violence. With this in mind, it is only natural, timely, and highly recommended that DMT be used because it allows the body to utter unspoken thoughts, share stories of deep life experiences, and use small gestures as an airway to breathe in and an activity that helps a person feel understood, and accepted.

Key Words: Stress, Stress Management, Dance Movement Therapy, Coping Mechanism.

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I. Introduction

Gestures or movements were actively used as means of nonverbal communication when the direct use of verbal communication was unknown and difficult to put into practice. They provide opportunities for everyone to understand and grow, to express innermost thoughts and feelings, to socialize, and to create a community through

movements as cited in (adta.org). According to the American Dance Therapy Association, the Dance Movement Therapy (DMT) generally deals with diverse individuals who are in need of help and difficulty in communicating into the world. The main purpose of the DMT is to give awareness of the body, understand and develop awareness of the innermost self and to overcome the difficulty of an individual to express and socialize to other individual. Dance movement therapy does not use specific movements, hence the DMT encourages the individual to do a freestyle movement that comes from within or movements that the individual is comfortable to do. Hence, this type of therapy does not prescribe movements. DMT is a form of movement that helps to understand the integration of mental, emotional, physical and social aspects of the individual. It is a glimpse of a holistic view of an individual through the synchronization work of the mind and body through dance. However, some individual may have difficulty in expressing their emotions in which the concept of DMT will be used that best fit in the situation. With the use of DMT, the body can speak words that are unspoken, tell story of an in-depth experiences in life, small movements as an airway to breath in and movements that help an individual feel seen, heard and accepted.

DMT has become an increasingly recognized and used treatment, though primarily used to target psychological and physical wellbeing in individuals with physical, medical or neurological illnesses as cited in (Millman, Terhune & Hunter 2020). The American Dance Therapy Association (ADTA) defines dance movement therapy as “the psychotherapeutic use of movement to promote emotional, social, cognitive and physical integration of the individual” as cited in (adta.org). DMT is a modality in which there is connection through the mind and body. It is used as a widespread counselling approach to other field such as mental illness, anxiety, depression, etc., as cited in (Ehrhardt & Tantia; Wittig, 2016). Dance movement therapy deals with the diverse individuals such as people of all ages, all races, cultures, inpatient and outpatient psychiatric facilities, medical facilities, nursing homes, schools, daycare centers and range of clients who all are in need of expression and help. The goals of DMT are all about body awareness, developing awareness of the inner sensation, overcoming isolation and alienated from society as cited in (Koch, 2016). Applying dance movement therapy in school with the new normal setting helps to keep in check the students’ mental and emotional wellbeing. Also, with the support of the school physical education subject with a description “The Legal Basis of Physical Education of Article XIV, section 19, 1987” which promulgates the major goals of the subject and are likewise interconnected to the dance movement therapy goals.

Stress means different things to different people; it is difficult to describe or even understand it. Stressors are circumstances, activities, or stimuli that trigger a stress response as cited in Reichler, 2003. This study used three stress coping mechanisms: task-oriented, emotion-oriented and avoidance-oriented. Task-oriented coping attempts to solve or limit the impact of the stressful situation. Emotion-oriented coping tries to limit the emotional impact of stress rather than resolve the stressful situation. Avoidance-oriented coping uses distraction and diversion unrelated to the stressful situation to reduce stress as cited in Glickin, M.D. (2009). In general, the aim of this research study is to assess the DMT awareness of students’ wellbeing in stress-coping mechanisms, while keeping in mind the constant danger of challenges in life, which is addressed in the study. The researcher utilized a quantitative study using the descriptive-correlation design. Dance movement therapy is used in a class as a means of activating students’ schemata, which is made up of various movement exercises for the students’ wellbeing in stress-coping situations. As a result, this research is carried out for obvious reasons, especially in light of current events in the world that are causing stress among students.

II. Material And Methods

The respondents of this study are the students who were officially enrolled in Bachelor of Physical Education Program specifically those in the first year and second year levels of the academic year 2020-2021.

Study Design: This study utilized the descriptive research method since it focuses on the present existing condition of the variables. In this case it dealt on the relationship of the dance movement therapy and the stress coping mechanism. In particular, among the types of descriptive research design it settles for the descriptive-correlation design in which it describes the variables and the relationships that occur naturally between or among them.

