

VOICES OF LEARNERS: EXPLORING THE ENJOYMENT AND BARRIERS TO DANCE IN PHYSICAL EDUCATION

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Abstract:

Physical Education (PE) was an important part of the school curriculum and helped students' overall growth, including their mental, social, emotional, and physical health. One of the most essential activities in physical education is dance because it helps students express themselves physically, learn about other cultures, and improve their motor and cognitive skills. In the Philippines, dance, like many other physical hobbies, is a great way to express yourself physically and mentally. The study used a descriptive phenomenological approach and selected ten (10) BPED students at State University in the Philippines who were taking part in physical education that included dance. To make the results more valid and dependable, data was gathered through semi-structured interviews and added to with relevant materials. The aim of this study was to look into what makes students want to dance during PE, with a focus on finding the factors that make them enjoy it and the barriers that stop them from being actively involved. The results show that students enjoy dancing more when they can be themselves, make friends and when the approach is focused on the students. Not having enough faith in oneself or lack of self-confidence, intimidated by instructors and peer pressure were seen as major barriers to participation. However, by means of having coping strategies of students that resolved those barriers has emerged including Reframing identity, building confidence through peer support system and Adjusting behavior to cope with instructional pressure in participating dance in PE classes. By answering the research questions, the researchers highlight how crucial it is to adopt strategies in PE dancing programs that are inclusive, student-centered, and attentive to students' feelings. The philosophy of inclusive pedagogy was about modifying how teachers teach so that it works for a lot of different students and making sure that everyone has equal access and involvement. Findings from this study can help teachers and curriculum designers make physical education programs that are more successful and student-centered that encourage important and enjoyable dancing experiences.

Keywords: Physical Education, Dance Participation, Student Engagement, Enjoyment Factors, Barriers to Participation

1. INTRODUCTION

Dance in physical education, they can feel a lot of different things, like happy, excited, nervous, or self-conscious. Dance was a way for students to express themselves, learn about other cultures, and move in new ways, but not all of them felt as confident or included. This study looked into their opinions to better understand how they liked dancing and what stopped them from doing it. Physical education (PE) is also very important for students' overall growth because it helps them stay healthy physically, socially, emotionally, and mentally. According to

UNESCO (2021), it helped people develop healthy habits, self-esteem, and motor skills. Physical education (PE) is an important part of the general education curriculum because it includes planned physical activities that promote mental, emotional, and moral growth (Buck, 2018). Dance was an important part of physical education, but it was often ignored. Dance is a way to express yourself physically that encourages creativity, understanding of other cultures, and physical literacy (Santos et al., 2019). Garcías de Ves and Beltran-Garrido (2024) found that dance helped students improve their cognitive and motor skills while also learning about rhythm and who they are. For some students, dancing can be a fun and rewarding activity. But for some people, it can be scary because of social pressures or personal issues like low self-esteem or fear of being judged. Some countries have included dance in their PE classes, but the amount and purpose of it vary widely. In countries like Portugal, dance has been made a formal part of high school PE to help students feel more confident, make it easier for them to participate, and encourage them to have fun by exposing them to it early on (Bonifácio & Piedade, 2021). This kind of inclusion backs up the idea that dance helped people express themselves, understand their feelings, and grow as a whole.

