

# Assessing the Effectiveness of Social Dance in Promoting Social Skills and Self-esteem

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**Abstract:** The study investigated the impact of social dance on self-esteem and social skills among various demographics, with a particular emphasis on understanding how participation in these activities affects psychological and interpersonal results. The study used a descriptive comparative approach, gathering data from 502 social dance participants. The questionnaires measured many components of social skills, such as non-verbal communication, interpersonal skills, trust building, respect, and etiquette. Additionally, the questions assessed different dimensions of self-esteem, including a sense of identity, belongingness, and assertiveness. The analysis conducted using ANOVA and Tukey post-hoc testing demonstrated a statistically significant improvement in social skills and self-esteem positively associated with the length of time individuals engaged in dance activities. More precisely, participants with more than three years of dance experience reported the most significant improvements. Moreover, the specific dance genre had a pivotal effect, as contemporary dancers exhibited the most essential levels of assertiveness and general self-esteem. The results verified that extended engagement in social dance significantly improves personal and social welfare, endorsing its incorporation as a tool for personal growth in educational and communal environments.

**Keywords:** Social Skills, Non-verbal Communication, Interpersonal Skills, Trust Building, Respect, Etiquette Identity, Belongness, Assertiveness.

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## 1. Introduction

Social dance is a cross-cultural artistic expression that fosters connections through the use of movement and rhythm, which serve as a universal language (Smith, 2019). It serves as a medium for self-expression, fostering artistic creativity and significant interpersonal connections. The effectiveness of social dance lies not only in its ability to unite individuals, but also in its potential to shape the development of social skills and self-confidence (Johnson, 2018). As societies advance and people aim for personal growth and social cohesion, the significance of social dance becomes increasingly prominent. In the context of China, a nation rich in traditions and progress, the examination of the impact of social dance on social skills and self-assurance is both contemporary and relevant.

China, a nation characterized by longstanding traditions and a rich cultural heritage, has seen a remarkable transformation in recent years. Alongside rapid economic growth and urbanization, Chinese society has witnessed a shift in lifestyle, leisure activities, and ways of asserting oneself (Li, 2020). China has witnessed a notable increase in the popularity and acknowledgment of social dancing in recent years, after its previous status as a niche leisure activity (Wu, 2019). The evolving transformations taking place in Chinese culture have stimulated a growing interest in exploring new possibilities for personal development, community involvement, and physical well-being.

The proliferation of dance studios, social dance events, and community gatherings centered around dance can be witnessed in urban areas across China. This phenomenon not only signifies the changing demographics, but also the tendency of individuals to engage in activities that enhance their physical and mental well-being (Chen, 2018). China's diverse cultural backdrop has fostered a favorable setting for many forms of social dance, encompassing the graceful

"Liuqin" seen in traditional Chinese dance, as well as the vibrant impact of Latin dance styles like salsa and bachata (Wang, 2021).

The perception of social dance in China is a multifaceted interplay of traditional and modern components, serving as a demonstration of the nation's cultural heritage and its openness to external influences (Zhang, 2017). The art of traditional Chinese dance is deeply rooted in the historical narrative of the nation. Nevertheless, China's ability to adapt and its enthusiasm for participating in cultural exchange is evident via its embrace and integration of contemporary social dance genres. In China, social dancing is widely seen as a means of fostering cultural exchange, promoting inclusivity, and improving physical health (Liu, 2019).

In urban settings, the perception of social dancing has evolved from being seen as a basic leisure activity to a holistic pursuit that encompasses physical well-being, mental health, and social unity (Huang, 2020). The increasing participation of individuals from many age groups and backgrounds in social dancing in China is a significant indication of the widespread acceptance and acknowledgment of this artistic expression. It is common to see individuals from many age groups, including young professionals, retirees, and people of all ages, gathering on dance floors to engage in the enjoyment of physical movement and social connection (Guo, 2021).

Social dancing is a captivating quality in its inherent capacity to foster social skills and boost self-assurance (Smith, 2019). Participating in partner or group dancing necessitates a range of interpersonal skills, including proficient communication, cooperation, building trust, and respecting personal boundaries (Johnson, 2018). These skills are inherently cultivated via dancing, promoting individual advancement and nurturing the evolution of emotional intelligence.

