

## The Enhancement of Self-Image among Adolescents through Sports dance

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### ABSTRACT

This study aims 1) to compare self – image of experimental group before and after participating Sports dance 2.) to compare self – image between experimental group and control group. The sample subjects were 20 second -year undergraduate students of the Dance Department of the Art School. All students had lower 25 percentiles than Self -Image mean are assigned as experimental group and control group. Research Instruments were 1) Body self -image questionnaire (David A Rowe, 2005) and 2) sports dance program. The statistics were Mean, Standard Deviation, and t -test for dependent sample and t -test for independent sample. The results showed that 1) After participating sports dance program, self -image score of experimental group is not higher than before participating program significantly 2) after participating sports dance program, experimental group of had higher self -image overall score than those in the control group significantly at level .05.

**Keywords:** Sports dance, College student, Self -image

### 1. Introduction

With the in-depth evolution of social culture, young people have gradually shown a higher degree of emphasis on the shaping and expression of self-image. Dance, as a charming art form, with its unique body language and aesthetic connotation, has a non-negligible impact on improving the self-image of young people. In the psychological development process of adolescents, the formation of self-image is the core element of their self-evaluation and cognitive construction. During this critical period, sports dance, as an art form that integrates

physical and mental activities, can not only exercise young people's physical coordination, but also promote their emotional expression, imagination and creativity during dance. Through dance training and performance, young people can better know themselves, understand themselves, and show confidence, elegance and unique charm on the stage.

Self-image refers to a person's own cognition and view, which has an important impact on personal mental health. Self-image is crucial to a person's mental health, behavior performance and growth and development. Attach importance to the shaping and maintenance of self-image, and constantly improve their self-confidence and self-esteem, so as to better face the challenges and opportunities in life.

The concept of self -image was initially introduced by William James ( 1890) and has since been studied from various perspectives, including self -perception, self -evaluation, and self -concept Researchers have demonstrated that self -image is malleable and can be shaped by internal processes (e .g ., self -perception) and external factors (e .g ., social comparisons, feedback from others). Moreover, one's self -image has been found to be closely linked to psychological well -being, interpersonal relationships, and life outcomes (Taylor & Brown, 1988; Swann & Bosson, 2010). Several theories have been proposed to explain the formation and maintenance of self -image For instance, James's ( 1890) theory of self -enhancement posits that individuals have a natural tendency to perceive themselves favorably In contrast, self -verification theory (Swann & Bosson, 2010) suggests that people strive for coherence between their self -image and their actual behaviors, traits, and circumstances Additionally, sociocultural factors have been shown to play a significant role in shaping self -image, particularly during childhood and adolescence (Rosenberg, 1965).

There are many reasons for students' lack of self -image, mainly including the following aspects :1) family environment: family environment has a significant impact on the formation of an individual's self -image Lack of care, excessive protection, or overly harsh family environments can lead to children not being able to correctly understand themselves, thereby affecting the formation of their self -image 2) Social impact: Factors such as social culture, media, and peer pressure can all have an impact on an individual's self -image Especially for teenagers, they are easily influenced by peer pressure, leading to negative evaluations of themselves 3) Personal experience : Some negative personal experiences, such as bullying, failure, or setbacks, may also lead to damage to an individual's self -image. The lack of self -image is an urgent issue that needs to be addressed in individual growth and development by analyzing the reasons in depth, we can adopt corresponding strategies to help individuals

establish a good self -image Only when we have a correct understanding of ourselves can we better cope with the challenges in life and achieve personal growth.

Adolescence is a critical period for self-image formation, but many teenagers face self-image issues during this stage. These problems may stem from family circumstances, social influences, and personal experiences. Lack of a good self-image can lead to mental health problems, interpersonal problems, relationship difficulties, and career advancement difficulties in teens. Adolescents should Develop confidence by learning new skills in sports dance, completing challenging tasks, and gaining successful experience. In the face of difficulties and challenges, believe that you have the ability to overcome them. To improve my self-image by mastering basic dance steps, focusing on body posture, cultivating a sense of rhythm, increasing physical training, learning dance etiquette, attending dance training courses and maintaining a positive attitude.