Study Location: The research environment of this study is the Palompon Institute of Technology (PIT) Palompon, Leyte. Strict health protocols have been implemented by the government officials since the start of the pandemic until present days. One of these health protocols that is strictly implemented by the government officials is no face to face interaction in school resulting to a new flexible learning environment that leads to online or blended platforms.

Sample size: 42 students

Sample size calculation: The universal sampling technique was used in the study. It comprises the sixteen (16) first year BPEd students and twenty-six (26) second year BPEd students of Palompon Institute of Technology.

Subjects & selection method: The researcher focused on the first year and second year students taking up the course Bachelor of Physical Education (BPEd) program who are officially enrolled in the first semester academic year 2020-2021.

Inclusion criteria:

1. First year and second year students
2. Taking up the course Bachelor of Physical Education (BPEd)
3. Regardless of sex and age
4. Officially enrolled in the first semester academic year 2020-2021

Exclusion criteria:

1. Third year and Fourth Year students
2. Students enrolled in other courses

Procedure methodology

In the data gathering procedure, a pilot testing for the modified survey questionnaire was administered to the college students of Palompon Institute of Technology (PIT) Main Campus Palompon, Leyte specifically the 1st year and 2nd year of the Bachelor of Science in Marine Engineering during the academic year 2020-2021.

After conducting the pilot testing of the questionnaire with a standard test result, the researcher sought permission to the different school authorities. After the letter was approved, the informed consent form was thoroughly explained by the researcher to the respondents and their confirmation was sought by signing the consent form. The survey questionnaire was administered to the respondents through an online platform as well as the retrieval of the survey questionnaire. The data gathered were thoroughly analyzed and interpreted. Implications on the data interpretation was included.

Statistical analysis

The statistical treatment that was used in this study was the frequency distribution table (percentage), means, standard deviation, Pearson-r and ANOVA or analysis of variance. Frequency distribution was used in the activities checklist. The mean, standard deviation and Pearson-r was used to get the level of DMT awareness and level of stress. The ANOVA was used to determine if significant difference exists on stress coping mechanism used by the respondents.

Means of Score	DMT Level of Awareness	Students' Stress Level	Students' Stress Coping Mechanism
4.20 – 5.00	Fully Aware	Extremely Stressed	Usually do this a lot
3.40 – 4.19	Mostly Aware	Highly Stressed	Usually do this mostly
2.60 – 3.39	Occasionally Aware	Moderately Stressed	Usually do this occasionally
1.80 – 2.59	Seldom Aware	Slightly Stressed	Usually do this a little bit
1.00 – 1.79	Not Aware	Not Stressed at All	Usually don't do this at all

III. Results

Dance Movement Therapy Awareness

Dance movement therapy works for a wide range of people and does not require the use of complex movements. DMT is a versatile type of therapy that is based on the concept that movement and emotion are inextricably linked. Diabetes, heart disease, stroke, cancer, and chronic illnesses are the most prevalent non-communicable diseases in the Philippines. These are only a handful of the many illnesses that the majority of people face. With these, it means that fitness must be paid a lot of focus, time, and commitment, as well as improvements in poor eating habits and lifestyle changes.

Table 1: Level of Dance Movement Therapy Awareness of the BPEd Students

Dance Movement Therapy Awareness	Mean	SD	Rank	Interpretation
Locomotor Movement	4.60	0.54	1	Fully Aware
Non-Locomotor Movement	4.40	0.80	2	Fully Aware
Warmup Exercises	4.36	0.79	3	Fully Aware
Making Time for Yourself	4.36	0.91	3	Fully Aware
Stretching Exercises	4.31	1.16	5	Fully Aware
School Performance Task	4.31	0.92	5	Fully Aware
Zumba Exercises	4.26	1.01	7	Fully Aware
School Written Works	4.19	1.04	8	Mostly Aware
Listening to Music	4.00	1.33	9	Mostly Aware
Household Chores	3.98	1.28	10	Mostly Aware
Doing Proper Workout Exercises	3.95	1.06	11	Mostly Aware
Playing Sports	3.90	0.88	12	Mostly Aware

Outdoor or Recreational Exercises	3.81	1.17	13	Mostly Aware
Surfing in Social Media	3.79	1.30	14	Mostly Aware
Going to church	3.79	1.28	14	Mostly Aware
Eating your favorite food	3.62	1.38	16	Mostly Aware
Movie Marathon	3.26	1.25	17	Occasionally Aware
Playing Video or Online Games	3.12	1.52	18	Occasionally Aware
Playing Puzzle or Board Games	2.57	1.11	19	Seldom Aware
Doing Artwork Painting or Drawing	2.50	1.19	20	Seldom Aware
Overall	3.85	0.56		Mostly Aware

The presented table displays the outcomes of various dance movement therapy activities, gauging the students' awareness levels. The data reveals that students predominantly exhibit awareness of dance movement therapy, as evidenced by an overall mean score of 3.85.

