Comparative Study on the Behavioral Regulation of SPA - Dance Students

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Abstract

Behavioral regulation among SPA (Special Program in the Arts) dance students in Cluster 1 schools has become a growing concern. Many students in these programs exhibit difficulty in managing their focus and emotions, which are vital for success in both academic and artistic tasks (McClelland et al., 2017). The purpose of this study is to describe the comparative study on the behavioral regulation of SPA - dance students in Davao City, Philippines. By understanding their experiences, we can gain insight into how they stay focused, handle pressure, and grow both as artists and individuals. This quantitative study uses a descriptive-comparative approach to examine differences in behavioral regulation of SPA dance students in Cluster 1, Davao City. Using purposive sampling, the researcher carefully selected participants who possessed relevant experiences, knowledge, or traits aligned with the study's focus on the behavioral regulation of SPA dance students. The adapted research instrument was the Behavioral Regulation questionnaire, specifically tailored to examine the behavioral patterns of these students. The collected numerical data were analyzed using frequency, mean and ANOVA to explain the observed phenomena. The findings aim to provide insights to the development of SPA dance students behavioral regulation. The results show that demographic profile of the SPA Dance Students in Cluster 1 reveals that the majority are 14 years old (30.39%), predominantly female (74.51%), and mostly from Grade 8 (31.37%), highlighting a young and largely female dance population. In addition, behavioral regulation levels among the SPA students The SPA Dance Students in Cluster 1 show a high overall behavioral regulation average of 3.68. This is mainly because of their very high intrinsic motivation average of 4.26 and strong personal value identified regulation average of 3.86. Meanwhile, external factors, with an average of 2.10, have little effect. As a result, these findings show that their commitment is mostly self-driven, powered by enjoyment, passion, and inner values rather than outside pressures. An effective intervention plan to improve the behavioral regulation of SPA Dance Students should focus on time management, self-discipline, goal setting, and stress control. First, teaching them to organize their time with clear schedules helps prevent overload and supports better self-control. Next, training them to set clear goals encourages motivation and consistent effort. Finally, using stress management techniques like relaxation helps them maintain positive behavior and handle challenges effectively during performances and practice.

Keywords: behavioral regulation, motivation, self-discipline, management

Introduction

Behavioral regulation among SPA (Special Program in the Arts) dance students in Cluster 1 schools has become a growing concern. Many students in these programs exhibit difficulty in managing their focus and emotions, which are vital for success in both academic and artistic tasks (McClelland et al., 2017). Despite the highly structured nature of arts education, issues such as impulsivity, lack of attention, and emotional instability often emerge during rehearsals, impacting not only the students' individual growth but also the quality of group performances (Duckworth et al., 2020). These challenges indicate a gap in how behavioral regulation is supported within the SPA dance framework.

Globally, similar challenges regarding behavioral regulation in dance students have been documented, especially in performance-based educational programs. Studies conducted in the United States, Australia, and South Korea highlight those adolescent dancers often struggle to maintain focus, manage emotions, and regulate behaviors in high-pressure environments (Goethem et al., 2018). Despite increasing awareness of these challenges, many international studies fail to specifically address the behavioral regulation needs of dance students in diverse cultural and educational settings, particularly in relation to how it impacts their artistic and academic performance (Evans et al., 2019).

In the Philippine context, the issue of behavioral regulation among SPA dance students has received limited attention, despite its significance in ensuring the success of the program. Teachers have noted recurring behavioral difficulties such as emotional volatility and lack of focus, which interfere with both artistic development and academic progress (Magno, 2019). While these challenges are acknowledged, there is little research that specifically examines the behavioral regulation of dance students within the Philippine SPA setting, highlighting the need for focused investigation in this area (Del Mundo et al., 2022).

While research on behavioral regulation in educational settings is growing, there remains a distinct gap in studies focusing on SPA dance students in the Philippines, particularly in Cluster 1 schools. Although general studies explore self-regulation in academic and broader SPA contexts (Quinto et al., 2021), they do not address the specific behavioral challenges faced by dance students in these intensive programs. This gap emphasizes the urgent need for localized research that can provide insights into how these students manage behavioral regulation during both technical training and performances, ensuring a more effective and holistic approach to their development (Duckworth et al., 2020).

