



THE EFFECT OF SPORTS DANCE ON SELF-ESTEEM AMONG COLLEGE STUDENTS



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THE EFFECT OF SPORTS DANCE ON SELF-ESTEEM AMONG COLLEGE STUDENTS



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A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of MASTER OF EDUCATION  
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THE THESIS TITLED

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT  
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The purposes of this study were as follows: (1) to investigate the effect of sports dance on the confidence of college students; (2) to improve the confidence of college students through sports dance training courses; and (3) to compare the confidence of the experimental group before and after attending the sports dance course. This study included a sample of 20 junior undergraduate students from Chongqing EMU. The samples were divided into two groups: the experimental and the control group. The experimental group used the sports dance course, and the control group used traditional teaching. The research instruments used was a self-designed, expert-reviewed Rosenberg's Confidence Scale. The data were analyzed using a t-test. The results were as follows: (1) the mean value was 28.3 and 28.8 for the control group, after the sports dance course, the mean value was 35.6 for the experimental group and 27.8 for the control group. The results show that sports dance training had a significant positive effect on their self-confidence.

Keyword : Sports dance, College students, Self-confidence

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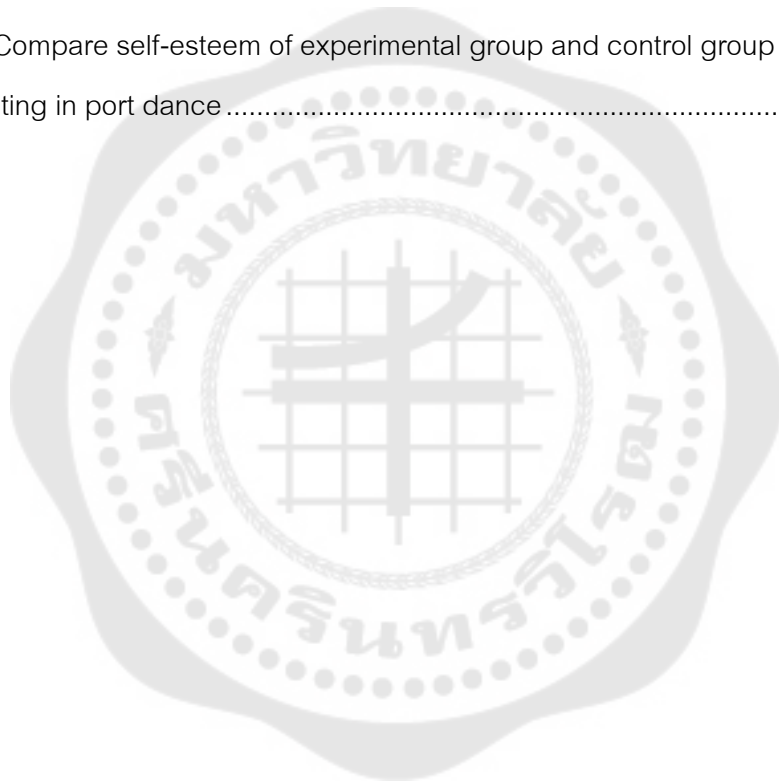
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# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

In recent years, the mental health problems of college students have received wide attention. As an important indicator of mental health, self-esteem is of great significance for the growth and development of college students. As a form of sports integrating fitness, entertainment, and social interaction, sports dance has a potential promotion effect on the cultivation of self-esteem of college students. However, there are relatively few studies on the effect of sports dance on self-esteem among college students. This study aims to investigate the influence of sports dance on college students' self-esteem in order to provide some theoretical basis for the development of sports dance courses and mental health education (Chen 2020).

According to my years of teaching experience in higher vocational colleges, students lack esteem in the actual activities of higher vocational colleges as follows:

1. Academic stress: Some students may feel inferior because of their unsatisfactory academic performance, resulting in a lack of self-esteem.
2. Social anxiety: College students may not be willing to participate in class discussions and social activities because of social anxiety, resulting in a lack of self-esteem.
3. Family background: Family background may have an impact on the self-esteem of college students. For example, students from poor families or single-parent families may feel inferior.
4. Appearance or body image: College students may also lack self-esteem because of their appearance or body image.

The above statements show that self-esteem plays a vital role in the lives of college students. It affects not only their academic performance but also their social interaction and emotional health. College students may face a variety of challenges, including academic stress, social stress, and discomfort with their appearance and

body image. These factors can have a negative impact on their self-esteem, which in turn affects their overall well-being and quality of life (Zhang, 2001).

As a form of physical activity combining artistry and physical ability, sports dance provides a unique opportunity to positively influence the self-esteem of college students. Previous studies have shown that sports dance can not only improve physical health but also enhance self-image and self-esteem. The following is a summary of some key literature that highlights the positive impact of sports dance on undergraduate self-esteem include Smith and Johnson (2018) found that sports dance helps to improve self-esteem among college students and their perception of their own bodies. This suggests that sports dance can not only enhance the sense of self-worth but also shape a positive body image and Brown and Miller (2017) showed that participating in dance-style physical activities can significantly improve the self-esteem of college students, especially in terms of social and physical performance. This suggests that sports dance can not only boost sports dance performance but also develop social skills. The study by Garcia and Martinez (2019) explored the relationship between different types of dance and the self-esteem of college students. It found that different types of dance activities can have positive effects on different aspects of self-esteem, such as emotional expression and body cognition. This emphasizes the importance of dance diversity for self-esteem. The long-term study of Walker and Turner (2016) found that dance courses can help college students gradually improve their self-esteem, especially by overcoming challenges and acquiring dance skills. This suggests that long-term participation in the dance may have a lasting sports dance enhancement effect and the study by Lee and Kim (2019) highlighted the role of sports dance in improving the self-esteem of college students. Through dance activities, students can not only improve their physical fitness and coordination, but also build a positive self-image and self-esteem.

Considering the above literature, we can conclude that dance training has a positive impact on the self-esteem of college students. Different types of dance activities can play a role in improving self-esteem, and body image (Garcia & Martinez, 2019).