Based on the data, the fundamental activities that involve more movement on a daily basis align with the practices observed in dance movement therapy, as recognized by students. The data indicates that students are particularly attuned to dance movement therapy in various settings they regularly encounter, such as at home, school, and church. This study sheds light on students' perspectives on incorporating movement into their daily lives and underscores the importance of creating a safe therapeutic environment through the integrated approaches of polyvagal theory and dance movement therapy, as referenced in Weare (2020).

In the realm of education, dance movement therapy (DMT) has proven beneficial, particularly in health management. The neurobiological concept embodied in DMT practices suggests that it serves as an educational tool by providing a language to validate and deepen the understanding of the experiential process, as cited in Homann (2010). Additionally, the Psychodynamic theory posits that human behavior, including emotions, thoughts, early-life experiences, and beliefs, is connected to dance movement therapy. This theory emphasizes the significance of dance movement therapy, especially for college students in the young adult stage of life, contributing to their growth and development, as cited in McLeod (2017). Overall, these insights help illuminate the strong connection between the body and mind for students.

However, the data suggests that students sometimes acknowledge the incorporation of dance movement therapy during activities like movie marathons and video game sessions. According to the results, students may not recognize that they are essentially participating in dance movement therapy while engaging in activities like playing board or puzzle games or expressing themselves through artwork such as painting or drawing. While these activities are less conventional and not widely recognized, only a few individuals demonstrate a passion for participating in them. The school setting can play a crucial role in educating students about the significance of these specific activities. Involvement in such activities presents both advantages and disadvantages. On the positive side, they contribute to enhanced vision, act as brain boosters, improve life skills, and may alleviate anxiety and depression. Conversely, the drawbacks encompass potential issues such as addiction, social isolation, obesity, stress, academic hindrances, and an escalation of violence, as highlighted by Adhikari (2020).

Extent of Students' Stress

Stress is difficult to define or even recognize, because stress means different things to different people. Situations, events, or stimuli that trigger a stress response are called stressors as cited in Reichler, G. (2003).

Table 2: Extent of students' stress

Indicators	Mean	SD	Rank	Interpretation
Felt nervous and stress	3.9	1.0	1	High
Unable to control the important things in life	3.4	1.0	2	High
Being upset because of something that happened unexpectedly	3.3	0.9	3	Moderate
Been angered because of things that happened that were outside of his control	3.3	0.9	3	Moderate
Felt difficulties were piling up so high that could not be overcome.	3.2	1.0	4	Moderate
Coping with all the things that had to be done.	3.2	0.9	4	Moderate
Controlling irritations in life	2.8	0.8	7	Moderate
Feeling being on top of things	2.6	1.0	8	Moderate
Feeling that things were going on his way	2.6	0.9	8	Moderate
Handling personal problems	2.3	0.9	10	Low
Overall	3.05	0.41		Moderate

The findings presented in Table 2 underscore the moderate stress levels experienced by students, reflected in a total mean score of 3.05, addressing the second problem statement of this research on evaluating students' stress levels. The inability to control inner emotions and navigate life's essential aspects emerges as predominant feelings during periods of stress for the students. While the results suggest a moderate coping capacity, negative emotions persist. Additionally, the data indicates a subpar ability to handle challenging circumstances, signaling a need for prompt intervention to prevent potential widespread harm in the future.

Understanding stressors becomes crucial from a student's perspective as personal influence plays a pivotal role in one's life. The variability in students' maturity levels stems from diverse life experiences and challenges, shaping unique perspectives. The findings reveal a moderate engagement with stress, often unbeknownst to the students themselves. Recognizing the nature of stress is the initial step in discovering effective stress relief methods—whether altering the situation or modifying the response. Stress remains a primary health concern among college students, emphasizing the significance of research, as highlighted by Maykrants and Houghton (2020).

