# Movement and Well-being: Through Dance and Non-Dance

## Activities in College Students





## Introduction

#### **Background**

Dance: exercise, art, therapy, communication, community dance Physical activity: Moving your body, exercise for health purposes Mind-Body Connection: Holistic connection of the cognitive and physical functions of the body

Positive Well-being- Life satisfaction

Psychological Distress- Feelings of anxiety and depression Fatigue- Extreme exhaustion

## **Hypotheses**

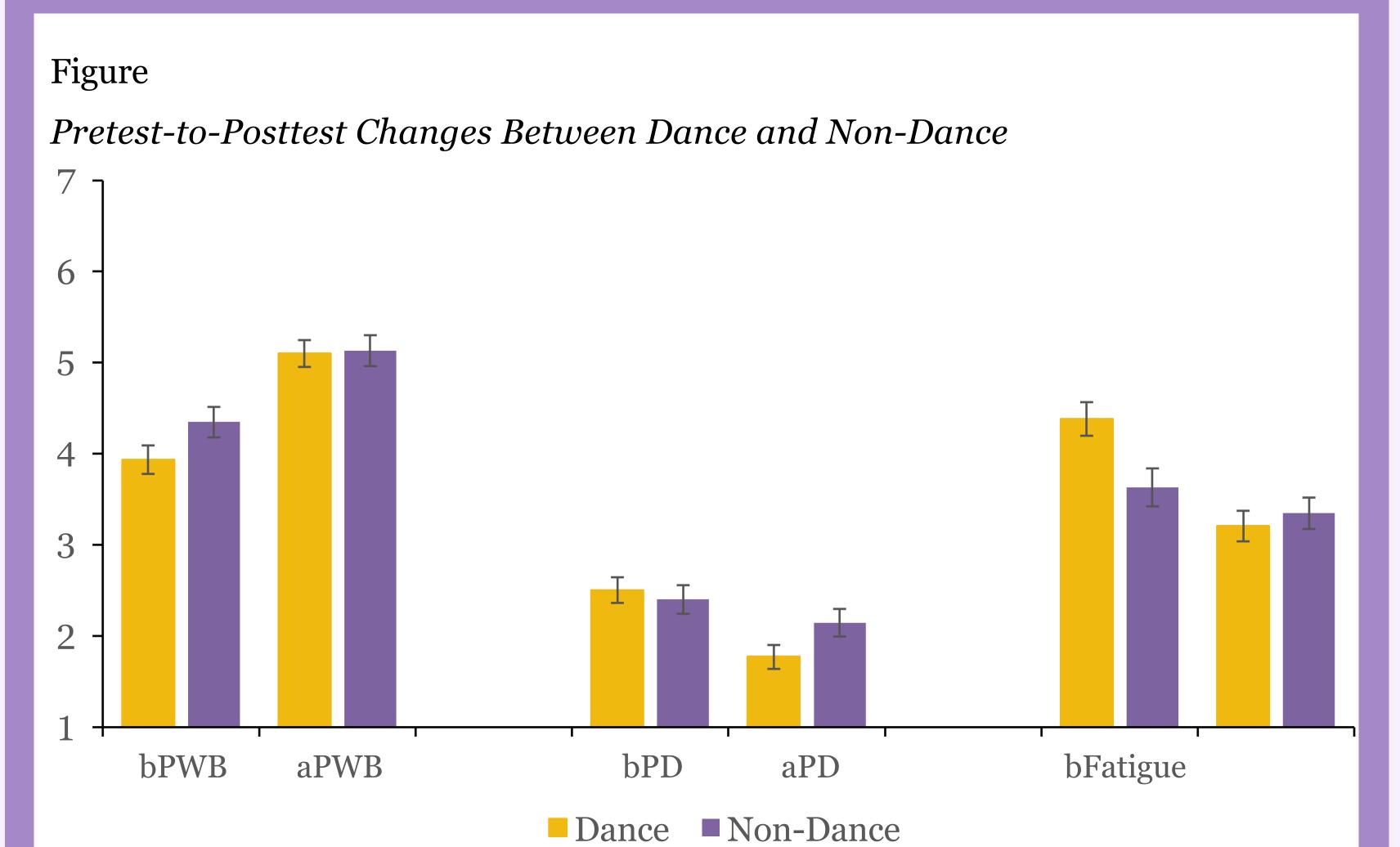
#### **Primary:**

Participants in dance activities would display more of a change before and after movement regarding positive well-being, psychological stress, and fatigue.

#### **Secondary:**

Participants in the group dance condition would exhibit more of a change in positive well-being, psychological stress, and fatigue.

## **Primary Hypothesis**



Note. Positive Well-Being (PWB), Psychological Distress (PD) for all 'b' (before, i.e. pre-test) & 'a' (after i.e. post-test). Error bars represent ±1 standard error.