Research in this area provides valuable information for the education community and mental health professionals to help college students improve their self-esteem and promote their all-round development. Future studies could further explore the specific influence mechanisms of different dance forms to better guide practice. These findings suggest a significant and positive effect on the self-esteem of college students. However, although some studies have focused on this area, many unanswered questions remain and require further studies to explore them in depth.

### 1.2 Research questions

Will the sport dance improve college students' self-esteem?

### 1.3 Research Objectives

1. To compare self-esteem before and after participating in sports dance of the experimental group,
2. To compare self-esteem between the experimental group and the control group.

### 1.4 Significance of the study

1. From a theoretical perspective, by verifying the influence of sports dance training on self-esteem, it provides theoretical support for improving the self-esteem of college students and emphasizes the positive role of sports dance in mental health. Enriching the theoretical knowledge of sports dance provides a reference for more people to understand the value and function of dance. Sports dance is helpful to enhance students' self-esteem and social adaptability and cultivate students' communication ability, which has a positive significance for the all-round development of college students.

2. From the practical implication, the significance of this study is to have a deep understanding of how sports dance has a positive impact on the self-esteem of college students. This has important effects on the mental health, social interaction, and career development of college students. This study provided a better understanding of how to

use sports dance as a psychological intervention tool to promote the development of self-esteem among college students.

3. Throughout the study, the role of sports dance in psychological formation was understood as it could stimulate students' enthusiasm for learning dance and encourage more students to participate in dance learning. At the same time, this study could also help to promote the application of sports dance curricula in other disciplines and to promote the innovation and development of education in teaching. This study has practical implications in many ways, as follows:

For the school, this study was conducted to improve the motivation of all students in the school, improve the performance assessment of students, improve the learning atmosphere of the school, and build a learning campus.

For subject teaching, the dance elements in this study were used to help students understand and master subject knowledge in an interesting way, improve students' learning efficiency and academic performance, and stimulate students' interest in learning.

For teachers, this study could help teachers to better master the students' learning knowledge incentive, better use a variety of teaching skills, have more effective teaching, and improve teachers' teaching efficiency and quality.

For students, this study could help students to better understand and master the subject to improve their knowledge. It also could improve students' learning motivation, cultivate students' independence and thinking ability, expand students' vision, and improve students' learning enthusiasm and efficiency.

### 1.5 Study scope

Population: This study mainly focused on 140 junior undergraduate students at Chongqing Mechanical and Electrical Vocational and Technical University.

Participants: The subjects of this study are the third-year undergraduate students of dance Department of Art College, including 20 students in the experimental group and the control group, including 10 students in the experimental group and 10 students in the control group. The 20 students were selected from a pretest of 140

students. There were no significant differences in gender, age, and academic aspects regarding student performance between the two groups to ensure the reliability of the study consequences.

Study variables:

There were two variables included in this study.

Independent variable: sports dance.

Dependent variable: self-esteem.

## 1.6 Definition of term

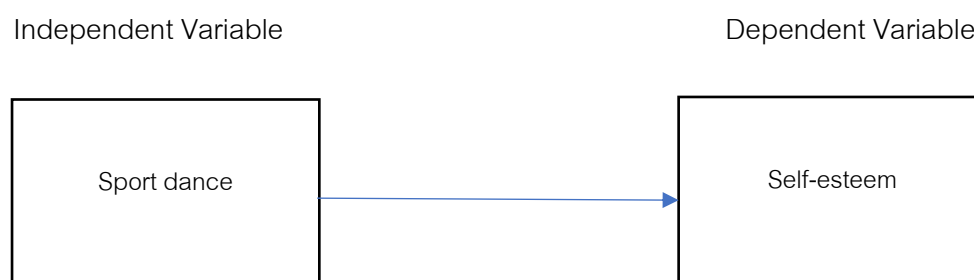
1.6.1 Self-esteem: In this study, self-esteem, which includes emotional cognition, attitude cognition, and behavioral characteristic cognition, is an optimistic state expressed as an important criterion for self-trust and self-evaluation.

1.6.2 Sport dance is defined as a form of dance that is beneficial to students' physical and mental health, and develops self-esteem and sports ability. It includes learning and mastering the prescribed movement routines of sports dance and understanding the creation of sports dance movements and competition rules, which helps to improve students' self-esteem and physical self-esteem.

1.6.3 College students refer to third-year students of the Dance Department, College of Art, Chongqing University of Mechanical and Electrical Technology.

## 1.7 The conceptual framework of the study

This study aimed to investigate the effect of sports dance on the self-esteem of college students. The figure below describes the conceptual framework of the study.



### 1.8 Study hypothesis

This study presents the following hypotheses:

1. The college students participating in the sports dance program will have a higher post-self-esteem score than the pre-self-esteem score.
2. The post-self-esteem score of the intervention group after receiving the sports dance program will be higher than the post-self-esteem score of the control group.



## CHAPTER 2

### LITERATURE REVIEW

Sports dance is a comprehensive form of dance that improves participants' esteem through physical exercise, social interaction, and performance opportunities. The various benefits of sports dance are supported by the already-published literature. This literature has examined the effects of sports dance on mental health, self-esteem, and teamwork.

Sports dance has great potential for helping participants improve their self-esteem. It can not only be used as a healthy way of exercise but also as a tool to help students build interpersonal relationships. The role of sports dance in improving self-esteem and feeling good is evident in many different audiences. It is very effective in stimulating the participants' intrinsic motivation, which can help them perform better in other learning environments. In this chapter, the relevant literature and research in the field of sports dance and esteem concepts are reviewed. Here is a summary of the literature included in this review:

#### 2.1 Concept of Sport dance

Sports dance is a form of dancing that expresses emotion through body movements and is competitive, ornamental, and artistic. It can include single or double performances, often combined with music, to demonstrate the aesthetic and emotional expression of body movements. Sports dance usually includes Latin dance and modern dance as the main content and is a social and competitive sport with extensive participation.

Liu (2007) in the Sports Dance Reader mentioned that while people listen to music, they express their inner emotions through their own body movements and gradually use standard movements and music to express specific meanings. Sports dance is a sport that evolved from this (court social dance) and is now used to display specific technical movements, entertainment, and competitive competitions.