Currently, more and more teenagers have the opportunity to come into contact with and learn sports dance, which provides rich practical materials and data support for research on the impact of sports dance on teenagers' self-image. Research shows that by participating in dance training, teenagers' body posture, temperament and appearance have been significantly improved, and their self-confidence and social skills have also been enhanced to a certain extent.

As a unique art form, dance has a positive role in promoting the self-image of young people. Through the study and practice of dance, young people can not only exercise their bodies and improve their skills, but also find and express themselves in the world of dance, thereby establishing a more positive and healthy self-image. We should further promote the popularization and development of dance education so that more young people can enjoy the benefits of dance.

## **2. Research Objectives**

The objectives of this study are: 1) to compare self - image of experimental group before and after participating Sports dance and 2) to compare self - image between experimental group and control group.

## **3. Research Hypothesis**

This study will use a combination of qualitative and quantitative research methods, including questionnaires, interviews and observations. First, a questionnaire survey was used to collect the changes in self-image of teenagers before and after participating in sports dance.

Second, some teenagers were interviewed to gain an in-depth understanding of their views and experiences on the relationship between sports dance and self-image. Finally, by observing the dance teaching process and teenagers' participation to further verify the research hypotheses.

Based on existing research and practical experience, this study proposes the following hypotheses:

1. Sports dance can significantly improve the physical self-image of teenagers, allowing them to have a more positive evaluation of their body shape, coordination and physical fitness;
2. Sports dance can help improve adolescents' psychological self-image, enhance their self-esteem, confidence and self-efficacy, thereby improving their mental health;
3. The social attributes of sports dance can help improve teenagers' social self-image, enhance their ability in interpersonal communication, and improve the quality of interpersonal relationships.

#### **4. Population and Sample**

Population is 120 students of sports dance professional classroom from the Art College of Chongqing Mechanical and Electrical Vocational and Technical University. gender, grade, major is not limited, corrected vision is normal, voluntary participation The publicity methods used to recruit participants included posters, WeChat, QQ publicity, and telephone registration, recruiting a total of 120 students.

The samples of this study are 20 second year undergraduate students in the Dance Department of the Art School, who do the preliminary the Body Self -Image Questionnaire – Short Form and have lower 25 percentile than Self -Image mean. The 20 students were selected from population students and divided 10 students in the experimental group and 10 students in the control group.

#### **5. Research Design**

In quasi -experiment pre -test post -test control group research design, the experimental group and control group was used to test before and after. In the stage of Sports dance, experimental group participating in the auxiliary intervention course of sports dance in the form of a class. Participants in the control group were not treated in the study. The sports dance intervention was pre -curricular, with the dependent variable being adolescent self – image as table 1.

**Table1:** Pretest -Posttest Control Group Design

Group	Pretest	Experiment	Post -test
E	O <sub>1E</sub>	X	O <sub>2E</sub>
C	O <sub>1C</sub>	-	O <sub>2C</sub>

## 6. Research Instruments

### 1. Body self - image questionnaire

Body self-image questionnaire-short form (BSIQ-SF) is developed to measure body image perceptions. The development and cross -validation of the BSIQ -SF was reported in a poster presentation at the 2005 ACSM Annual Meeting by Rowe, D A .(2005).Factorial validity and cross -validation of the Body Self -Image Questionnaire (Short Form ) in young adults Medicine and Science in Sports and Exercise, 37, S148; or Rowe, D .(2005, June ).Subscales are OAE = Overall Appearance Evaluation; HFI = Health Fitness Influence; II = Investment in Ideals; HFE = Health -Fitness Evaluation; AG = Attention to Grooming; HD = Height Dissatisfaction; FE = Fatness Evaluation; NA = Negative Affect; SD = Social Dependence .Items are scored on a 1-5 point scale, with a =1, b =2, c =3, d =4, and e =5The BSIQ should not be used for a summed "total body image " score Each subscale score ranges from a minimum of 3 to a maximum of 15Note : Item 1 should be reverse -scored, i .e ., a =5, b =4, c =3, d =2, and e =1. Body self -image questionnaire -short form (BSIQ-SF) had the Index of Objective Congruence: (IOC) = 1.00.