In the Philippine educational system, dance has always been a part of the Physical Education (PE) curriculum, from first year all the way through college (Santos et al., 2015). The Department of Education (DepEd) says that dance is part of the K–12 PE curriculum under Movement Competency and Rhythmic Activities. Added by Martin (2022), just like in using mobile applications could be a viable tool as an alternative mode of tracking the pattern in dance activities especially the physical fitness level of the students. The goal of this addition is to help students improve their physical literacy, rhythm, coordination, and awareness of other cultures. However, even though it has been included, there hasn't been much research on how students feel about and react to dancing in this academic atmosphere. Most of the research that has been done on dance in PE, both in the US and throughout the world, has concentrated on performance outcomes, teaching methods, and curriculum frameworks (Lobo et al., 2024). Very little has been done on the students' own opinions, feelings, or the things that make them interested in dance. International studies have started to look at what people like and don't like about dancing in the US and Europe, but there is still a big gap in study in the Philippines. Rustad et al. (2025) found that students are more likely to enjoy dancing activities when the setting is pleasant, welcoming, and focused on the students. Their research results showed that pupils are more motivated when they feel safe, respected, and free to speak their minds. But not all of the students' answers were good. Some said dance lessons were monotonous, repetitious, or stressful, especially when the teachers were too strict, when the students were judged by their peers, or when the lessons didn't relate to what the students were interested in. This difference shows how important it is to know what makes children like, dislike, or oppose dance in PE lessons, both inside and outside of school. Teaching methods, relationships with peers, cultural views, body image, self-esteem, and independence are just a few of the factors that could be very important. Yu (2024) says that we need to look into how student autonomy, intrinsic motivation, and perceived competence affect how much they participate in dance activities in PE. The goal of this study is to find out what makes students enjoy dancing and what inhibits them from doing it. It also helped teachers find better, more interesting, and more relevant ways to teach dance by keeping track of how students are doing with difficult tasks.

2. METHODOLOGY

Research Design

The study used a descriptive phenomenological approach that was based on Edmund Husserl's (1913) ideas. The study used this qualitative method to find out what the students thought about how much they enjoyed and struggled with dancing as part of their Physical Education (PE) classes. A type of qualitative study called descriptive phenomenology looks at how people understand and make sense of certain events. This way of doing things worked well for the study because it focuses on people's inner thoughts and feelings to find out what they've been through. It was made sure that the results were based only on the students' real-life experiences. This helped the researcher learn more about how they feel and experience dance activities in Physical Education.

Participants

The participants in this study were Bachelor of Physical Education (BPED) students at state university in the Philippines. All of the students who answered were either currently taking or had taken Physical Education lessons that included dance activities. The choice was based on students who had taken dance lessons at the college level in PE. The people who took part in the study were chosen on purpose to make sure that their experiences and ideas were related to the goals of the study. This method helped the researchers gather a lot of useful data by picking people who could give them specific accounts of the fun and difficult aspects of dancing in PE. A total of ten (10) students took part because that was enough to get enough data to be useful for a bigger group. It was made sure that only people with clear, useful experiences were chosen for the study this way.

Research Locale

The research was undertaken at a State University in the Philippines. The location was chosen due to its accessibility, regulated environment, and suitability for engaging with college students participating in dance as part of their physical education curriculum. The study happened at a school, so the subjects could meet up often and in private, which helped make sure the data was accurate. This controlled environment is perfect for focused discussions that may take place without any outside noise or other things that could affect the quality of the qualitative data. The research arrangement was meticulously planned to make sure that the conditions would stay the same and be reliable throughout the investigation. This made sure that the results were right.

Research Instrument

A semi-structured interview guide is the major instrument used to gather data for this qualitative study. The semi-structured interview guide has open-ended questions that make students think more deeply and deliver more thorough replies. This method allowed people to express their thoughts without being directed on what to say, while simultaneously ensuring that the conversation remained aligned with the research objectives. The researchers devised a questionnaire to help with the interviews. It was made to find out what students liked, what they thought were hurdles, and how they coped with participating in dance in Physical Education (PE) sessions. There are four primary parts to the questionnaire: Respondent Profile (Optional), This part asks for basic demographic information like name and gender. Experiences in dance activities: This part has questions that look into the fun parts of dancing in PE, including moments when it made you more motivated, more confident, or more willing to express yourself. Barriers experience by the respondents: This section is all about finding the personal, school or environmental problems that prevent students from being active in dance activities. Coping Strategies for Barriers: This part looks at how pupils deal with or respond to the challenges they face. There are questions about how to keep motivated, get aid, and use tactics that help individuals stay involved in dancing. The thesis advisers looked over the questionnaire and made sure it was legitimate and appropriate. The study used their comments to make the questions clearer, more relevant, and better organized.