Proposing a practical application, designing a stress workshop aligned with college students' emotion-focused strengths, such as seeking emotional support and maintaining optimism, is crucial (Brougham, 2009). The Stress and Coping Theory by Lazarus and Folkman elucidate coping as dynamic cognitive and behavioral efforts to manage demands perceived as taxing or surpassing personal resources, emphasizing the individualized nature of coping strategies (Chowdhury, 2019). Recognizing one's internal state and understanding personal experiences empower individuals in effectively managing stress.

Students Stress Coping Mechanism

Stress and coping theory involve spending mental energy in a way that can reduce stress. Coping strategies can be positive or negative depending on personality patterns and perceptual experiences. The strategies one chooses for adapting to a situation is highly individualized as cited in Chowdhury (2019). This study used three stress coping mechanism: task-oriented, emotion-oriented and avoidance-oriented. Task-oriented coping attempts to solve or limit the impact of the stressful situation. Emotion-oriented coping tries to limit the emotional impact of stress rather than resolve the stressful situation. Avoidance-oriented coping uses distraction and diversion unrelated to the stressful situation to reduce stress.

Table 3: Students’ mechanism applied to cope with stress

Mechanism	Mean	n	%	Rank	Interpretation
Task-oriented	3.74	23	54.76	1	Usually do this mostly
Emotion-oriented	3.25	6	14.29	3	Usually do this occasionally
Avoidance-oriented	3.44	13	30.95	2	Usually do this mostly
Overall	3.48				Usually do this mostly

Table 3 reveals that students predominantly employ task-oriented and avoidance-oriented stress coping mechanisms, while emotion-oriented strategies are infrequently utilized. This addresses the third problem statement concerning students' approaches to stress management. These diverse coping strategies offer varied perspectives on stress management. Each strategy operates independently in stressful environments, influenced by individual stress perceptions and demographic characteristics, as noted by Kairy and Heiman (2005). The combined mean score of 3.48 indicates that students heavily rely on coping mechanisms. This approach unveils positive practices, offering benefits such as increased energy, a youthful appearance, enhanced concentration, heightened happiness, improved awareness, better sleep, increased performance, ease in daily activities, improved self-acceptance, and enhanced flexibility. These advantages underscore the effectiveness of stress management in positively impacting various aspects of life.

Task-Oriented Coping Mechanism

Task-oriented used as coping mechanism involves taking direct action to alter the situation itself to reduce the amount of stress it evokes. This coping mechanism is also called as problem-focused.

Table 4: Task-Oriented Coping Mechanism

Stress Coping Mechanism	Mean	Rank	Interpretation
Do what I think is best	4.21	1	Usually do this a lot
Focus on the problem and see how I can solve it	4.07	2	Usually do this mostly
Think about the event and learn from my mistakes	3.98	3	Usually do this mostly
Make an extra effort to get things done	3.95	4	Usually do this mostly
Analyze the problem before reacting	3.81	5	Usually do this mostly
Work to understand the situation	3.81	5	Usually do this mostly
Try to be organized for the next time like this	3.76	7	Usually do this mostly
Schedule my time better	3.76	7	Usually do this mostly
Adjust my priorities	3.69	9	Usually do this mostly
Come up with several different solutions	3.67	10	Usually do this mostly
Think about how I have solved similar problems	3.64	11	Usually do this mostly
Determine a course of action and follow it	3.62	12	Usually do this mostly
Outline my priorities	3.57	13	Usually do this mostly
Get control of the situation	3.50	14	Usually do this mostly

Use the situation to prove my ability	3.43	15	Usually do this mostly
Take corrective action immediately	3.36	16	Usually do this occasionally
<i>Sub-Mean</i>	3.74		Usually do this mostly

Examining table 4, the study indicates that students effectively manage stress by adhering to their perceived ethical principles. When prevention is not possible, modifying the situation emerges as the optimal solution. Recognizing what actions can enhance the situation to prevent its recurrence becomes paramount, often requiring adjustments in daily interactions and routines. The data underscores that students frequently employ this coping strategy, emphasizing the importance of expressing emotions, making concessions for increased assertiveness, refining time management, and avoiding unnecessary stress. While not all stressors can be evaded, certain stressors should be sidestepped. The significance of saying "no" enhances the value of one's affirmative commitments. Steering clear of stress-inducing individuals and sensitive topics, taking control of the environment, and streamlining to-do lists are vital stress management strategies. The task-oriented coping mechanism stands out, with a substantial sub-mean score of 3.74, highlighting its prevalence among students and emphasizing the need to emphasize these coping methods for practical application in real-life scenarios.