## Methods

Participants: 108 participants between 18 and 27 years old

**Design:** 2 [time: pre-test and post-test] by 2 [movement style: dance and non-dance] by 2 [community: group or individual] mixed factorial design.

Measures: Subjective Exercise Experiences Scale (SEES) and the Motives for Physical Activities Measure (MPAM-R)

Procedures: four groups based on movement type:

- Group dance (Zumba, dance company, and yoga),
- Individual dance (at-home dance videos and solo dance activities)
- Group non-dance (intermural sports and club sports)
- Individual non-dance (gym and weightlifting)

Participants were all given before and after surveys, including questions from the SEES. The before survey included the MPAM-R, and the after included demographic questions.

## Secondary Hypothesis

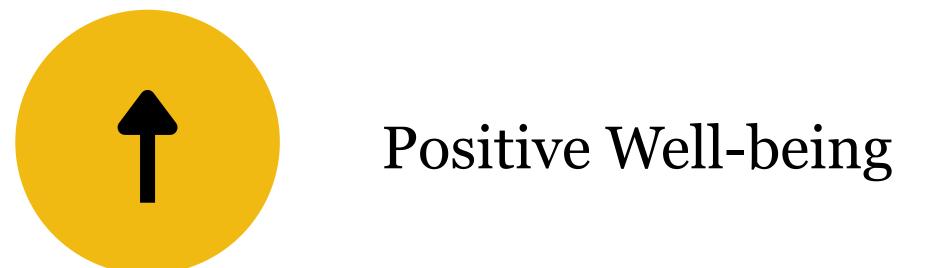
#### Table

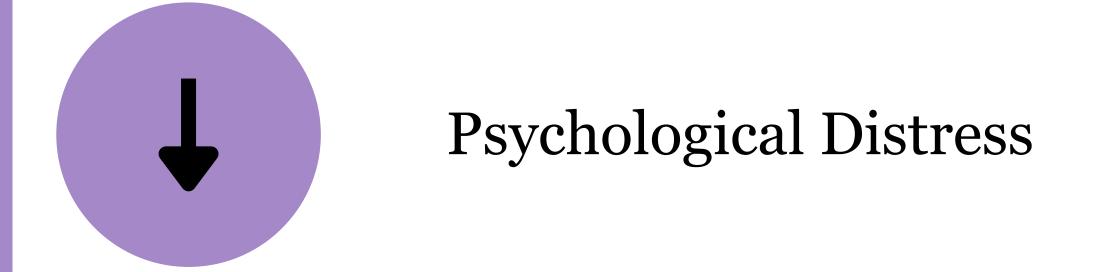
Mean and Standard Deviations of Pre-Test to Post-Test Change

| Construct              | Condition | Pre-Test |      | Post-Test |      |                |
|------------------------|-----------|----------|------|-----------|------|----------------|
|                        |           | M        | SD   | M         | SD   | $\overline{p}$ |
| Positive Well-Being    |           |          |      |           |      |                |
|                        | DI        | 4.18     | 1.09 | 5.03      | 1.27 | .002           |
|                        | DG        | 4.15     | 1.15 | 5.15      | 0.81 | <.001          |
|                        | NDI       | 3.98     | 1.14 | 5.09      | 1.30 | <.001          |
|                        | NDG       | 4.70     | 1.16 | 5.17      | 1.15 | .040           |
| Psychological Distress |           |          |      |           |      |                |
|                        | DI        | 2.47     | 1.18 | 2.05      | 1.17 | .048           |
|                        | DG        | 2.53     | 1.05 | 1.58      | 0.60 | <.001          |
|                        | NDI       | 2.38     | 1.04 | 2.07      | 1.00 | .093           |
|                        | NDG       | 2.42     | 1.21 | 2.22      | 1.16 | .263           |
| Fatigue                | DI        | 116      | 1 22 | 2.04      | 1 20 | .001           |
|                        | DI        | 4.16     | 1.32 | 3.04      | 1.38 |                |
|                        | DG        | 4.54     | 1.23 | 3.32      | 0.97 | <.001          |
|                        | NDI       | 3.35     | 1.33 | 3.42      | 1.18 | .813           |
|                        | NDG       | 3.90     | 1.60 | 3.28      | 1.29 | .034           |

Note. DI=The "dance individual" condition. DG=The "dance group" condition. NDI=The "non-dance individual" condition. NDG=The "non-dance group" condition.

### Discussion







#### **Limitations & Future Directions**

- Conditions were not even
- Group dance had an instructor telling them what to do
  - Other conditions did not
- Group non-dance had the highest levels of only PWB at the start
- Future Research
  - $\circ$  TIME
    - Time of day
    - Duration of activity

## **Key Sources**

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