Shou, Wei, Rong (2007) summarized the concept of sports dance in their article "Sports Dance-ordinary College Sports Dance Course Teaching Material" as follows:

"is a dancing personnel through their own body movements to express their inner feelings, gradually from single to double, strengthen the display of aesthetic, artistic, competitive, ornamental, combined with music express emotion, loved by everyone".

Zhai (2002) stated that sports dance is a competitive and ornamental sport in which men and women perform together. It primarily consists of Latin and modern dances according to international norms.

According to the literature review, experts and scholars have different understandings of sports dance, but to summarize, combined with the attitude of sports dance, it can be understood that sports dance is a competitive, ornamental, artistic performance by a group of men and women, along with music and a tacit understanding of body movements.

## **2.2 Impact of sports dance on physical and mental health**

HAN's (2014) study pointed out that sports dance is not limited by external conditions such as gender, age, and nationality and has high educational value. Participating in sports dance training is helpful in edifying sentiment, enhancing communication ability, and establishing a positive world outlook and outlook on life. In addition, sports dance can also promote the metabolism of body cells and enhance immunity.

The study by HU (2016) emphasized the importance of sports dance to the physical and mental health of modern college students. She advocates the popularization of sports dance courses in colleges and universities, believing that it can exercise students' physical and mental health, improve their aesthetic ability and innovative consciousness, promote social communication, and stabilize social development.

BI (2012) found that sports dance teaching not only focuses on the cultivation of students' sports skills but also, more importantly, has a positive impact on personal comprehensive quality and social adaptability. Students studying sports dance show advantages in technical learning and athletic level.

The study by WU (2005) found that the function of sports dance was analyzed from the perspective of national fitness. She pointed out that sports dance helps people meet psychological and physical needs, promote the development of physical and mental health, improve the aesthetic level, activate the living atmosphere, and enrich their spare time.

In summary, sports dance is a comprehensive sport, which is not limited by individual gender, nationality, or other external conditions and is suitable for participants of all ages. It has important educational value in physical and mental health, social communication, aesthetic level, and other aspects.

### **2.3 Promotion and development of sports dance in colleges and universities**

High (1997) studied the effects of sports dance on the cardiovascular system and believed that sports dance is a moderate exercise item that is conducive to improving cardiovascular function, enhancing myocardial strength, improving blood lipid metabolism, and having a positive impact on health.

Li, Wang, Li, and others (2003) emphasized the need for sports dance in colleges and universities. They believe that sports dance courses can help students develop self-esteem and personality, promote the comprehensive development of comprehensive quality, and help them better adapt to society.

Chen (2001) analyzed the current situation of the development of sports dance in China and pointed out that there are problems such as unbalanced development, insufficient system reform, and a lack of medical resources for coaches. His research has provided useful guidance for the development of sports dance in China.

In summary, participating in sports dance training can cultivate emotion, enhance communication ability, and shape a positive world outlook and outlook on life. In addition, it also helps to strengthen the body, promote metabolism, enhance immunity, and provide other physiological benefits. Physical dance is of great value to the physical and mental health of college students. It can improve students' aesthetic ability and innovative consciousness, and give full play to multiple values, including fitness, bodybuilding, entertainment, and education.

#### **2.4 The role of sports dance on adolescent health**

Sports dance has several positive effects on adolescent health, including:

**Health:** Sports dance is an aerobic exercise that improves heart and lung health, enhances cardiovascular system function, promotes blood circulation, and helps maintain a healthy weight.

**Muscle and bone development:** Dance promotes muscle development and bone strengthening, helping to maintain good posture and bone density.

**Flexibility and coordination:** Dancing requires coordinated parts of the body, which improves the flexibility and coordination of teenagers and reduces the risk of injury.

**Mental health:** Dancing can reduce stress, improve emotional state, help relieve anxiety and depression, and enhance self-esteem. **Social interaction:** Dance usually requires cooperation and interaction with others, helping to build social skills, make friends, and increase social circles.

**Artistic expression:** Dance is an art that can cultivate the creativity and expression ability of teenagers and improve their aesthetic quality.

**Self-discipline and endurance:** Learning dance requires patience and self-discipline, which cultivates the patience and tenacity of teenagers.

Overall, sports dance not only contributes to physical health but also provides many psychological and social benefits for adolescents to develop comprehensively and enjoy the fun of sports.

A study by Yang, Gao, and Tang (2008) proposed that sports dance training can help teenagers improve their psychological and physiological state, improve their aesthetic level, strengthen their physical fitness, edify their sentiment, enhance their interest in physical exercise, and promote the healthy growth of teenagers.

## **2.5 Fitness and entertainment value of sports dance**

A study by Zhang and Shi (2008) explored the fitness and entertainment value of sports dance. Sports dance is considered a means of enhancing physical health, stress relief, and improving physical and psychological functioning through exercise. It has great fitness and entertainment effects.

It found that students studying sports dance showed high levels at both technical and athletic levels, with a positive influence on personal overall qualities and social skills relative to other sports. Sports dance also plays an important role in the field of national fitness, which helps to meet people's physical and psychological needs, improve their aesthetic level, and enrich their spare time. The fitness and entertainment value of sports dance makes it a means to help people improve their psychological and physiological state, which can effectively regulate the psychological and physiological state of the exercisers.

Overall, in a comprehensive literature review, sports dance not only has the value of health and entertainment but also has a positive impact on individual psychological and physical health, social communication ability, and comprehensive quality. At the same time, the promotion and development of sports dance in colleges and universities is also of great significance.

## **2.6 The concept of Self-esteem**

Self-esteem refers to an individual's trust in his or her own ability, technical level, and grasp of a task or thing. This sports dance makes individuals have an optimistic attitude and believe that they can succeed. Confident English is "self-esteem." This word was originally derived from Latin, and its Latin meaning is also "believe."

Self-esteem is a positive state of human beings toward their own abilities and skills. It covers emotional cognition, attitude cognition, and cognition of behavioral characteristics, and is the expression of individual subjective initiative. The famous foreign psychologist Vealey (1986) mainly studies sports self-esteem. He believes that self-esteem for athletes includes not only the belief that they have enough ability to succeed in the competition but also the self-cognition and objective evaluation of their own value and ability. Similarly, other scholars such as Tension and Branden also believe that sports dance is the self-cognition and evaluation of one's own self-worth and abilities and is an individual's perception of their own technology and abilities.