Emotion-Oriented Coping Mechanism

Emotion-oriented are directed at altering emotional responses to stressors. Also it includes attempt to reframe the problem in such a way that it no longer evoked a negative emotional response and elicits less stress.

Table 5: Emotion-Oriented Coping Mechanism

<i>Coping Mechanism</i>	<i>Mean</i>	<i>Rank</i>	<i>Interpretation</i>
Wish that I could change what happened	4.07	1	Usually do this mostly
Tell myself "it will never happen again"	3.90	2	Usually do this mostly
Worry about what I should do	3.79	3	Usually do this mostly
Focus on my general inadequacies	3.60	4	Usually do this mostly
Become very tense	3.31	5	Usually do this occasionally
Blame myself for being too emotional	3.26	6	Usually do this occasionally
Feel anxious about not being able to cope	3.21	7	Usually do this occasionally
Get angry	3.14	8	Usually do this occasionally
Tell myself "it's not really happening"	3.12	9	Usually do this occasionally
Preoccupied with aches and pain	3.00	10	Usually do this occasionally
Blame myself for not knowing what to do	2.98	11	Usually do this occasionally
Blame myself for having gotten into this situation	2.95	12	Usually do this occasionally
Take it out on others	2.86	13	Usually do this occasionally
Freeze and don't know what to do	2.83	14	Usually do this occasionally
Become very upset	2.79	15	Usually do this occasionally
<i>Sub-Mean</i>	3.48		Usually do this occasionally

As depicted in table 5, when students employ this strategy during periods of stress, the findings suggest a frequent inclination for self-reflection. Given that life's challenges and stressors are beyond control, the key lies not in adjusting the stressor itself but in adapting oneself and responding appropriately. Adapting to stress involves regaining a sense of control by altering expectations and attitude. However, the research also uncovers that as students engage in self-reflection, a tendency to self-blame and experience various negative emotions in stressful situations emerges. Although the evidence indicates regular involvement in these detrimental behaviors, it does not negate the potential adverse effects on their well-being, particularly in the behavioral and emotional domains, depending on the severity of the students' stress levels. Some stressors, such as the loss of a loved one, significant illness, or a national recession, are inherently uncontrollable or unchangeable.

Proactive measures should be implemented promptly, favoring prevention over cure. Although accepting the unchangeable can be challenging, it's preferable to futile resistance. This process demands time, effort, and commitment, often involving finding positive aspects, expressing emotions, practicing forgiveness, and reframing problems. While these strategies may seem straightforward, applying them is challenging yet simplifies life management, reducing stress. Notably, students occasionally employed emotion-oriented coping (with a combined sub-mean score of 3.48) when dealing with discomfort, emphasizing the relevance of acknowledging and managing emotions in stress management.

Avoidance-Oriented Coping Mechanism

Avoidance-oriented includes strategies such as avoiding the situation, denying its existence, or losing hope. Also it includes the use of indirect efforts to adjust to stressors by distancing oneself, evading the problem, or engaging in unrelated activities for the purpose of reducing feelings of stress.

Table 6: Avoidance-Oriented Coping Mechanism

<i>Coping Mechanism</i>	<i>Mean</i>	<i>Rank</i>	<i>Interpretation</i>
Think about the good times in the past	4.10	1	Usually do this mostly
Talk to someone whose advice I value	3.90	2	Usually do this mostly
Spend time with a special person	3.83	3	Usually do this mostly
Try to be with other people	3.81	4	Usually do this mostly
Try to sleep	3.76	5	Usually do this mostly
See a movie	3.74	6	Usually do this mostly
Go for a walk	3.67	7	Usually do this mostly
Treat myself to a favorite food or snack	3.57	8	Usually do this mostly
Buy myself something	3.55	9	Usually do this mostly
Phone a friend	3.38	10	Usually do this occasionally
Visit a friend	3.24	11	Usually do this occasionally
Go out for a snack or meal	3.21	12	Usually do this occasionally
Watch TV	3.17	13	Usually do this occasionally
Take time off and get away from the situation	3.12	14	Usually do this occasionally
Window shop	2.74	15	Usually do this occasionally
Go to a party	2.31	16	Usually do this a little bit
<i>Sub-Mean</i>	3.44		Usually do this mostly