Data Collection

The process of collecting data began once the researcher's advisers at State University in the Philippines gave their approval. Getting these approvals showed that the study followed the school's rules and guidelines for research. Participants were chosen on purpose from state college students based on what they knew about dancing from physical education, such as what they liked about it and what went wrong. The researchers were able to get a lot of useful and relevant information that fit with the study's goals because they used a purposive sampling method. Before the interview, each person was aware of their consent. Researchers got the data by semi-structured interviews and audio-recorded interviews. The goal of these questions was to get participants to give detailed and thoughtful answers about their positive experiences, perceived obstacles and coping strategies of dance in PE. This framework made it possible to look at things in depth while making sure that all of the interviews were the same. The researchers explained the steps, helped with the interviews, and answered any questions that needed to be answered, all while making sure that the participants' answers were honest and self-directed. After the interviews, all of the answers were transcribed, sorted into groups, and prepared. The researchers followed strict ethical rules the whole time to protect the privacy, dignity, and health of all the respondents.

Data Analysis

Thematic analysis was used to interpret qualitative data collected during semi-structured interviews with student participants. This method was chosen because it is adaptable and suitable for investigating experiences of the students in participation to dance in PE. Researchers used Braun and Clarke's (2006) six phases for doing thematic analysis, allowing the researchers to progress from raw data to significant themes that addressed the study's key objectives. First, the researchers chose the key points. Then, they transcribed and carefully went over the interview materials to get a better sense of what the subjects went through. Second phase assigning codes, during the provision of codes phase, key parts of the participants' answers were used to find and group the most important statements. Codes were grouped together based on common themes like fun, confidence, and peer pressure. A code was made to make sure that labels are clear and consistent.

Next, the third phase looked for codes that were similar. Followed by the fourth phase which is creating or providing general concepts. They then put these ideas into bigger, more meaningful groups that got to the heart of the data, like good dance experiences and participation challenges. This process went back and forth between refining and merging groups that overlapped. During the fifth phase, all new concepts were carefully looked over to make sure they fit with the coded data and the study's goals before they were chosen as similar general concepts. The last phase was the deduction and selection of themes, direct quotes from participants were used to support each theme and make the results more credible and real. When the researchers interpreted and reported the results, they used direct quotes from participants to back up each theme and make the study seem more credible. The study's goals were used to look at the results, which gave ideas on how dance could be better used in physical education by drawing on what the students had said.

Ethical considerations

To make sure that this study was credible, reliable, and morally sound. These included spending a lot of time with participants, using multiple data sources to check the accuracy of the information, and asking questions in a way that was courteous and culturally appropriate to get honest answers. The study followed all ethical research rules, including the Data Privacy Act of 2012 (Republic Act No. 10173). All of the people who took part in the study were fully aware of its goal and scope, their rights as volunteers, and that they were free to choose to take part. Before gathering data, written permission was asked for. People who took part were told that their names would not be shared because they would be using codes. Actually, they were also told that all information supplied would be kept private. The study collected personal information that was kept safe and would not be shared with anybody who wasn't authorized or utilized for anything other than the research. These steps were taken to preserve the participants' dignity, rights, and health, as well as to encourage openness, trust, and inclusivity in the research process.

3. RESULTS AND DISCUSSION

1. Experience of the respondents in dance activities

Dance in Physical Education is more than just moving about. It's a terrific opportunity for students to learn about themselves, build their confidence, and deal with other people. The findings showed that a lot of people in dance feel things like fear, excitement, humiliation, and pride, and these sentiments are strongly related to how people see themselves and how they fit in with others. Peer pressure and how students see themselves have come up, and both of these things affect how students feel about themselves and how well they dance.

Theme 1. Confidence and Enjoyment through Peer Support

This theme shows how their confidence and enjoyment of PE dance grow when they do it with their friends. People who answered said that group support, encouragement, and friendships made them feel more motivated and less self-conscious, which made them enjoy dance activities more. Many people were able to get past their worries and feel better about their dancing skills when they worked with encouraging peers. The sample responses are given below:

"I really enjoyed it because my friends and classmates helped me execute the dance moves well." – P1

"I enjoy participating in dance during PE classes because of the genre of the dance." – P7