Self-esteem is the evaluation of individuals in dealing with the external environment. Self-esteem is often included the individual's identity, ability, self-worth, the value of others, and a sense of achievement.

In summary, self-esteem is the trust of individuals to successfully complete a task or deal with a specific situation. It includes both self-cognition and evaluation as well as a positive way of thinking and attitude, so as to achieve their own goals and achievements.

## **2.7 Definition of Self-esteem**

Self-esteem is a psychological state that expresses self-worth and self-understanding. For individuals, self-esteem is an important spiritual support and an important driving force leading to success. Different psychologists have different definitions of self-esteem:

Maslow's Hierarchy of Needs (1943) holds that esteem is the emotional experience generated when the need for self-esteem is met, including the desire for esteem, ability, achievement, independence, and freedom.

Coopersmith (1967) defined self-esteem as the positive or negative attitude of the summary, which is the value judgment of the individual in their own attitude. Foreign scholars basically tend to believe that self-esteem belongs to the emotional component of the self-system, which is self-evaluation and emotional experience. Domestic scholars also generally agree with this view.

Zhang (1998) believes that self-esteem refers to the result of individual self-evaluation and the emotion resulting from it. Wei (1998) said: "People get a positive evaluation and experience of their self-worth in the process of social comparison."

From the above definitions, although the concept is inconsistent, domestic and foreign scholars basically believe that self-esteem is a kind of self-evaluation, a kind of emotional experience.

In summary, these definitions emphasize that esteem is related to an individual's ability, self-evaluation, and attitude towards himself.

## 2.8 Sports dance theory

Studies on self-esteem have produced a variety of theories, including the following:

Sports dance is a collection of skills, music, physical fitness, performance in one of the sports, and the art of the sports project, with a variety of functions of fitness, competition, and performance. Sports dance is not only an elegant form of artistic expression but also a national fitness movement. Its related theory of self-esteem mainly includes the following aspects:

1. Self-efficacy theory: Sports dance is a sport that requires high precision skills and flexibility. Learners need to improve their skills through continuous practice and competition. In this process, learners can gradually improve their self-efficacy, believing that they have the ability to overcome difficulties and complete tasks.

2. Goal-Setting Theory: Sports dance is a sport that requires individual performance and cooperation with other dancers. Learners can improve their self-esteem by setting personal goals and challenges. The process of achieving these goals can also improve learners' self-esteem.

3. Social cognitive theory: Sports dance is a sport that requires cooperation with others, requiring interaction with other dancers during the performance. By participating in sports dance performances and activities, learners can improve their social cognition through cooperation and communication with other dancers, which helps to enhance their self-esteem.

4. Emotional regulation theory: Sports dance can regulate emotions and relieve stress and anxiety through physical activity and musical rhythm, which helps to improve learners' emotional stability and self-regulation ability, and then enhance their self-esteem.

In short, by participating in sports dance learning and performance, learners can improve their own skills, goal-setting ability, social cognition ability, and emotional regulation ability, thus enhancing their self-esteem. These theories provide an understanding of esteem from different perspectives and help researchers better understand the composition and influencing factors of esteem.

## **2.9 Sports dance and college students**

The period of college students is an important stage of individual growth and development, and self-esteem is crucial to the success and happiness of college students. However, some college students may lack self-esteem for various reasons.

Reasons for lack of esteem can include factors such as family environment, academic performance, appearance, and social interaction (Yang 2020). Abnormal comparison and competition may also affect the self-esteem of college students. College students should learn to face these challenges and develop their self-esteem, which is crucial for them to achieve their life goals and cope with life pressures (To, 2021).

Sports dance courses can help cultivate students' physical form and creativity, and improve their self-esteem in universities. By participating in sports dance, students can enhance their self-esteem, improve their own image, cultivate a positive attitude, and establish healthy self-awareness (Zeng, 2018).

In general, self-esteem is crucial to the development and success of college students, and the university environment should encourage students to develop their own esteem to overcome challenges and realize their potential.

Sports dance is of great value in improving the self-esteem of college students. Here are some key points:



Body training and self-esteem association: Sports dance teaching focuses on cultivating students' posture because good posture can transmit signals of self-esteem. Through the training of chest out, abdomen, waist, and other movements, students can shape generous standing posture and correct bad posture so as to improve their sense of esteem in their own image (Li, 2021).

Temperament and esteem: Temperament is expressed through the body, and sports dance temperament training can improve students' esteem. An elegant temperament makes students stand out from the crowd, increases their sense of self-worth, and helps to cultivate a positive character (Liu, 2017).

Practical teaching and self-exploration: Sports dance teaching emphasizes practicality and encourages students to exercise and explore by themselves. This independent learning method can mobilize the enthusiasm of students, develop their artistic creativity, cultivate their ability of self-exploration, and thus enhance their self-esteem (Liu, 2017).

Group teaching and communication opportunities: Sports dance usually requires cooperation and coordination between students, which provides opportunities for students to communicate with each other. By working with their classmates, students can overcome their social fears, improve their ability to communicate with others, and increase their self-esteem (Liu 2017).

Demonstration and recognition: In sports dance teaching, teachers usually provide the opportunity to demonstrate, and students can bravely show their dance skills in front of others. Getting recognition and affirmation from others helps to improve students' self-esteem and overcome tension when performing in public (Liu 2017).

In summary, sports dance teaching is not only conducive to the improvement of students' physical quality and artistic ability but also can cultivate students' self-esteem, improve their self-esteem, and make them more active and confident to face the various challenges of life. This self-esteem is very important for the growth and development of college students.



## 2.10 Learning framework of sports dance

Sports dance can have a positive impact on self-esteem because it combines elements of physical performance and self-expression while also involving constant self-improvement and performance. Here is a learning framework based on the effects of sports dance on sports dance that can help performer better understand and apply this concept:

1. Background research: First, understanding the impact of sports dance on self-esteem requires background research. Explore the existing research and literature to understand the relationship between sports dance and self-esteem.