As shown in table 6, the results reveal that when students are stressed, they sought relief by reminiscing their happy experiences from the past, talking and spending time with someone special whom they value the most, and enjoying their favorite comfort foods that help them lessen the stress they feel. Since most students are staying at home due to the pandemic, certain tactics in this process are restricted in implementation. However, there are still variety of strategy in this mechanism that can be used to deal with stress. Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. Adopting a healthier lifestyle also helps improve stress tolerance by improving physical fitness through exercising daily, eating a healthy diet, reducing caffeine and sugar, avoiding alcohol, smoke, and medications, and having adequate sleep, among other things. With a combined sub-mean score of 3.44, the students mostly used the avoidance-oriented coping strategy as a way to deal with stress.

Relationship between Dance Movement Therapy Awareness and Stress Level

These two variables are independent with each other. Since the computed *r* -value (0.188) is located in the accepted region, the null hypothesis is accepted. Therefore, the variables have no significant relationship between the level of dance movement therapy awareness and the level of stress.

Table 7: Relationship between Dance Movement Therapy Awareness and Stress Level

<i>Variables</i>	<i>Stress Level</i>	
	<i>Correlation Value r</i>	<i>Interpretation</i>
<i>Dance Movement Therapy Awareness</i>	0.188	No significant relationship

Note: Significant relationship at 5% level if *r* -value is above 0.304 and below -0.304.

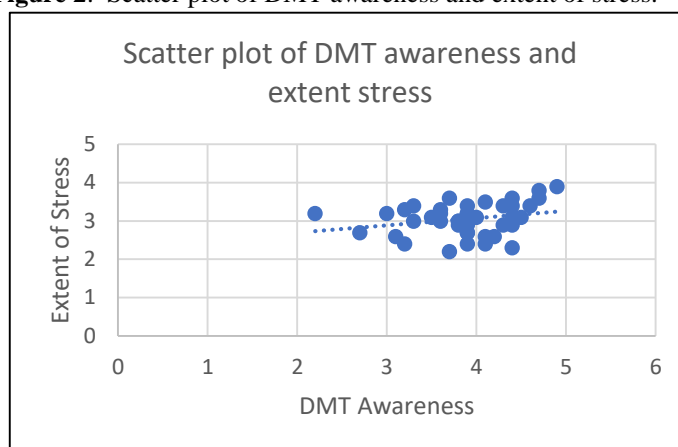
Table 7.1: Correlation analysis between DMT awareness and stress

<i>Variable</i>	<i>Stress Level</i>			
	<i>df</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
DMT Awareness	40	.261	.095017	Not Significant

A Pearson product-moment correlation coefficient was computed to assess the relationship between the students’ DMT awareness and extent of stress. The above result reveals that there was a weak positive correlation between dance movement therapy awareness and stress, $r(40) = .261, p > 0.05$, indicating that there is inconclusive evidence about the significance of the relationship between the DMT awareness and stress. In other words, result of this analysis does not support that the correlation between the two variables is significantly different from 0 which leads to the non-rejection of the null hypothesis about the two variables.

A scatterplot in figure 2 below visualizes the relationship between the students’ DMT awareness and stress. Figure 2 shows that there is a weak positive correlation between the students’ DMT awareness and stress.

Figure 2. Scatter plot of DMT awareness and extent of stress.



Level of Stress differ across Coping Mechanism Applied

Being unaware of one's level of stress puts one's entire well-being at risk. Stress has a negative impact on both mental and physical wellbeing. It limits one's ability to think logically, act efficiently, and enjoy life. Coping habits are critical because they help an individual cope with a difficult situation. Positive coping patterns offer additional tools that can help a student cope with the demands of a stressor while they are going through a difficult period.