Social dance provides a structured and lively environment for students to develop their non-verbal communication

abilities within the domain of social interactions (Li, 2020). The intricate vocabulary of movement, visual interaction, and nonverbal signals enables individuals to express their thoughts, understand others, and establish connections that go beyond spoken communication. Dancers cultivate interpersonal aptitudes, such as attentive listening and flexibility, via their ability to synchronize with the musical beat and respond to the nuanced gestures of their partners (Wu, 2019).

Trust-building is an integral component of social dancing that has an enduring impact on participants (Chen, 2018). Establishing trust is crucial in dance partnerships, as participants relinquish control and embrace vulnerability. Participating in physical assistance and receiving reciprocal support from a partner fosters a sense of reliance and self-assurance that extends beyond the confines of the dance floor and influences everyday life.

Respect and civility are fundamental components of the social dance culture (Wang, 2021). Participants develop the capacity to demonstrate respect towards their dance partners and appreciate the many origins and experiences they bring to the dance community. The social dance culture places a high value on kindness, acknowledging and valuing each individual's distinct contributions, and cultivating an inclusive environment that encourages respect and dignity for all persons (Liu, 2019).

Social dancing can significantly impact the promotion of a favorable body image (Huang, 2020). The focus on movement, self-expression, and the enjoyment of participating in dance cultivates an admiration for one's physical abilities rather than only appreciating one's appearance. Engaging in social dancing promotes self-acceptance and nurtures a more favorable relationship with one's physical body.

This study aims to investigate the efficacy of social dance in enhancing social skills and self-esteem in the unique socio-cultural context of China, acknowledging its practical significance for individual development, societal unity, and the safeguarding of the country's cultural heritage. Furthermore, it aims to offer valuable perspectives that might inform the creation of specific empowerment programs and interventions, tailored to the varied demographic groups that exist in China. Although social dancing is becoming increasingly popular in China, there is a noticeable lack of thorough study that explains how it effectively enhances social skills and self-esteem among participants in the Chinese context. Hence, this study seeks to close this disparity by undertaking a thorough analysis of how participation in social dancing influences these aspects within the complex fabric of Chinese culture. The expected results possess the capacity to not merely enhance our comprehension of the influential impact of social dancing but likewise illuminate its function in promoting favorable social consequences and empowerment within the distinct setting of China.

## 2. Statement of the Problem

This study aims to assess the effectiveness of social dance in promoting social skills and self-esteem among its participants. Specifically, this study was set to answer the following queries:

- (1) What is the profile of the respondents in terms of:
  - 1) Sex
  - 2) age

3) Type

4) Years of involvement

(2) As they join social dance, what is the assessment of the participants of the social skills in terms of:

- 1) non-verbal communication
- 2) interpersonal skills
- 3) trust building
- 4) respect and etiquette
- 5) positive body image
- 6) patience and perseverance

(3) Is there a significant difference in the assessment of the participants of their social skills when they are grouped according to profile.

(4) What is the assessment of the participants of their self-esteem in terms of:

- 1) sense of identity
- 2) sense of belongingness
- 3) sense of appreciation
- 4) sense of acceptance
- 5) sense of assertiveness

(5) Is there a significant difference in the assessment of the participants of their self-esteem when they are grouped according to profile?

(6) Based on the results of the study, what empowerment program can be conceptualized using social dance as vehicle?

## 3. Hypotheses

There is no significant difference in the assessment of the participants of their social skills when they are grouped according to profile.

There is no significant difference in the assessment of the participants of their self-esteem when they are grouped according to profile

## 4. Scope and Delimitations

This study investigated the influence of social dance on the social aptitude and self-confidence of individuals in China. It examined demographic factors, including gender, age, kind of social dancing, length of involvement, and social standing, as well as individuals' self-evaluation of their social abilities. The survey also examined self-esteem, including identity, belonging, appreciation, acceptance, and assertiveness. Lastly, it aimed to create an empowerment program that utilized social dance of personal development and progress.