Statement of the Problem

The purpose of this study is to describe the comparative study on the behavioral regulation of SPA – dance students. Specifically, this study sought to answer the following:

1. What is the demographic profile of respondents in terms of:
   1.1. Age;
   1.2. Year Level;
   1.3. Sex; and
   1.4. Gender Preference?

2. What is the level of concentration in terms of:
   2.1. Intrinsic Motivation;

2.2. External Motivation;
2.3. Identified Regulation; and
2.4. Introjected Regulation?

3. Is there a significant difference in the comparative study on the behavioral regulation of spa - dance students?

4. What is the intervention plan can be proposed to improve behavioral regulation in dance based on the results of the study?

Theoretical Framework

This study is based on the Self-Determination Theory by Deci and Ryan (2012), which says people do their best when they feel free to choose, believe they can do well, and feel cared for by others. In dance, students who feel these things are more motivated to keep practicing and to handle their emotions better. When dancers feel supported and confident, they work harder and do not give up easily. Positive feedback helps them stay focused and strong, even when it is hard. This theory shows that when dancers' basic needs are met, they improve their skills and enjoy dancing more. It also helps explain why some students lose interest if they feel controlled or unsupported. Meeting these needs creates a positive learning environment that helps dancers grow both in skill and in confidence.

Conceptual Framework

This framework is based on Self-Determination Theory, which explains what motivates students from inside and outside. It looks at how SPA dance students in Cluster 1 are motivated and how this affects their focus in dance. The study checks if age, year level, sex, or gender preference make a difference in their motivation. It includes four types of motivation: intrinsic, external, identified, and introjected. The results help create an intervention plan to improve their behavior and focus. This helps teachers support students better in their dance learning. It also shows which type of motivation helps students concentrate more. In the end, it guides how to make learning dance more effective and enjoyable.
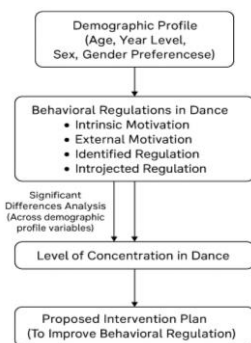

Figure 1. Comparative Study on the Behavioral Regulation of SPA - Dance Students

Methods

This study uses quantitative research, which, as Creswell (1994) explains, helps understand things by collecting numbers and analyzing them with math and statistics. It follows a descriptive-comparative design, meaning it looks at the relationships between variables to see if there are important differences (Black, 1999). The study takes place in the Division of Davao City Schools, focusing on Cluster 1, with students from the Special Program in the Arts (SPA) dance program. There are 100 respondents — 70 females and 30 males — from all grade levels, carefully chosen using purposive sampling to make sure they fit the study's goals (Creswell & Poth, 2018).

To gather information, the researcher used the Behavioral Regulation in Exercise Questionnaire (Wilson et al. 2002), which measures how students control their behavior, including intrinsic and extrinsic motivation. The data will be analyzed using the mean to find the average scores and the standard deviation to see how much the answers differ from the average (Field, 2013). This method helps the researcher understand how students manage their behavior in dance and how it affects their practice.

Results and Discussion

This chapter outlines the discussion of the results and the analysis of the data. By employing suitable statistical methods, the gathered information was examined to address the issues outlined in the introduction of this study. The discussion is organized according to the order of the research objectives. Related literature is integrated to support and provide context to the findings.

Tables 1 provide a detailed demographic profile of the Senior High School students involved in the study. Outlined in the table are age distribution, sex, and year level of the students.

Table 1. Demographic Profile of SPA Dance Students for Age, Year Level, Sex, and Gender Preference Frequency

Profile	Frequency	Percent (%)
Age		
12	5	4.90
13	25	24.51
14	31	30.39
15	20	19.61
16	18	17.65
17	3	2.94
Total	102	100.00
Sex		
Male	26	25.49
Female	76	74.51
Total	102	100.00

Grade Level		
Grade 7	19	18.63
Grade 8	32	31.37
Grade 9	27	26.47
Grade 10	24	23.53
Total	102	100.00

The table highlights the demographic characteristics of the SPA Dance Students in Cluster 1, categorized by age, sex, and grade level. The majority of respondents belong to the age group of 14 years old, comprising 30.39% of the sample. This is followed by students aged 13 years (24.51%), 15 years (19.61%), and 16 years (17.65%). The smallest age groups are 17 years (2.94%) and 12 years (4.90%), indicating that most participants are in their early to mid-teens.