2. Define sports dance: Determine the concepts and components of sports dance. Sports dance includes trust in own abilities, a positive self-image, and the ability to cope with challenges and stress.

3. Analysis of sports dance: Conduct an in-depth analysis of sports dance, including its definition, type, skill requirements, physical performance, dance style, and other aspects of information. Understand the characteristics of sports dance as a form of sport and performance.

4. The association between self-esteem and sports dance: Explore how sports dance is related to self-esteem. This can include an analysis of how participation in sport improves individual sports dance and how sports dance shapes a positive self-image.

5. Impact factors of sports dance: Analyze the factors that affect sports dance, including personal beliefs, social support, successful experience, etc. Consider how these factors may interact with sports dance.

6. Learning and training: Explore how to enhance self-esteem through sports dance learning and training. This can include making training plans, setting goals, giving feedback, and making improvements.

7. Self-assessment: Encourage individuals to conduct self-assessment and understand their progress and achievements in sports dance. This can be achieved through log-logging, reflection, and self-feedback.

8. Social interaction: Consider sports dance interaction with others, including collaboration, competition, and performance. These interactions can affect sports dance, and therefore the performer needs to explore how to build sports dance in social situations.

9. Emotion management: Explore how sports dance helps individuals manage their emotions, including anxiety, stress, and self-doubt. Understand the importance of emotional management for self-esteem.

10. Sustainable development: Sports dance is a process of sustainable development that requires continuous learning and practice. Consider how to consistently improve sports dance.

11. Case study: Analyze successful cases in the field of sports dance to understand how they build and increase their sports dance performance level.

12. Conclusion and summary: Summarize the impact of sports dance, emphasize its importance, and make suggestions for future research and practice.

## CHAPTER 3

### RESEARCH METHOD

#### 3.1 Study design

This study used an experiment design to explore the influence of sports dance on the self-esteem of college students. To compare self-esteem changes in different conditions, a design of experimental and control groups was used.

The figure below shows the experimental design of this research :

O1	X	O2	Intervention group
O3	—	O4	Control group

O1 refers to the self-esteem score of participants in the intervention group before participating in the sports dance program.

O2 refers to the self-esteem score of participants in the intervention group after participating in the sports dance program.

X refers to the sports dance program.

O3 refers to the self-esteem score of participants in the control group at the beginning of the study.

O4 refers to the self-esteem score of participants in the control group after the experiment.

#### 3.2 Population and samples

##### 3.2.1 Population

The subject population of this study was a third-year undergraduate student of the dance department at the Art School of Chongqing Mechanical and Electrical Vocational and Technical University, and a total of 140 students met the population criteria of the study.

### 3.2.2 Participants

Participants: The subjects of this study are the third-year undergraduate students of the Dance Department, College of Art, Chongqing University of Mechanical and Electrical Technology, including 20 students in the experimental group and the control group, including 10 students in the experimental group and 10 students in the control group. The student was selected from a pre-test of 140 students. There were no significant differences in gender, age, or academic student performance between the two groups to ensure the reliability of the study results.

### 3.3 Research instruments

Questionnaire content design:

Questionnaire content design: The esteem scale was issued before and after the experiment, in which the esteem scale was compiled by Rosenberg in 1965 to test the change in the self-esteem of the experimental group and the control group before and after the experiment, so as to determine the influence of sports dance exercise on the self-esteem of college students.

Design of Sports dance course:

The experimental design of the experimental group and the control group was adopted, and sports dance teaching as the independent variable was used in intervening in the experimental group to verify whether sports dance can effectively improve the self-esteem level of college students.

Session number	Group discussion topics	Objective	Group activities (sports dance)
Session 1	Establish rapport and team building	<p>1. Establish interpersonal relationships and build team trust.</p> <p>2. Activate the team atmosphere, establish a team, and build a team structure</p>	<p>Warm up activity:</p> <p>Guessing Business</p> <p>Cards Group and Team Building Theme</p> <p>Activity: Building Personalized Brands, Snowball, Standing Games</p>
Session 2	Understanding sports dance	<p>1. Understand the various types of sports dance, including single person dance, pair dance, and multi person dance.</p> <p>2. In the process of learning sports dance courses, students need to collaborate and practice with their classmates.</p> <p>Students not only need to trust each other, but also cooperate with each other, which will enhance and cultivate mutual understanding and friendship between classmates.</p>	<p>Warm up activity:</p> <p>Understanding the theme activity:</p> <p>1. Let students understand what sports dance is?</p> <p>2.2. Ask participants about sports dance and tell them what Sports dance is?</p>

Session number	Group discussion topics	Objective	Group activities (sports dance)
Session 3	Nervousness and lack of esteem	1. Participants may feel nervous and insecure when encountering certain things. 2. How to use dance movements to alleviate tension and lack of esteem.	Warm up activity: Learn the basic dance steps of Waltz Theme activity: 1. Ask participants what makes you feel nervous and insecure? 2. Ask participants if they feel relaxed and confident after participating in sports dance courses.
Session 4	Fulfillment	1. Understand the participants' sense of achievement. 2. Through sports dance courses, demonstrate the participants' sense of achievement.	Warming up activity: Basic posture for Waltz Activity: 1. Enable participants to understand what a sense of achievement is 2. Share participants' sense of achievement.
Session 5	Self-affirmation	1. Enable participants to find physical Sports dance in sports dance courses 2. Through sports dance courses, demonstrate the participants' self-	Warm up activity: Body training: 1. Encourage participants to shape a linear figure, understand the value

Session number	Group discussion topics	Objective	Group activities (sports dance)
		affirmation.	and importance of physical training, and thus find self affirmation. 2. Share participants' self affirmation.
Session 6	Interpersonal skill	1. Encourage participants to engage in sports activities such as pairing or collective collaboration to enhance students' cooperation and communication skills.	Warm up activity: Learn the Waltz Left Foot Swap Step: 1. Encourage participants to promote emotional communication and enhance communication skills among classmates in sports dance courses
Session 7	Dare to express oneself	1. Enable participants to find physical Sports dance in sports dance courses 2. Through sports dance courses, encourage participants to dare to perform.	Warm up activity: Learn the Waltz left turn and right turn steps: 1. Encourage participants to free themselves from physical and psychological constraints through classroom activities,

Session number	Group discussion topics	Objective	Group activities (sports dance)
			<p>while also finding their correct positioning.</p> <p>2. Share participants' performance abilities, acknowledge and encourage their performance.</p>
Session 8	The charm of performance	<p>1. Participants have improved their abilities in sports dance courses.</p> <p>2. Objective: To explore the impact of sports dance on the Self-esteem of college students.</p>	<p>Warming up activity:</p> <p>Finding change theme activity:</p> <p>1. Tell participants the significance of sports dance courses.</p> <p>2. Ask participants if sports dance courses are helpful to them.</p> <p>3. Overall feeling after participating in this sports dance course?</p>

### 3.4 Procedures of this study

#### 3.4.1 Preparation phase

Literature review: Conduct relevant literature research to understand the research status and theoretical basis of sports dance.