"I enjoyed it, yes because of my friends even though it was hard." – P6

The responses indicate that peer interaction is very important for helping pupils feel more confident and shaping how they see themselves while they dance. These answers show that students need a supportive environment and shared experiences to feel confident and excited about dance. A study found that dancing with other people and asking friends for help may make you feel better about yourself and help you get more done. A thorough review showed that the social aspect of dance makes it more fun and helps people relax mentally, which can be good for mental health issues like anxiety and depression (Keogh & Kilding, 2023). Also, dancing with other people has been linked to the release of endorphins. These chemicals can make people feel closer to each other and better about themselves whenever they dance. These results show that having group dance activities in class might make students healthier and boost their self-esteem in general. Zafeiroudi (2023), on the other hand, said that dance may help each student grow emotionally and socially in very different ways, based on how they were before starting the class and how it works. Some students, especially those who are shy or have had bad experiences with other people, might find group dances hard or lonely instead of powerful. This highlights how vital it is for teachers to know how varied each student is and to adjust group activities when they need to.

Theme 2. Dance as a Source of Emotional Well-being

This theme shows that doing dancing exercises in PE can help you feel better emotionally, mentally, and physically. Students said that dancing helped them feel less anxious and more emotionally stable. They could express their feelings, connect with others, and get away from school stress through dancing, which made the whole experience better. The sample responses are given below:

"I feel happy while dancing." – P10

"The bonding and the communication" – P8

"I don't feel stressed because I enjoyed it, just like the previous "Agsala Tayon" – P9

These claims show that dance in physical education is not just a way to get exercise, but also a way to improve mental health and self-esteem. Research on real individuals has demonstrated that dancing can help people feel better and lessen their stress. The University of Surrey (2025) showed that dancing lowers cortisol levels and enhances endorphins, which help people feel better and less worried. Gonzalez and Suarez (2020) believe that dance can be useful for certain people emotionally, but it can also make students who are worried about their bodies or under a lot of pressure to do well feel anxious or self-conscious. If dance isn't done in a friendly and helpful way, their results suggest that it can make people feel worse about themselves instead of helping them relax. This highlights how crucial it is for teachers to check on each student to make sure that dancing is safe and pleasant for everyone.

Theme 3. Self-Discovery and Growth through Dance experience

The main idea of this theme is how students grew as people by taking on tasks and being self-discovery. People who answered said that learning hard dance moves made them more persistent, patient, and sure of themselves. Many people also found that dance was an important way to express themselves and helped them understand and value their own skills. The sample responses are given below:

"What I like is that I can express my hobby, because dancing has been my passion since I was young." – P3

"Even though we only watched for a week, we managed to form a group and perform well." – P5

These responses show that dancing in PE classes gives students a chance to be creative, express themselves, and feel good about themselves. People have learned that dancing is a terrific method to express yourself and grow as a person. According to the American Dance Therapy Association (ADTA), dance and movement therapy help people connect their emotional, mental, physical, and social identities, which is helpful for their overall health (ADTA, 2018). Dance is important for a student's general growth since it helps them discover more about themselves, express their feelings without words, and feel more confident. Bastos et al. (2023), on the other hand, found that gender stereotype threats in dancing activities, especially for boys, could diminish motivation and make them feel less capable. This illustrates that not all students grow as people in dance-based activities

in the same way. These findings reveal that dance in PE isn't enough on its own; it needs to be set up in a way that makes every student feel supported and free to grow.

2. Barriers were being experienced by the respondents in dance activities

There are a lot of elements that make it challenging for pupils to really get into dance during Physical Education. It can be hard to take part if you're afraid of being judged by others, feel intimidated by instructors, or feel like you have to succeed. Peer dynamics, whether they are good or bad, also have a huge effect on how motivated and persistent students are. These themes highlight how hard it is for students who want to dance in a meaningful way to deal with their feelings and relationships.