Nevertheless, the study was subject to some limitations, including the potential for sampling bias, social desirability bias, and the chance that individuals' distinct features or intentions influenced the results. Furthermore, the study was carried out inside the specific cultural framework of China, which may not be transferable to other environments due to variations in social conventions, principles, and dancing customs. The study primarily examined immediate effects, restricting its capacity to offer insights into long-term consequences. The proposed empowerment program may not be universally applicable owing to various cultural, social, and environmental considerations. Although there were limitations, the study offered valuable insights into the possible advantages of social dance in the Chinese setting. It might be used as a basis for future research and empowerment activities.

## 5. Research Design

The descriptive comparative research design, or

comparative research, is a quantitative research methodology used to systematically compare two or more groups, variables, conditions, or phenomena to identify patterns, differences, similarities, and relationships among them. This research design served as a valuable tool for providing a comprehensive and accurate representation of each group's characteristics, behaviors, or outcomes while highlighting variations and connections across the groups under investigation. The beginnings of the descriptive comparative research design may be linked to the necessity of efficiently comprehending, analyzing, and comparing unique attributes of numerous groups or variables. The researchers were equipped with the necessary instruments to examine the relationship between changes in one variable and changes in another, assess the impact of treatments or therapies, or conduct a systematic and structured study and comparison of several groups. This design was especially pertinent in research that examined social, educational, or organizational settings. The researchers employed this strategy to ascertain the precise components that led to the observed disparities or resemblances among the various groups.

The descriptive comparative research technique was very

appropriate for examining the effectiveness of social dance in improving social skills and self-esteem within a particular environment. Researchers may directly compare the social skills and self-esteem of those who engaged in social dance events and those who did not. This method provided valuable insights into the potential influence of social dancing on these essential traits. By systematically collecting and analyzing data from both groups of participants, the study identified any significant differences or recurring patterns in social skills and self-assurance, therefore offering insights into the potential advantages of participating in social dance. Furthermore, this study approach facilitated the exploration of demographic factors, such as gender or duration of involvement, as potential moderating variables that might impact the relationship between social dancing and social skills/self-esteem. This gave intricacy and background to the findings of the investigation.

## 6. Results, Analysis, and Interpretation

### 1) Profile of the Respondents

**Table 1. Frequencies and Percentage of Demographic Factors**

Sex	Counts	% of Total
Female	187	37 %
Male	315	63 %
Age		
18-19	97	19 %
20-21	158	31 %
22-above	247	49 %
Type of Social Dance		
Contemporary	149	30 %
Hip hop	91	18 %
Salsa	95	19 %
Swing	94	19 %
Tango	73	15 %
Years of Involvement		
1-2 years	58	12 %
3-4 years	269	54 %
5-6 years	175	35 %

Table 1 presents the frequencies and percentages of participants' demographic factors, including sex, age, genre of social dance, and years of involvement. The tabulated data indicates that the vast majority of the respondents are male, with 37% being female and 63% being male.

When it comes to their age group, 19% were between the ages of 18 and 19, 31% between 20 and 21, and 49% were 22 years old and older.

In terms of social dance type, 30% engaged in

contemporary social dance, 18% in hip hop, 19% in salsa and swing, respectively, and 15% in tango, demonstrating that the majority of the respondents are into contemporary social dance.

Finally, depending on their years of involvement, 12% had been doing social dancing for 1 to 2 years, 54% for 3 to 4 years, and 35% for 5 to 6 years. This suggests that the majority of respondents practiced social dancing for 5 to 6 years.