Determine the scale: Select the appropriate sports dance measurement tool to collect relevant data for the experiment.

Design the teaching content: According to the syllabus, design the sports dance teaching plan, including the course content and teaching method.



Pretest: Before the start of the experiment, the sports dance levels of the experimental group and the control group were pretested to establish baseline data.

Real-name protection system: to ensure the accuracy and anonymity of the data to protect the privacy of participants.

Data analysis plan: Develop a data analysis plan and define the method for data processing and analysis using Excel and SPSS 22.0.

### **3.4.2 Implementation stage**

Experimental time: The experiment started in February 2023, lasted for 8 weeks, and ended in April 2023.

Teaching in the experimental group: The students of the experimental group learned sports dance according to the teaching plan.

Teaching in the control group: The students in the control group participated in normal cultural courses and did not participate in sports dance-related exercise or other systematic physical exercise.

### **3.4.3 Analysis stage**

Data collection: At the end of the experiment, the self-esteem scores of the experimental and control groups were collected.

Data analysis: Descriptive statistics and hypothesis testing, using Excel and SPSS 22.0, were applied to determine the scientific accuracy of the experimental results.

### **3.4.4 Experimental controls**

Teacher unity: To ensure that the teaching of the experimental group is executed by the sports dance teachers of Chongqing Mechanical and Electrical Vocational and Technical University, so as to reduce the influence of different teaching on the experimental results.

Student participation restrictions: Students in the experimental group are required to focus on sports dance courses during the experiment and do not participate in other sports activities to avoid negative transfer interference.

Sample validity: In the process of data collection, the data of those students who were absent three times or more were excluded, so as to ensure the validity and reliability of the data.

### 3.5 Data collection in post test

The self-esteem data of the experimental and control groups were collected at the end of the experiment using Rosenberg's self-esteem scale short form, and they were analyzed using Excel and SPSS 22.0 for descriptive statistics and hypothesis testing to determine the scientific accuracy of the experimental results.

### 3.6 Statistics of analyze

3.6.1 Fundamental statistics were mean and S.D.

3.6.2 Hypothesis statistic was t-test.

## CHAPTER 4 RESEARCH RESULTS

### 4.1 Descriptive statistics

The study collected data from 20 third-year undergraduate students of the Dance Department, College of Art, Chongqing University of Mechanical and Electrical Technology who were randomly assigned to the experimental or control group. The descriptive statistics of both groups were calculated as follows:

Table 1 Before the experiment, the data analysis of the experimental group and the control group

Variable	Group	N	Mean	S.D	t	P-value
Self - esteem	Experimental group	10	28.3	1.5	-0.7	0.4
	Control group	10	28.8	1.6		

Table 1 shows that the self-esteem mean scores of the experimental and control groups were 28.3 and 28.8, respectively; using an independent sample t-test,

the P-value of significance result was 0.4, therefore the statistical results were not significant, indicating that there was no significant difference in the self-esteem scores between these two groups.

Table 2 Compare the self-esteem of the experimental group before and after participating in sports dance activities

Variable	Time	N	Mean	S.D	t	P-value
Self-esteem	Before	10	28.3	1.5	-10.9***	<0.01
	After	10	35.6	2.1		

Note: \* \* \*, \* \* and \* represent the significance levels of 1%, 5% and 10%, respectively Table 2 shows that the self-esteem mean scores of the experimental group before and after the experiment were 28.3 and 35.6, respectively. Using an independent sample t-test, the P-value of significance result was less than 0.01. Therefore, the statistical results were significant, indicating that there was a significant difference in the self-esteem scores before and after the experiment. In other words, the change in self-esteem before and after the experiment is statistically significant. The P-value is very small, far less than 0.01, so the change can be considered to be very significant. Overall, from these statistical results, it can be concluded that the experiment had a significant positive effect on self-esteem because the post-experiment mean score was significantly higher than the pre-experiment mean score and the effect size was large.

Table 3 Compare self-esteem of experimental group and control group after

Variable	Group	N	Mean	S.D.	t	P-value
Self - esteem	Experimental group	10	35.6	2.1	9.1***	<0.01
	Control group	10	27.8	1.6		

participating in port dance

Note: \* \* \*, \* \* and \* represent the significance levels of 1%, 5% and 10%, respectively Table 3 shows that the self-esteem mean scores of the experimental and control groups were 35.6 and 27.8, respectively; using an independent sample t-test, the P-value less than 0.01, therefore the statistical results showed a significant difference in the self-esteem scores between these two groups and the difference was very large. The experimental group had a higher mean score than the control group. This indicates that the dance-based intervention had a positive impact on the self-esteem of junior undergraduate students of the Dance Department, College of Art, Chongqing University of Mechanical and Electrical Technology. Overall, the results

indicated that sports dance courses had a positive effect on self-esteem and that the impact effect was highly significant.

## CHAPTER 5 CONCLUSION AND DISCUSSION

### 5.1 Study Objectives

The objectives of this study are as follows:

1. To compare self-esteem before and after participating in sports dance of an experimental group
2. To compare self-esteem between the experimental group and the control group

### 5.2 Study hypothesis

This study used the following assumptions:

1. The college students participating in sports dance program will have a higher post-self-esteem score than the pre-self-esteem score.
2. The post-self-esteem of the intervention group after participating in the sports dance program will be higher than the post-self-esteem score of the control group.