Table 8: Levels of stress among students across coping mechanisms applied

Groups	Count	Sum	Average	ΣX^2	Variance
Task-oriented	23	66.8	2.90	196.96	0.134
Emotion-oriented	6	21.0	3.50	73.78	0.056
Avoidance-oriented	13	40.4	3.11	127.46	0.159
Total	42	128.2	3.05	398.2	0.168

Table 9: Difference Analysis on the level of stress across coping mechanism applied

ANOVA					
Source of Variation	SS	df	MS	F	p-value
Between Groups	1.746	2	0.873	6.625*	0.003
Within Groups	5.139	39	0.132		
Total	6.885	41			

*Significant, $p < .05$

The one-way analysis of variance shows the overall effect of the mechanisms applied by the BPEd students in coping with stress. As shown, the F-ratio yielded significant variation among conditions (mechanisms applied), $F(2,39) = 6.625$, $p < .01$. Coping mechanism used by the students greatly varies with the students' stress level. Emotion-oriented coping mechanism is mostly used by the student followed by avoidance-oriented coping mechanism while task-oriented coping mechanism is the least used among the three coping mechanism.

Table 10: Tukey's HSD pairwise comparison of students' level of stress

Pairwise comparison		HSD _{.05} = 0.3869	Q _{.05} = 3.4455	Q _{.01} = 4.3738
		HSD _{.01} = 0.4911		
(Level of Stress)		Mean Difference	Tukey HSD (Q) value	
TO:EO	M = 2.90	0.60	Q = 5.31** ($p = .00162$)	
	M = 3.50			
TO:AO	M = 2.90	0.21	Q = 1.81 ($p = .41427$)	
	M = 3.11			
EO:AO	M = 3.50	0.39	Q = 3.49* ($p = .04627$)	
	M = 3.11			

A post hoc Tukey's HSD indicated that the level of stress of students who applied task-oriented (M= 2.90, SD = .37) mechanism is significantly lower than the other two groups of BPEd students who applied avoidance-oriented (M = 3.11, SD = .40) and emotion-oriented (M = 3.50, SD = .24) mechanisms. Further, the two pairs of groups showed significant differences in their level of stress at $p < .05$. That is, the task-oriented students differed significantly in their level of stress from the emotion-oriented; likewise, the emotion-oriented group differed significantly in their stress level from the avoidance-oriented group at $p < .05$. More specifically,

table 10 shows that the average stress of task-oriented ($M = 2.90$, $SD = .37$) students is significantly lower than the emotion-oriented group ($M = 3.50$, $SD = .24$), however it is not significantly different from the avoidance-oriented ($M = 3.11$, $SD = .40$), $Q = 1.81$, $p = .41427$.

IV. Discussion

The findings of the study were summarized according to the statement of the problem. This study focuses on the dance movement therapy as stress coping mechanism of the students and there are three categories of stress coping mechanism that this study used: task-oriented, emotion-oriented and avoidance-oriented. This study intends to help the student when it comes to health management. Furthermore, this study gives a glimpse of the students' perspective in dealing with stress, as to what level of stress they are into and provide a knowledge in regards to the dance movement therapy.

Dance movement therapy is effective for a wide variety of individuals and does not necessitate complicated gestures. DMT is a multifaceted therapy focused on the idea that motion and emotion are inextricably related. The data shows that the students are mostly aware of the dance movement therapy that answers the first research problem. According to the results, the simple ways to move or exercises that focus mainly on actions that can be performed on a regular basis are the activities that the students are well conscious of when participating in dance movement therapy. The students are well aware of the importance of movement drills and they are the basic movements that anyone must master. Students are often aware of dance movement therapy through a range of activities in a variety of contexts where they can experience it on a daily basis, such as at home, school, and church. The evidence also reveals, that students are occasionally aware that they are also undergoing dance action therapy by things like watching movies and playing video games. When playing board or puzzle games, or painting or drawing, the students are often unaware that they are already performing dance action therapy based on the data findings. There are activities that are not well-known to be played by anyone, because even though they are aware of them, they do not give much value on them, and only a few have the desire to partake in them. The school should serve as a vehicle for instilling the importance of these practices in students.