In terms of sex, the distribution is skewed toward females, who represent 74.51% of the total respondents, while males account for only 25.49%. This suggests that there is a significant female dominance among the SPA Dance students in this cluster.

Regarding grade level, the majority of respondents are in Grade 8, making up 31.37% of the total. This is followed by Grade 9 (26.47%), Grade 10 (23.53%), and Grade 7 (18.63%). The concentration of students in Grades 8 to 10 indicates that the SPA Dance program is most active and populated at the intermediate to upper junior high school levels. Overall, the demographic profile shows a youthful, predominantly female population of SPA Dance students, with the highest participation found among 14-year-olds and Grade 8 students.

Comparative Study on the Behavioral Regulation of SPA - Dance Students

The level of behavioral regulation of SPA dance students in Cluster 1 are an essential result from the variable of this study.

Table 2. Comparative Study on the Behavioral Regulation of SPA - Dance Students

Behavioral Regulation	SD	Mean	Interpretation
Intrinsic Motivation	0.46	4.38	Very High
External Regulation	0.93	2.59	Low
Identified Regulation	0.55	4.11	High
Introjected Regulation	0.79	3.66	High

Presented in Table 2 is the descriptive finding of behavioral regulation of the SPA dance students in

Cluster 1. It has a standard deviation of 0.68 which means that there some variability exists in students' responses. It has all overall mean value of 3.68 and described as High, meaning that the behavioral regulation of the SPA dance students is oftentimes demonstrated.

The finding that SPA dance students in Cluster 1 demonstrate a high level of behavioral regulation (M = 3.68, SD = 0.68) is supported by previous studies. Zimmerman (2015) emphasized that self-regulation, including behavioral regulation, is often developed through structured learning environments where students are motivated to control their actions to achieve performance goals. Similarly, Deci and Ryan's (1985) Self-Determination Theory posits that when students perceive autonomy and competence in their activities, such as dance, they are more likely to exhibit intrinsic motivation, resulting in higher behavioral regulation. Moreover, Schunk (2019) argued that frequent engagement in goal-setting, self-monitoring, and self-evaluation, common in dance training, enhances students' self-regulatory behaviors. In the context of performing arts, McPherson & Renwick (2017) also found that students engaged in structured practice, like that in dance programs, consistently demonstrate higher levels of behavioral and cognitive regulation, supporting the current findings.

In this variable, the indicator intrinsic motivation, has standard deviation of 0.46, which means there are some variabilities in how consistently students set a very high behavioral regulation. It has a mean value of 4.38 and described as Very High, this means that the intrinsic motivation of the SPA dance students is demonstrated all the time. This shows that the SPA dance students are constantly proactive in their learning, looking for chances to practice, get better, and learn more about dance on their own.

In the study of Deci and Ryan (1985), it was emphasized that intrinsic motivation drives individuals to engage in activities out of genuine interest and internal satisfaction, leading to sustained and proactive learning behaviors. This supports the finding that SPA dance students, with a very high mean of 4.38 (SD = 0.46) in intrinsic motivation, consistently seek opportunities to practice, improve, and deepen their understanding of dance.

Similarly, in the study of McPherson and McCormick (2006), it was found that intrinsically motivated performers demonstrate greater commitment to self-initiated practice and skill development. Additionally, Zimmerman (2002) in his study on self-regulation highlighted those high levels of intrinsic motivation enhance students' abilities to set personal goals, monitor their progress, and maintain persistent effort, all of which are evident in the proactive learning behaviors of the SPA dance students.

Further, external regulation has standard deviation of 0.93, which means that students show some variations in their responses on external regulation. It has a mean value of 2.59 and described as Low, this means that the external regulation of the SPA dance students is rarely demonstrated. This indicates that the SPA dance students' self-directed behavior is probably the result of their internalization of the dance program's values, objectives, and expectations as well as their own leading, reducing the needs for extrinsic motivators or reinforcements.

Similarly, study shows that in supportive educational environments, students are more likely to shift from extrinsically motivated behaviors to autonomous self-regulation, aligning well with the SPA dance students' tendency to act based on internalized goals rather than external demands Black & Deci (2015).

