

The Effect of Dance Movement Activities for Reducing Mental Health Problems Among elementary school Students

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ABSTRACT

The purposes of this research were as follows: 1) to compare mental health problems among elementary school students in the experimental group, before and after using dance movement activities, and 2) to compare mental health problems among elementary school students between the experimental group and control group. The scope of research: in an elementary school in Chongqing of the Republic of China. The subjects of this research were elementary school students grade 5 in Class 2 among 60 students, and 14 students with mental health problems from high scores. They were selected by the purposive sampling methods and were divided into two groups, 7 students in the control group and 7 students in the experimental group.

The results of this research were as follow: 1) After the experiment, the students who joined dance movement activities had lower mental health score than before the experiment with a statistically significant difference at the level of .05, and 2) the mental health scores of the experimental group who joined dance movement activities were lower than the control group with a statistically significant difference at the level of .05. In conclusion, dance movement activities can reduce mental health problems among elementary school students.

Keyword: Dance movement activities, Mental health, Elementary school student

1. Introduction

The purpose of dance movement activities is not to teach skills, but to guide elementary school students to improve mental health, improve the experience and feeling of dance art, and improve mental health problems (Bai, 2021). Dance movement activities encourage the learning quality of elementary school students to explore, to experience some

experiment, to be willing to imagine and create something, and to lay a foundation for dance movement activities to improve the development of their mental health (Cui, 2021). Targeted dance movement activities will have a positive effect on the development of elementary school students' mental health as they can vent their emotions, exercise the mind and improve themselves (Tan, 2021).

Dance movement activities can improve physical ability of elementary school students and enhance the coordination ability of limbs (Zhao, 2021). Dance movement activity is also a kind of art with special expression and lyricism. It can improve the mental health problems of elementary school students (Qu, 2011). In recent years, more schools have opened dance movement activities courses to improve elementary school student mental health (Zhu, 2015). Dance movement activities enhance overall physical and mental development. These activities allow the improvement of artistic accomplishment of teenagers, the use of imagination and also enhance their patriotism, edifying noble sentiments of great significance to cultivate good conduct, will and good dance artistic accomplishment (Miao, 2008).

Based to my years of teaching experience and a large number of literature reading, I found that elementary school students' mental health problems are mainly manifested in the following conditions:

Personal factors: being self-centered, having confusion and not sharing when they are depressed, difficulty integrating into the collective life, being isolated from peers, self-inferior, and timidness.

Family factors: parenting style and attitude; parents help children solve everything in life, as a consequence they tend to form psychological characteristics of cowardice. Parents excessively limit children's words and actions which leads to the lack of critical thinking. This educational method may make the psychological lack of independent ability.

School factors: lack of attention in class, fear of homework, worry about exams, and improper method of teacher education. Teachers do not understand that elementary school students take simple and punitive methods to deal with problems so it makes them feel wrong, depressed and dissatisfied which leads to psychological disorders.

Social factors: the development of modern science and technology, and modern media information such as TV, Internet and film have also brought a negative impact on elementary school students' mental health. More attention is needed to adopt effective solutions. After conducting literature research, these people have also proposed that dance movement activities can be a good improvement of elementary school students' mental

health (Zhang, 2019). Positive thoughts through dance movement activities create good living habits and learning atmosphere, and they also let the students feel full of thought dynamic which can provide good support for their own mental health.

In conclusion, dance movement activities are very beneficial ways to improve elementary school students' mental health problems, enabling them to produce good emotional experiences and establish positive ideas. Such activities can also mobilize enthusiasm, allowing students to overcome shyness and tension in public performance and increase self-confidence. Moreover, dance movement activities can strengthen abilities in logical thinking, innovation, and imagination. Having a positive experience in learning and life will enhance mental health in the long run. It can also improve the quality of elementary school students. The mental health problems of elementary school students have finally achieved a positive improvement.

2. Research questions

Can dance movement activities improve the mental health of elementary school students?

3. Research Objectives

1. To compare mental health problems of elementary school students in the experimental group, before and after using dance movement activities.

2. To compare the mental health problem of elementary school students between the experimental group and control group.

4. Research Hypotheses

1. After the experiment, the mental health problems scores were lower than before the experiment.

2. After the experiment, the experimental group had lower mental health problems scores than the control group.

5. Research Method

The study used a quasi-experimental design, and the study design divided the samples into two groups: experimental group and control group. Following the pre-test, the

experimental group engaged in dance movement activities, while the control group utilized the traditional teaching method, and posttest results were then compared.

Population: This study mainly aimed at the fifth grades students of a elementary school in Chongqing, with a total of 60 students.

Participants: A elementary school in Chongqing. Grade 5 students from 2 classes, and 14 students with prominent mental health problems from high to low from the 2 classes, with 7 in the control group and 7 in the experimental group respectively.

Data analysis: The obtained data will be collected and sorted for the first time. SPSS 22.0 and Excel software systems are used to process the obtained data, design, inspection, and differential analysis, and draw the table according to the data.

1) Compare the mental health of elementary school students in the experimental group before and after using dance movement activities. Contrast between groups, then the dependent variables t-test dependent.

2) Compare the mental health of elementary school students between the experimental group and control group through group contrast, then the independent variables t-test independent.

6. Research result

The data analysis for this study included descriptive data and by using t-test both dependent and independent. The results of this study are divided into 3 parts.

The first table indicates that there is no significant difference between the experimental group and the control group before the experiment.

The second table shows the comparison between before and after the experiment of the experimental group.

The third table shows the comparison between the experimental group and the control group.