Stress means different things to different individuals, it is difficult to describe or even understand it. Stressors are situations, activities that trigger a stress reaction. The data shows that the students are moderately stressed. It answers the second problem of this research study. With an overall mean score of 3.05. When a student is stressed, the thoughts of not being able to handle one's inner emotions or what matters most in life are common. While negative emotions are still expressed and encountered by the students, the findings show that they were able to cope with tension to a limited extent. Furthermore, the findings show that the students have a low level of capacity to cope with adversity, implying that immediate action is needed to prevent large-scale damage in the future. Determining the styles of stressors is important from the viewpoint of students because they are the people who have the most control on our their lives. To decide the right answer or approach to our challenges, we must first determine the form of stressor we are grappling with. According to the results, students partake in mild stress and are often unaware that they are still overwhelmed. Understanding and identifying the source of the discomfort is the first step toward developing more effective stress management techniques.

The philosophy of stress and coping entails using emotional resources in a manner that reduces stress. Based on personality traits and perceptual experiences, coping mechanisms may be positive or negative. Individual methods for responding to a situation are strongly individualized. This study used three stress coping mechanism: task-oriented, emotion-oriented and avoidance-oriented. Task-oriented coping aims to eliminate or reduce the negative effects of a traumatic situation. Rather than resolving the traumatic situation, emotion-oriented coping aims to reduce the emotional effects of tension. To relieve tension, avoidance-oriented coping employs distraction and distance from the difficult situation. This study found that students mostly used task-oriented and avoidance-oriented stress coping mechanisms, with emotion-oriented coping mechanisms being used only infrequently when dealing with stress, addressing the third statement of the issue regarding the student's stress coping method. The students mostly used the task-oriented with a sub-total mean score of 3.74 and avoidance-oriented with a sub-total mean score of 3.44 as a stress coping mechanism while occasionally used the emotion-oriented with a sub-total mean score of 3.25 when dealing with stress. Overall, it shows that the students mostly used strategies to cope up with stress with a total mean score of 3.48.

The study shows, that the two variables dance movement therapy awareness level and students' stress level has no significant relationship. These two variables are independent with each other. Since the computed r -value (0.188) is located in the accepted region, thus the null hypothesis is accepted. Therefore, the variables have no significant relationship between the level of dance movement therapy awareness and the level of stress. The results show a poor positive correlation between dance movement therapy perception and stress, showing that there is inconclusive data regarding the importance of the DMT awareness and stress relationship. In other words, the results of this study do not accept the null hypothesis that the association between the two variables is substantially different from zero, resulting in the non-rejection of the null hypothesis.

Being unsure of one's degree of tension jeopardizes one's overall health. Both emotional and physical health are negatively impacted by stress. It impairs one's ability to reason, behave effectively, and enjoy life. Coping patterns are important because they assist a person in dealing with a stressful situation. Positive coping patterns provide extra resources to assist a student in dealing with the pressures of a stressor while going through a tough time. A post hoc Tukey's HSD revealed that students who used the task-oriented method had substantially less stress than the other two classes of BPEd students who used the avoidance-oriented and emotion-oriented mechanisms. Furthermore, there were substantial variations in stress levels between the two classes. That is, the task-oriented students had significantly lower stress levels than the emotion-oriented students, and the emotion-oriented students had significantly lower stress levels than the avoidance-oriented students. Task-oriented students' average stress is slightly smaller than that of emotion-oriented students, although it is not significantly different from that of avoidance-oriented students.

V. Conclusion

Dance movement therapy is a form of movement that aids in the understanding of an individual's mental, emotional, physical, and social integration. Through synchronization work of the mind and body, a vision of an individual's holistic perspective is shown. Students face challenges in life that increase stress, making it difficult for them to express themselves, particularly in this period of pandemic that prevents everyone from leaving their homes. It tends to raise stress, isolation, depression, terror, panic, and anxiety in students, as well as drug abuse and domestic violence. With this in mind, it is only natural, timely, and highly recommended that DMT be used because it allows the body to utter unspoken thoughts, share stories of deep life experiences, and use small gestures as an airway to breathe in and activity that helps a person feel understood, and accepted.

According to the results of this report, students are generally aware of dance movement therapy, but they often dismiss or undervalue it, and choose not to participate even if they are aware. With the assistance of school, especially in the area of physical activity, they may be encouraged to engage in more movement exercises in order to relieve stress. The student in this sample is mildly depressed according to the findings. This current condition may cause students frustration because their face-to-face time in school has not yet been determined, they have a lot of schoolwork, family issues, and many other life trials and challenges. Since we all know that stress is the most common health issue for students, this research is important.

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