Next, identified regulation has obtained a standard deviation of 0.55, which means there are less variations of the students' responses on identified regulation. It has a mean value of 4.11 which is described as High, this means that the identified regulation of the SPA dance students is oftentimes demonstrated. This

indicates that the SPA dance students are aware of and appreciate the advantages and results of their dance training. This could involve future prospects, artistic expression, teamwork, skill development, or physical fitness.

In the study of Vansteenkiste, et al. (2017), it was found that when students personally identify with the importance of their educational activities, they show greater motivation, improved performance, and sustained engagement. Furthermore, according to the study of Ryan and Deci (2000), identified regulation reflects a form of autonomous motivation, where students willingly invest effort because they value the outcomes, such as skill development, artistic expression, teamwork, and physical fitness — all relevant to the SPA dance students' experiences.

Lastly, introjected regulation. Has obtained a standard deviation of 0.79, which means that the responses of the students on introjected regulation are slightly varied. It has a mean value of 3.66 which is described as High, this means that the introjected regulation of the SPA dance students is oftentimes demonstrated. This suggests that the ego and self-esteem of the SPA dance students may be linked to their internal motivation. They may be aiming to be successful in dancing in order to feel deserving or to prevent feeling failure in front of their peers or other spectators.

Finally, in the study of Assor et. al (2018), it was found that students driven by introjected regulation often strive to succeed in order to maintain pride or prevent feelings of failure and shame. Similarly, Ryan and Deci (2000) highlighted that introjected regulation, although more internalized than external regulation, still reflects actions based on internal contingencies such as self-esteem maintenance — consistent with the SPA dance students' motivation to achieve success and avoid negative self-perceptions in front of their peers and audiences.

Significant Difference in the Comparative Study on the Behavioral Regulation of SPA - Dance Students According to the Demographic Profile

Table 3. Significant Difference of the Comparative Study on the Behavioral Regulation of the SPA Dance Students in Cluster 1 When Analyzed According to Profile

Behavioral Regulation of SPA Dance Students

Demographic Profile	F-value	P-value	Decision @ 0.7 Alpha Level	Interpretation
Age	1.74	0.13	Accept null hypothesis	There is no significant difference
Sex	-0.54	0.59	Accept null hypothesis	There is no significant difference

				There is no
Grade Level	0.65	0.58	Accept null hypothesis	significant difference

Table 3 presents the significant difference in the level of behavioral regulation of SPA dance students in Cluster 1 when analyzed by profile. The data shows that for age (F = 1.74, p = 0.13), sex (F = -0.54, p = 0.59), and grade level (F = 0.65, p = 0.58), the null hypothesis was accepted at the 0.7 alpha level. This indicates that there are no significant differences in behavioral regulation based on these demographic factors.

The findings suggest that regardless of age, sex, or grade level, SPA dance students in Cluster 1 demonstrate similar levels of behavioral regulation. This uniformity may reflect the shared experiences, training environment, and expectations within the SPA dance program, which encourage consistent self-regulatory behaviors across all groups.

Overall, the lack of significant differences implies that the program's approach to cultivating behavioral regulation is effective across diverse student profiles. This highlights the strength of the dance curriculum in fostering motivation and self-discipline equally among all learners, ensuring that every student benefit from the structured training and developmental goals of the program.

Conclusion

The findings of the study revealed that the SPA dance students in Cluster 1 have a high level of behavioral regulation, showing they often manage their actions, set goals, and stay committed to improving their dance skills. Their very high intrinsic motivation shows they genuinely enjoy learning and practicing dance, while their high identified regulation reflects that they understand and value the benefits of their training, such as teamwork, fitness, and artistic expression. These results suggest that the students are mostly driven by internal motivations rather than outside rewards or pressures.

However, the study also found that external regulation was low, meaning the students rarely depend on external rewards or punishments to stay motivated. At the same time, their high introjected regulation shows that some of their motivation is still connected to their ego, self-esteem, or the desire to avoid failure in front of others. This means that while they are largely self-motivated, feelings of self-worth and how they are seen by others still influence their efforts and performance.