Area range: A elementary school in Chongqing. Study object: Elementary school students from two classes in Grade 5 in elementary school, totaling 60 students. Additionally, 14 students with prominent mental health problems from high to low in 2 classes, with 7 students each for the control group and the experimental group.

variable	Group	n	M	S. D	t	p
Mental health problem	Experimental group	7	27.8	14.960	-0.213	0.852
	Control group	7	27.2	13.238		

Note: $p < 0.05$, significant difference:

From the above table, we can intuitively see that the average sum of the experimental group is 27.8, and the average sum of the control group is 27.2. The comparison shows that the sum of the average score of the two classes is very close. It can be seen that $p = 0.852 > 0.05$ indicates that the difference between the measurement data of the two classes is not obvious, which meets the requirements of the experiment.

Objective research 1 Compare before and after using dance movement activities.

variable	Group	n	M	S. D	t	p
Mental health problem	Pre-test	7	27.8	14.960	-1.818*	0.043
	Post-test	7	23.4	8.302		

Note: $p < 0.05$, significant difference;

Through dance movement activity training, as can be seen from the analysis of Table 2, the scale test data comparison found that the experimental group after the experiment and the total score and each scale have changed. The average score before the experiment is 27.8, and the average score after the experiment is 23.4. The average score after the experiment dropped significantly compared to before.

Objective: Compare after using dance movement activity between the experimental group and the control group.

variable	Group	n	M	S. D	t	p
Mental health problem	Experimental group	7	23.4	8.302	2.818*	0.033
	Control group	7	27.2	13.238		

Note: $p < 0.05$, significant difference;

Through the control experiment, the experimental group adopted the content and methods of dance movement activity to attend the class, while the control group adopted the conventional health standard syllabus to attend the class. We compiled the data and analyzed the following data for comparison and reference. As can be seen from the table, we can clearly obtain, according to the data analysis, the average score of the experimental group is 23.4 the average score of the control group is 27.2, and the P-value of the T-test is 0.033. The significant difference indicates that dance movement activity has a great impact on the improvement of elementary school students' mental health.

7. Conclusion, Discussion and Implications

The research results are consistent with the hypothesis. The dance movement activities improved the mental health of elementary school students, and the data of the experimental group was lower than that of the control group.

The results of this study showed a significant improvement of dance movement activity on small elementary school students' mental health. After receiving five group activities, the experimental group scores were significantly reduced. Having accomplished our goals, dance movement activity has a significant improvement that affects the small elementary school students' mental health. Dance movement activity, compared with traditional teaching, the content is more novel and diversified, bringing physical exercise to improve dysthymic disorder, character defects, bad habits, and behavioral disorders in elementary school students. It also leads to a better emotional experience. This is well enough to offset and eliminate the negative emotions of elementary school students, making their emotions more stable. This research can enable students to treat and adjust their emotions correctly, stimulate their self-potential, actively overcome difficulties, and realize their self-worth.

The results of this study have implications for conducting dance movement activities to improve elementary school students' mental health. First, improving the psychology of elementary school students also improves mental health in fifth-grade students. Therefore, educators can incorporate dance movement activities into teaching methods to address mental health problems.

Second, using dance movement activities can help create a more interactive and collaborative environment. This may increase engagement in elementary school students, which, in turn, may address questions about mental health and better improve elementary school students.

Finally, the use of dance movement activities can help bridge the gap between theory and practice. Using dance movement activities for learning, educators can create simulations enabling elementary school students to apply theoretical concepts in real-world settings. This can help elementary school students better understand and appreciate their own advantages to improve mental health.

In conclusion, it can be said that the use of dance movement activities has a positive effect on the mental health of elementary school students. Educators should consider including dance movement activities as motivation in their teaching to create a more attractive and interactive learning environment, develop important skills, and bridge the gap between theory and practice. The result of conform with study of the research group of Tianjin Institute of Education Science investigated the ideological and moral status of elementary and middle school students for the fourth time, among which the mental health of elementary and middle school students is one of the important contents of the ideological and moral status of elementary and middle school students (Meng, 2021). Moreover, with the transformation of society, the change of marriage concept, and the impact of multiculturalism, the number of single-parent families in China is increasing year by year, and the children of single-parent families are also increasing. Entering elementary school is a sign of children's beginning to receive education and also an important turning point for the rapid development of children's individual physical and mental health. The change of family structure will make children have many social and psychological adaptation problems. It is urgent to fully understand the mental health status of elementary school students in single-parent families, improve their personality, and give them comprehensive psychological assistance and intervention (Zhu, 2018).

At the same time, dance movement activity can also improve elementary school students' daily learning energy, so that they have full enthusiasm to participate in learning and leisure activities and cultivate their sentiment. It can also help them deal well with emergencies, all of which enhance the personality stability of elementary school students to a certain extent (Wang, 2019) and Zhang (2017) suggested dance movement activity, through the training of some group projects, allows students to share with others, no longer being self-centered. The study of Zhang (2014) revealed to understand the sense of collective honor, dance movement activity enhances elementary school students' respect for rules, enjoyment of rule habits, and at the same time, cultivates their hard work perseverance, helping them understand the meaning of perseverance.

The results of this study indicate that this, to elementary school students in the future, abiding by the rules, allows a literate person to lay the foundation. This study attempts to prove this statement by using the experimental validation method. The study scale showed that dance movement activities for elementary school students significantly increased the improvement of mental health among them, and this factor significantly enhanced elementary school students' mental health.

Students' mental health, meanwhile, in the present study, compares the mental health of elementary school students in the experimental group before and after using dance movement activities. To compare the mental health of elementary school students between the experimental group and the control group, the normal learning activity on elementary school students' mental health contributed less. However, using the dance movement activities intervention for elementary school students, there was a significant improvement in mental health. Therefore, exercising dance movement activities on elementary school students marked improvement in mental health.

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