### 5.3 Study Methods

This study used a quasi-experimental design to explore the effects of sports dance courses on undergraduate self-esteem. The study divided the samples into two groups: the experimental group and the control group. The experimental group received

the intervention in sports dance course, while the control group continued to adopt traditional teaching methods and did not participate in sports dance course. The study will be pre-and post-test to compare the self-esteem scores between the two groups before and after the intervention.

To achieve the purpose of the study above, the students' self-esteem levels, including emotional cognition, attitude cognition, and behavioral characteristic cognition, were evaluated. The experimental group then received the intervention from the sports dance course, while the control group continued to learn in the traditional teaching way. At the end of the intervention, a post-test was conducted to assess the self-esteem scores of the two groups and compare the mean scores of the pre-test and post-test.

By comparing the pre- and post-test results, whether the sports dance course had a positive impact on student sports dance was determined. This gave a better understanding of the potential benefits of dance activities as a psychological intervention tool to develop students' mental health and self-perception.

#### 5.4 Conclusion and Discussion

Hypothesis 1: The college students participating in the sports dance program would have a higher post-self-esteem score than the pre-self-esteem score.

The results show that:

According to the pretest results, the self-esteem mean score in the control group was 28.8, and the self-esteem mean score in the experimental group was 28.3. After the experiment, the self-esteem mean score in the control group decreased to 27.8 and in the experimental group increased to 35.6. According to the mean scores, the self-esteem of the experimental group was higher after participating in the sports dance course. This result is consistent with the previous hypothesis.

The results of the hypothesis testing were analyzed by an independent sample t-test.

1. The self-esteem score before the experiment (pre-test) was not significantly different between the experimental and control groups because the P-value of the T-test was 0.4, which was not significant.

2. The self-esteem score after the experiment (post-test) were significantly different between the experimental and control groups because the P-value of the T-test was 0.0, which was very significant.

3. The self-esteem score of the experimental group improved after the experiment, while that of the control group did not change significantly.

Overall, college students enrolled in the sports dance showed a significant improvement in self-esteem after the experiment, with no such significant change in the control group. These results support hypothesis 1 that college students taking participating in the sports dance program scored higher in self-esteem than before participating in the program. Sports dance courses seemed to have a positive effect on self-esteem, and the effect was very significant. This could be seen as one of the success factors of the course.

Once (2018) studied the effect of sports dance on the mental health and self-esteem of contemporary college students. The experimental results showed that sports dance teaching has a positive impact on the mental health and self-esteem of contemporary college students, which can improve their self-cognition ability, enhance their self-esteem, and improve their mental health level. The results had positive significance for enriching the content of physical education and promoting the mental health and comprehensive development of college students.

Li (2021) studied the fitness value of sports dance and its application in shaping the healthy personality of college students. The results showed that sports dance had a positive role in promoting the physical and mental health of college students, helping to establish good self-awareness and interpersonal skills, and cultivating their teamwork spirit and innovation ability. This study provides a reference for enriching the theory of sports dance and the teaching of sports dance courses in colleges and universities. In summary, the self-esteem score of college students who



participated in sports dance courses was higher than that before they participated in sports dance courses. It could not only help students enhance their self-esteem but also help them improve their physical and mental health.

Hypothesis 2: To compare self-esteem between experimental group and control group. The results show that:

In this study, the self-esteem mean scores of the experimental group before participating in sports dance training and the control group before going through traditional teaching were not significantly different. To compare the self-esteem of the experimental and control groups, after the experiment, the self-esteem of the two groups was measured. The results showed that the mean score of the experimental group was significantly higher than that of the control group. These findings supported the second study hypothesis.

The study found that in the traditional teaching process, the students in the control group had a more serious learning atmosphere, less initiative, and less enthusiasm for learning. On the contrary, the students in the experimental group were more active in the learning process of sports dance, and their knowledge learning was deeper. When faced with the dance activity task, the students in the experimental group could actively use various methods to solve them, make independent decisions in the course, get feedback, know that they have made the wrong decisions, and then correct them in time and form the correct concept. Therefore, a deeper understanding of the content of the teaching could effectively retain the knowledge learned.

When students passed the dance performance, they would get timely rewards to build up self-esteem in their learning and become more involved in classroom learning. In the process of unity and cooperation to complete the dance performance, the students strengthened the interaction and immersed themselves in an interesting, interactive, and challenging learning environment, which not only promoted the development of students' knowledge and skills but also improved their skills of communication between students to create a relaxed and pleasant learning atmosphere.

Based on these results, it can be concluded that supports Hypothesis 2. The self-esteem score of the experimental group after participating in sports dance courses was significantly higher than that of the control group. Sports dance had a significant positive effect on self-esteem, and the difference was very large. This suggests that sports dance may contribute to improving individual self-esteem.

Liu (2017) studied the effect of sports dance on the mental health of college students. The results showed that sports dance could enhance the self-esteem, relieve depression symptoms, relieve anxiety symptoms, and improve mental health level. The practice can also improve the physical health of college students.

Wang, Li, and Zhang (2019) studied the mental health and self-esteem status of sports dance participants through experimental research and mathematical statistics, and logical analysis. The results showed that the sports dance practice improved participants' mental health. The self-esteem and esteem level recovered quickly after the setbacks. The practice years had no significant effect on self-esteem level.

In summary, sports dance could regulate emotions, and relieve stress and anxiety through physical activity and musical rhythm, which helps to improve learners' emotional stability and self-regulation ability, and then enhance their self-esteem.

In short, by participating in sports dance learning and performance, learners could improve their own skills, goal-setting ability, social cognition ability, and emotional regulation ability, thus enhancing their self-esteem.

### **5.5 Practical significance**

This study has important practical implications, especially for the areas of education and mental health. The following are the practical implications of this study:

Promoting mental health: The results showed that sports dance courses could help improve their self-esteem and body image. This provides a feasible approach for schools and educational institutions to promote students' mental health by introducing sports dance courses.

Enrich educational methods: This study introduced a new educational method in the field of education by integrating sports dance into the curriculum. This can enrich students' learning experiences and improve their learning motivation and interest.