Theme 1: Fear of Judgment and Emotional Vulnerability

This theme shows how emotional problems like being afraid of being criticized by others, being shy, and being anxious can impede students from fully participating in dancing events. A lot of students said they were frightened when they had to perform in front of other people, especially big groups. They may not want to join because they are afraid of being judged negatively, which can impair their confidence. This is especially true in performance-based environments like PE dance. The sample responses are given below:

"It's uncomfortable when there are a lot of people watching. I feel nervous." – P8

"It's uncomfortable when there are a lot of people watching. I feel nervous." – P4

"Sometimes I feel shy when there are a lot of people around... I just focus on the steps instead of others' judgment." – P6

These results are in line with the emotional barrier and fear of being judged by others in dance class, which is the fear of being judged by classmates or teachers in a performance-based situation like dancing. Bussell (2024) believes that it's crucial to make surroundings that are emotionally safe since pupils are more likely to share when they feel supported instead of condemned. Social development theory argues that a safe place to be with other people is vital for learning. These results support that idea. Because of this, teachers need to make sure that PE classes are safe and welcoming. Giving individuals time to get acclimated to things, like everyone in the dance, and complimenting them helped them open up emotionally. Garcia and Pantao (2018), on the other hand, note that certain students, especially those from minority backgrounds, may use dance to challenge social conventions and show who they are, even if it makes them feel bad. These points of view indicate that being uncomfortable in performance situations isn't always a bad thing; it can sometimes help people grow and stand up to society.

Theme 2. Intimidated by instructor

This theme indicates that a teacher's strictness, tone, or demanding style of instruction can make pupils feel tense and anxious, which makes it hard for them to fully participate in and keep up with dancing activities. Some students said that having their teachers around may be scary at times, especially when expectations were high or when mistakes weren't addressed with patience. This stress can make people less motivated and more doubtful of themselves, especially if they don't already feel confident in dancing. The sample responses are given below:

"It depends because sometimes the professors are scary and of course, you get tense. It becomes hard to keep up" – P5

"If my instructor is strict, I can't avoid feeling nervous while learning to dance. But my classmates encourage me to dance even if I don't execute it perfectly." – P7

"I feel nervous especially when I cannot understand the step and also with a terror teacher" – P9

Supportive classmates can help, but the worry of disappointing or being punished by teachers is still a problem. These results show that the way teachers teach has a big effect on how comfortable students are with PE dancing. Students may not want to participate in a learning setting that is too harsh or doesn't offer enough emotional support, especially those who need extra help and reassurance (Santos et al., 2021). On the other hand Rustad et al. (2025) also talked on how teachers' behavior might affect students' emotions. The authors claimed that dance is more fun when teachers are supportive, welcoming, and provide a secure atmosphere. When pupils are afraid of making mistakes in front of a strict teacher, they are less likely to want to engage (Martin et al., 2016). Martínez-Alvarado and Serrano-Gómez (2021), on the other hand, say that disciplined and

firm teaching techniques can help dance-based PE programs get better results. They say that a severe yet clear way of teaching could make pupils go beyond what they think they can do and get better at following rules. But this point of view often ignores how emotionally ready and confident students are, especially those who are still learning basic skills. For some students, strict or scary ways of teaching can help them learn, but for others, they can make it harder to learn. It's possible that students were less afraid and more likely to engage if teachers emphasize praise over punishment and show empathy. When students feel both pushed and supported, they are more likely to gain confidence, enjoy learning, and take part in dance activities in a deeper way. Teaching teachers how to blend structure with empathy could make the PE atmosphere more welcoming and encouraging for everyone.

Theme 3: Societal Expectations and Confidence Struggles

This theme looks at how gender and performance standards that are expected of students by society and by themselves affect their confidence and willingness to participate. Some boys were afraid to dance because they thought it was a "feminine" hobby. Others had trouble not meeting performance standards or feeling bad about their skills or body image, which made them feel less confident. The sample responses are given below:

"It is expected that girls are better at dancing than boys." – P10

"Self-image. I'm a bit chubby, so it's hard for me to move around. Especially during dancing, I can only move my legs. It's really hard for me to keep up." – P1

"If you are part of the LGBT community and you need to dance like a man, that part is very hard and challenging for me." – P2

These responses showed that a lot of boys don't want to dance because they're afraid of being judged or categorized based on traditional gender norms or how they see themselves. Yu (2024) said that how students see their own bodies and how others see them has a big impact on how good they think they are at dancing. This might make them feel ashamed or want to avoid dancing, especially if they don't have the "ideal" dancer body type or expression. So, data indicated that students are more likely to like and participate in dance when the lessons are open to everyone and celebrate their differences in identity and body type. Schwender et al. (2018) take a different view, though. Their systematic review showed that while certain dance programs might boost self-esteem, others can lower it, especially when the focus is on perfection or performance pressure instead of expression and involvement. So, cultural constraints about gender roles, looks, and identity can make students less confident and less likely to want to dance in PE. But students can question these assumptions and see dance as a way to express themselves and grow if they are taught in a way that includes everyone and makes them feel secure. When teachers make places that are welcoming, children of all backgrounds feel free to join in, no matter their gender, body type, or identity.