In summary, the SPA dance students demonstrate strong self-regulation and motivation, mostly driven by their own passion and values, with less reliance on external motivators. Their commitment to dance is shaped by both their love for the activity and their personal goals for success and self-worth. These findings highlight the importance of supporting both the internal and emotional aspects of student motivation to help them continue growing and excelling in their dance journey

Recommendation

Based on the study's findings, it is recommended that future researchers explore how behavioral regulation and motivation develop over time among SPA dance students, especially as they advance in their training. Longitudinal studies could help show if their motivation stays strong or changes depending on challenges, successes, or new learning experiences.

It is also suggested that future researchers investigate the role of other factors, such as family support, peer influence, or cultural background, in shaping the students' motivation and self-regulation. Understanding these outside influences can give a clearer picture of what helps or hinders students' progress in performing arts programs.

Lastly, future researchers may consider comparing SPA dance students with students from other art or sports programs to see if similar patterns of motivation and behavioral regulation appear. This could provide useful insights for designing programs that support student motivation across different fields and help improve teaching strategies for various learners.

Intervention Plan

"Empowered Dance Journey: Building Motivation and Confidence" program can help students based on the study's findings:

First, the program empowers students by giving them opportunities to take charge of their own learning. This means they get to set personal dance goals, choose creative ways to improve, and reflect on their progress. By doing this, students strengthen their intrinsic motivation—their internal drive to dance because they love it—just like the study showed the SPA dance students already have.

Secondly, the program supports students in building confidence and managing feelings related to pressure or fear of failure. Through workshops and group discussions, students learn how to cope with stress, value their own efforts, and accept mistakes as part of learning. This helps reduce negative self-judgment and ego-based motivations (introjected regulation) that might hold them back.

Lastly, the program uses positive reinforcement, like recognizing achievements and celebrating milestones, to encourage students without making rewards the main reason to dance. This balanced approach ensures that students stay motivated and confident, helping them keep a strong, healthy connection to dance over time.

In short, this program works by combining support for students' internal love of dance with tools to build their emotional strength, creating a well-rounded experience that keeps them engaged and growing.

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Appendix A. Survey Questionnaire

Adapted Research Instrument
(Catamco & Genuba 2020)

Comparative Study on the Behavioral Regulation of SPA - Dance Students

Dear Respondents,

This study aims to determine the factors influencing the behavioral regulation of SPA Dance students in Cluster 1. The questionnaire designed for Behavioral Regulation in Dance is adapted from the study of Catamco & Genuba (2020). Your participation in this survey is essential in understanding the motivations, support systems, and commitment levels of SPA Dance students.

Instruction: Please provide the appropriate answers on the sheet below with open and honest response. Check (√) the column using the following scale:

5 - Strongly Agree   3 - Neutral   1 - Strongly Disagree
4 - Agree   2 – Disagree

Please provide honest and objective responses. Use the scale below to assess each item accurately.

The Likert scale below was used to analyze the result:

Range of Means	Description
4.20 – 5.00	Very High
3.40 – 4.19	High
2.60 – 3.39	Moderate
1.80 – 2.59	Low
1.00 – 1.79	Very Low

	5	4	3	2	1
INTRINSIC MOTIVATION (Please rate the following statements based on how they affect your concentration.)					
As a student….					
1. I dance because I think it is fun.					
2. I enjoy my dance sessions.					
3. I find dance a pleasurable activity					
4. I get pleasure and satisfaction from participating in dance					

	5	4	3	2	1
EXTERNAL REGULATION (Please rate the following statements based on how your mental state affects your concentration.)					
As a student….					
1. I dance because other people say I should.					
2. I dance because my friends and family say I should.					
3. I dance to please other people.					
4. I dance because I feel under pressure from my friend/family to dance.					
	5	4	3	2	1
IDENTIFIED REGULATION (Please rate the following statements based on how your skill level affects your concentration.)					
As a student….					
1. I value the benefits of dancing.					
2. It's important to me to dance regularly					
3. I think it is important to make the effort to dance regularly.					
4. I get restless if I don't dance regularly.					
	5	4	3	2	1
INTROJECTED REGULATION (Please rate the following statements based on how your skill level affects your concentration.)					
As a student….					
1. I feel guilty when I don't dance.					
2. I feel ashamed when I miss my dance session.					
3. I feel like a failure when I haven't danced in a while					