Guiding psychological interventions: The findings highlighted the potential value of sports dance as a psychological intervention tool. Mental health professionals may consider introducing sports dance elements in psychotherapy to help individuals improve their self-esteem.

#### **5.6 Limitations of this study**

Despite the important findings of this study, there are several limitations to consider:

Sample limitations: The sample in this study was only from third-year undergraduate students from one specific school and may not be representative of all undergraduate groups. Future studies could consider expanding the sample scope to include students in different schools and grades.

Study Design: Despite the quasi-experimental design, this study has limitations in terms of internal validity. Future studies could consider employing a randomized controlled trial design to better control for potential confounding factors.

Length of intervention: The study is relatively short and may not capture long-term effects. Further research could consider extending the intervention to explore the long-term effects of side sports on self-esteem.

#### **5.7 Recommendations for future studies**

Based on the findings and limitations of this study, the following are the recommendations for future studies:

Diversity samples: Future studies could expand the range of students from different schools, ages, and cultural backgrounds to verify the universality of the findings.

Long-term research: Future studies could conduct longer-term studies to assess the long-term effects of sports dance on students' self-esteem. This will facilitate a more comprehensive understanding of the intervention's effects.

Multivariate analysis: Future studies could explore the effects of other factors of the dance intervention, such as dance type, frequency, and course design.

Mental health effects: Future studies could explore the impact of sports dance on students' overall mental health, including emotional health, social interaction, and quality of life.

Considering these recommendations, future studies could explore more deeply the potential value of sports dance as a tool for psychological intervention and how it can best be applied to promote mental health and self-esteem development in college students

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APPENDIX



Appendix—A

## Reliability analysis of the Sports dance scale

inter-scorers reliability ; reliability

Cronbach's $\alpha$ 系数	number of terms	sample book ; specimen
0.8	10	140

The Cronbach's  $\alpha$  coefficient value of the model was 0.858, indicating that the reliability of the questionnaire was acceptable.





Appendix—B

## Activity plan for sports dance

Session number	Group discussion topics	team goal	Group activities (sports dance)
Session 1	Establish rapport and team building	1. Establish interpersonal relationships and build team trust. 2. Activate the team atmosphere, establish a team, and build a team structure	Warm up activity: Guessing Business Cards Group and Team Building Theme Activity: Building Personalized Brands, Snowball, Standing Games
Session 2	Understanding Sports Dance	1. 1. Understand the various types of sports dance, including single person dance, pair dance, and multi person dance. 2. 2. In the process of learning sports dance courses, students need to collaborate	Warm up activity: Understanding the theme activity: 1. Let students understand what sports dance is? 2.2. Ask participants about sports dance and tell them what Sports dance is?

		<p>and practice with their classmates. Students not only need to trust each other, but also cooperate with each other, which will enhance and cultivate mutual understanding and friendship between classmates.</p>	
Session 3	Nervousness and lack of esteem	<p>1. Participants may feel nervous and insecure when encountering certain things.</p> <p>2. How to use dance movements to alleviate tension and lack of esteem.</p>	<p>Warm up activity: Learn the basic dance steps of Waltz</p> <p>Theme activity:</p> <p>1. Ask participants what makes you feel nervous and insecure?</p> <p>2. Ask participants if they feel relaxed and confident after participating in sports dance courses.</p>

Session 4	fulfillment	<p>1. Understand the participants' sense of achievement.</p> <p>2. Through sports dance courses, demonstrate the participants' sense of achievement.</p>	<p>Warming up activity: Basic posture for Waltz Activity: 1.</p> <p>Enable participants to understand what a sense of achievement is</p> <p>2. Share participants' sense of achievement.</p>
Session 5	Self affirmation	<p>1. Enable participants to find physical Sports dance in sports dance courses</p> <p>2. Through sports dance courses, demonstrate the participants' self-affirmation.</p>	<p>Warm up activity: Body training:</p> <p>1. Encourage participants to shape a linear figure, understand the value and importance of physical training, and thus find self affirmation.</p> <p>2. Share participants' self affirmation.</p>
Session 6	interpersonal skill	<p>1. Encourage participants to engage in sports activities such as pairing or collective collaboration to enhance students' cooperation and</p>	<p>Warm up activity: Learn the Waltz Left Foot Swap Step:</p> <p>1. Encourage participants to promote emotional</p>



		communication skills.	communication and enhance communication skills among classmates in sports dance courses
Session 7	Dare to express oneself	<p>1. Enable participants to find physical Sports dance in sports dance courses</p> <p>2. Through sports dance courses, encourage participants to dare to perform.</p>	<p>Warm up activity: Learn the Waltz left turn and right turn steps:</p> <p>1. Encourage participants to free themselves from physical and psychological constraints through classroom activities, while also finding their correct positioning.</p> <p>2. Share participants' performance abilities, acknowledge and encourage their performance.</p>

Session 8	The charm of performance	<p>1. Participants have improved their abilities in sports dance courses.</p> <p>2. Objective: To explore the impact of sports dance on the Self-esteem of college students.</p>	<p>Warming up activity: Finding change theme activity:</p> <p>1. Tell participants the significance of sports dance courses.</p> <p>2. Ask participants if sports dance courses are helpful to them.</p> <p>3. Overall feeling after participating in this sports dance course?</p>
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Appendix—C

1: Rosenberg Sports dance Scale

Your gender: ( ) Class: Name: Student ID:

Rosenberg self-esteem scale

Instructions: The following is a set of sentences about self perception. Please answer according to your situation.

1 very disagree 2 disagree 3 agree 4 very agree

- (1) I believe that I am a valuable person, at least basically equal to others.
- (2) I think I have many advantages.
- (3) Overall, I think I am a failure.?
- (4) My ability to do things is as good as most people.
- (5) I don't think I have anything to be proud of.?
- (6) I hold a positive attitude towards myself.
- (7) Overall, I am satisfied with myself.
- (8) I hope I can respect myself more.?
- (9) Sometimes I do feel like I'm useless.?
- (10) Sometimes I think I'm useless.?

Total score:

Note: "?" indicates that the test question needs to be scored in reverse.

VITA