3. Coping strategies do students use to overcome the barriers they face in participating in dance activities

Students stated they used a number of different ways to deal with fear of being judged by others, intimidated by instructors, and confidence struggle in PE dancing. Some of them were focused on getting better, leaning on friends for support, and changing the way they thought about the activity from stressful to pleasurable. Many people said that having friends back them helped them feel less anxious. Others said that talking to themselves in a positive way, practicing, or just ignoring what their peers thought helped them slowly gain confidence and keep participating.

Theme 1: Reframing Identity and Overcoming Gender Norms

This theme shows how students deal with gender roles and body image issues in dance that are both personal and social. Many students came up with their own ways to deal with gender preconceptions and worries of being judged so they could redefine their roles and confidence in dance. Some came to accept who they were by getting support from friends or seeing themselves in different role models. Some people practiced alone or changed their ideas and saw dance as a skill that everyone could learn, not just women. The sample responses are given below:

"Sometimes the boys and women's community make me feel included. I admire their confidence and skills. That boosts my own confidence too. I feel like if I want to lead, I need to be capable of handling everyone, regardless of gender." – P2

“Girls are naturally better at dancing and that used affect my confidence. But I practice and encouragement of friends I started enjoying it more” – P6

“Continuing to practice regardless of your identity and receiving praise from others boosts my confidence in engaging in dance.” – P7

These responses stated that students who get this support learn to deal with social labeling by changing how they view themselves in dance. Even when you feel ashamed or have stereotypes about yourself, a good way to deal with them is to change how you see yourself and get ideas from other people. According to Garrett & Wrench (2018) and Martin & Santos (2015), accounted that environments that are focused on students and include everyone help students break free from gender stereotypes. But Pautz et al. (2025) and Risner (2019) show that Alcock’s results show that gender stereotypes are still common in many PE settings, even though attempts have been made to make them more inclusive. Pautz et al. found that even teachers who mean well often perpetuate traditional gender roles by linking dancing with femininity and strength-based sports with masculinity. Risner (2019) also said that male students who dance still endure stigma, and many of them don’t dance at all because they are afraid of being viewed as weak or feminine. These two points of view show that some people can change how they think about themselves and dance with confidence, but others are still held back by flaws in the system and a lack of help at school. People who took part in this study had some problems, but the good things they said about it show that practice, group support, and a classroom culture that welcomes everyone can help students get past gender-related dancing problems. With ongoing assistance and planned ways to teach, dancing in PE can become a safe and welcoming space for all students, no matter what gender they identify as.

Theme 2: Building Confidence Through Peer Support System and Emotional Reassurance

This theme is about how students get help from support systems like friends and teachers when they are feeling emotionally weak and afraid of being judged. With help from guidance, they were able to deal with their nerves or fear of being judged during dance classes., empathy, and shared experiences. Many people felt stronger when they were around peers who didn’t judge them, and some found drive in modest victories like winning a performance or competition. These helped them turn their bad feelings into confidence. The sample responses are given below:

“I feel really happy when I’m with my friends, especially when the audience applauds us. It makes me enjoy PE dancing more.” – P8

“Sometimes I get scared especially during difficult step. But my friend helped me to overcome it.” – P9

“It boosts my confidence and re-assured when I join a dance competition especially when performing on stage with my classmates and we win.” – P10