### 2. Sports dance program

Sports dance is also known as "international standard ballroom dance ".One of the sports programs It is a walking pas de deux competition for men and women Divided into two categories, ten dance types The modern dance group includes waltz, Viennese waltz, tango, foxtrot and fast step, while the Latin dance group includes rumba, chacha, samba, cowboy and bullfighting Each dance genre has its own dance music, steps and styles According to the music and movement requirements of each dance type, they are combined into their own set of movements. Standard social dance originated from ancient folk dances. It has gone through the evolution process of duet dance, circle dance, line dance, and group dance, and has become a widely circulated dance. Social dance.

There are 10 links in the sports dance project, and its skills include dance and group assistance skills, group discussions, group competitions, game interactions, question and answer interactions, on-site test methods, prop methods, forming a link between the past and

the next, and summarizing. The goal congruence index of the sports dance project is between 0.67-1.

## 7. Data collection

Before the start of the experiment, the researcher predicts the confidence level of the experimental and control groups and establish the baseline data and ensure the accuracy and anonymity of data and protect the privacy of participants. Data processing and analysis methods were developed using SPSS program. The experimental group conducted 10 sports dance program sessions, and the control group were not treated in the study.

The researcher collects confidence data for the experimental and control groups at the end of the experiment and use SPSS program to calculate and analyze the data, including descriptive statistics and hypothesis testing, to determine the scientific accuracy of the experimental results.

## 8. Statistics

In this study, descriptive statistics are Mean and Standard Deviation (S. D.) and Hypothesis testing statistics are t -test for dependent sample and t -test for independent sample.

## 9. Research Results

1. After participating sports dance program, self -image score in OAE, HFI, II, and HFE subscale of experimental group is higher than before participating program significance at level .01. At the same time, after participating sports dance program, self -image score in HD and FE subscale is higher than before participating program significance at level .05. Meanwhile, self -image overall score is not significant ad table 2.

**Table 2:** Comparison of pre -test and post -test in the experimental group.

Self -Image	Pretest		Posttest		t	Sig
	M	S.D.	M	S.D.		
OAE	3.56	1.16	3.89	1.56	14.17**	.000
HFI	3.56	1.16	3.89	1.56	13.34**	.000
II	3.50	1.05	3.85	1.50	11.43**	.000
HFE	3.62	1.07	4.06	1.62	13.10**	.007

Self -Image	Pretest		Posttest		t	Sig
	M	S.D.	M	S.D.		
SD	3.50	1.21	3.62	1.50	0.10	.488
HD	3.23	1.02	3.44	1.23	-0.70*	.014
FE	3.56	1.16	3.85	1.56	-2.01*	.011
NA	3.50	1.05	3.56	1.50	-.98	.153
AG	3.62	1.73	3.62	1.62	-.76	.592
overall	3.52	1.18	3.81	1.52	5.30	.141

\* significance at level .05

\*\* significance at level .01

2. After participating sports dance program, experimental group of had higher self - image overall score than those in the control group significantly at level .05 as table 3.

**Table 3:** Comparison of posttest between experimental group and control group.

Self -Image	experimental group		control group		t	Sig
	M	S.D.	M	S.D.		
overall	3.74	3.52	3.34	1.35	5.683*	.011

\* significant at level .05

## 10. Discussion

Through a series of rigorous questionnaire surveys and before-and-after comparative studies, we deeply explored the significant changes in the self-image of teenagers who participated in sports dance. The results showed that the self-image of these teenagers had significantly improved in multiple dimensions such as physical appearance, self-confidence and social ability.

When analyzing the impact of dance types on adolescents' self-image, we found that different types of sports dances have certain differences in their impact on adolescents. Among them, dance types with bright rhythms and graceful movements are particularly effective in improving the self-image of young people. These dances can not only exercise the body and create beautiful body lines, but also enhance young people's self-confidence and self-expression ability through the coordination and smoothness of movements.

These findings support the 2<sup>nd</sup> hypothesis. The study found that in the traditional teaching process, after a period of sports dance training, the self-image of the experimental group was significantly improved, while the students in the control group had a more serious learning atmosphere, lower initiative and less enthusiasm for learning. Students in the experimental group showed significant improvements in body image. They have a clearer understanding and positive evaluation of their shape, posture and body lines. Students in the experimental group also showed significant improvements in social skills when faced with the dance activity task. They learned how to interact, communicate and cooperate with others in dance to create better relationships. Therefore, a deeper understanding of the teaching content can effectively retain the knowledge learned. When students pass the dance, they are given timely rewards to build their confidence in learning and become more involved in classroom learning. In the process of unity and cooperation, complete the dance, let students strengthen interaction, immersed in an interesting, interactive, challenging learning environment, not only promote the development of sports dance, improve students' knowledge and skills, but also improve the communication ability between students, to create a relaxed and happy learning atmosphere.

Based on these results, we can conclude that supporting 2<sup>nd</sup> hypothesis: the self-image score of the experimental group after receiving the dance floor is significantly higher than that of the control group who continued the daily training. We found that sports dance had a positive impact on self-image promotion. Through training and practice, people can better understand their body shape, improve self-confidence, enhance social skills and sports skills, so as to better show their self-image. This result may contribute to improve individual self-image.

These results have an accordance to the research of Anna Duberg and others (2016) that explored the experiences of adolescent girls who participated in an 8-month dance intervention and found in five generic categories: these are (1) An Oasis from Stress, which represents the fundamental basis of the intervention; (2) Supportive Togetherness, the setting; (3) Enjoyment and Empowerment, the immediate effect; (4) Finding Acceptance and Trust in Own Ability, the outcome; and (5) Dance as Emotional Expression, the use of the intervention. One main category emerged, Finding Embodied Self-Trust That Opens New Doors, which emphasizes the increased trust in the self and the ability to approach life with a sense of freedom and openness. The central understanding of the adolescent girls' experiences was that the dance intervention enriched and gave access to personal resources. With the non-judgmental atmosphere and supportive togetherness as a safe platform, the enjoyment and



empowerment of dancing gave rise to acceptance, trust in ability, and emotional expression. Taken together, this increased self-trust, and they discovered a new ability to “claim space.” Findings from this study may provide practical information on designing future interventions for adolescent girls with internalizing problems. In addition, the research of Downey and others (2009) that surveyed data from a sample of 103 belly dancers in Salt Lake City, Utah, addressing issues of body image and gender identity, has emphasized unhealthy body image influences, belly dance offers a counter-example, indicating broad and inclusive body image norms, a lack of pressure for body image conformity, and high levels of body satisfaction among dancers. Data also indicate that those norms are linked to more generalized challenges to gender roles and structures. Explanations for the maintenance of alternative collective norms focus on two institutional influences: processes of socialization to collective values and the free space provided by a gender-segregated activity.

## 11. Suggestions

The suggestions for the application of research results and future studies are as follows:

1. The research results are applied to the practice of sports dance teaching, training, and performance by improving teaching methods and providing personalized guidance.

2. The future study could expand the scope of students from different schools, ages, and cultural backgrounds to verify the generalizability of the findings. A variety of research methods can be combined, such as empirical research, case analysis, questionnaires, in-depth interviews, etc., to obtain more comprehensive and in-depth research results. Furthermore, the future study should explore the impact of physical dance on students' overall mental health, including emotional health, social interaction, and quality of life.

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