This indicates that feeling like they belong to a group helps them stay motivated, which is important for keeping up with dance even if they are scared or unsure at first. Sharon’s Dance & Music (2023) says that positive peer dynamics create a strong emotional shield that helps pupils keep going even when they feel scared or unsure of themselves. These results are also in line with Maslow’s hierarchy of needs (1943), which says that people need to feel like they belong and be respected before they can comfortably do things like dancing that require self-expression or performance. But not all studies agree that peer support always makes people more confident in dance. For example, Spengler et al. (2018) did a comprehensive evaluation of dance therapies and found that they had different effects on the self-esteem and self-efficacy of children and teens. Their results show that the positive effects of interacting with peers may depend on the situation, the student’s personality, and how the program is set up. Sometimes, peers could unintentionally make performance pressure or comparison worse, which makes anxiety worse instead of better. Peer support might not enhance every student’s confidence, but the results of this study show that most students can get over their emotional weaknesses when they are in pleasant, welcoming, and supportive peer situations in dance. Physical education classrooms can be a safe place for children to take risks, grow emotionally, and establish lasting self-confidence via shared dance experiences if they promote a culture of support instead of competition.

Theme 3: Adjusting Mindset and Behavior to Cope with Instructional Pressure

This theme shows how students deal with the fear or stress that comes from having severe or demanding dance teachers and being in a formal class setting. Some students said they were able to deal with it by changing how they thought about it, deciding to see dance as fun instead of something they had to be good at. Some students learnt how to meet their teachers' expectations by practicing on their own and focused on their own improvement instead of trying to please their teachers. Even though they were worried at first, students discovered strategies to deal with their tension and keep participating by changing their behavior, controlling their emotions, or finding their own drive. The sample responses are given below:

"I'm scared of teachers who shout or are too strict, so I just focus on doing my best and not minding their tone."
– P3

"The pressure gets intense when profs are involved or when people criticize small mistakes, but I try to stay calm and do my part." – P5

These may lead to solutions that show how the pupils become more resilient in structured or high-pressure PE settings. Diaz et al. (2024) say that pupils are better able to handle the demands of performance-based learning when they have some freedom and feel safe in their minds. Teacher conduct might make students anxious, but students who turn their attention inward and work on themselves are more likely to keep participating. On the other hand, some of the results of previous studies that don't agree with each other show that instructional pressure, especially when not dealt with in a student-centered way, might have a long-term detrimental effect on student engagement and involvement. Smith and Lee (2021) showed that students are less likely to take part in expressive physical activities like dancing when the classroom is too strict or when they get too much negative feedback. This can lead to long-term avoidance behavior. Even though these two points of view are different, the current study demonstrates that students are not just passive victims of pressure; many of them come up with ways to deal with it that help them stay healthy and keep participating. Students in this study showed that they may turn stressful learning circumstances into chances for personal growth with the help of friends, self-directed practice, and changing their expectations. These results show how important it is to make PE environments that are good for students' mental health so they can learn, adapt, and do well no matter how they are taught.

4. CONCLUSION

The conclusions drawn from the findings on the three research questions regarding the voices of learners: exploring the enjoyment and barriers to dance in physical education are based on the lived experience, barriers that affect their engagement, and coping strategies. The conclusions are as stated below:

1. The experience of the students on dance activities in Physical Education (PE) were categorized into three main themes that came out: (1) confidence and enjoyment through peer support, (2) dance as a source of emotional well-being, (3) self-discovery and growth through dance experience. The findings imply PE teachers should use methods that are flexible, open to all students, and focused on the needs of each individual student. All of the students were able to do well in a safe and helpful environment.
2. The barriers experience by the respondents in Physical Education (PE) dancing activities emerge in three main themes: (1) fear of judgment and emotional vulnerability, (2) intimidation by the instructor, and (3) societal expectations and confidence struggles. This study suggests teacher should focus on performance and start teaching in a way that puts students first and values personal expression, emotional safety, and respect for differences. These kinds of accommodating methods provided more students the courage to dance and experience its physical, emotional, and social benefits.
3. Findings about how students deal with the barriers they face in Physical Education (PE) dance activities emerged three main themes: (1) reframing identity and overcoming gender norms, (2) building confidence through peer support system and emotional reassurance and (3) adjusting mindset and behavior to cope with instructional pressure. The findings indicate that educators need to create an environment that is less judgmental, values differences, and encourages students to grow as people. Not only does this assist students

get over their current problems, but it also helps them improve confidence, flexibility, and emotional health over time through dancing.

4.

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