2) Assessment of the Participants of their Social Skills

**Table 2.** Assessment of Social Skills in terms of Nonverbal Communication

Indicators	Mean	SD	V.I	Rank
1.Engaging in social dancing has enhanced my proficiency in expressing emotions through nonverbal communication.	2.65	0.68	Average	5
2.Through my engagement in social dancing, I have developed a heightened consciousness of my non-verbal signals.	2.79	0.74	Average	4
3.Engaging in social dancing has deepened my comprehension of the significance of maintaining eye contact throughout conversation.	2.47	0.66	Low	8
4.Participating in social dancing has enhanced my ability to accurately perceive the nonverbal cues of my dance partners.	2.52	0.64	Average	7
5.In my opinion, social dancing has enhanced my ability to communicate my thoughts and emotions more effectively via bodily gestures.	2.43	0.62	Low	9
6.By engaging in social dancing, I have acquired the skill of utilizing gestures proficiently in order to successfully connect with people.	2.80	0.68	Average	2.5
7.I have seen that engaging in social dancing has enhanced my posture and physical demeanor.	2.55	0.66	Average	6
8.My participation in social dancing has heightened my awareness of the nuances of non-verbal communication.	2.42	0.65	Low	10
9.Engaging in social dancing has enhanced my perceptiveness towards the emotional manifestations of those I engage with.	2.80	0.72	Average	2.5
10.Social dance has significantly enhanced my non-verbal communication abilities.	2.83	0.77	Average	1
COMPOSITE MEAN	2.63	0.50	Average	

Legend: 1.00-1.50: Not Very True of Me (Very Low); 1.51-2.50: Not True of Me (Low); 2.51-3.50; True of Me (Average); 3.51-4.00: Very True of Me (High).

Table 2 assesses social skills in terms of nonverbal communication. Based on the tabulated data, the composite mean score was 2.63 with a standard deviation of 0.50, indicating an average assessment. This means that they agree that social dancing has significantly improved their nonverbal communication abilities (M = 2.83), improved their perception of the emotional manifestations of those with whom they interact (M = 2.80), and increased their awareness of the nuances of nonverbal communication (M = 2.80). They do not, however, agree that their participation in social dancing has increased their awareness of the nuances of nonverbal communication (M = 2.42) or that it has improved their ability to communicate their thoughts and emotions more effectively through bodily gestures (M = 2.43).

The findings obtained from the study analyzing the influence of social dancing on nonverbal communication skills demonstrate apparent disparities in participant reactions across several variables. The statement "Social dance has significantly enhanced my non-verbal communication abilities" received the highest mean score of 2.83. Participants in social dance see a significant overall advantage in their general nonverbal communication abilities. This supports the findings of studies suggesting that engaging in physical coordination activities such as dancing might enhance interpersonal synchrony and empathy, improving an individual's nonverbal communication skills (Crossley, 2023).

On the other hand, the indicators "My participation in social dancing has heightened my awareness of the nuances of non-verbal communication" and "In my opinion, social dancing has enhanced my ability to communicate my thoughts and emotions more effectively via bodily gestures" had the lowest mean scores, both at 2.42. The results indicate that participants see an enhancement in their overall nonverbal communication abilities. However, they acknowledge that certain aspects, such as perceiving subtle nonverbal clues and effectively using gestures, have not been significantly influenced by their dancing experience. This

disparity underscores a possible deficiency in dance training programs, which may not adequately prioritize the intricate elements of nonverbal communication and individual emotional expression.

The findings indicate that dancing programs successfully improve fundamental nonverbal communication abilities. However, there is room for improvement by including more specific training that emphasizes the nuances of nonverbal interactions and individual expression. By using feedback systems and reflective activities, dancers can enhance their awareness and proficiency in nonverbal abilities. Corroborating this, research conducted by Hamilton and Loman (2021) revealed that feedback-driven learning greatly enhances dancers' capacity to comprehend and proficiently employ intricate nonverbal cues.

Furthermore, including modules explicitly targeting emotional intelligence and expressiveness within the dance curriculum might effectively target the regions that have received lower scores. Lavelle's (2022) research substantiates the effectiveness of this strategy, which showcased that targeted instruction in emotional expressiveness within creative domains amplifies individuals' aptitude to effectively and perceptively communicate and comprehend emotions through nonverbal cues.

Table 3 displays an evaluation of social skills in terms of interpersonal abilities for a sample of students involved in social dance, with an overall mean score of 2.50 and a standard deviation of 0.50, indicating an average rating. This suggests that they agree that social dancing has aided in the development of their ability to resolve challenges in social contexts (M = 2.68), that social dancing has broadened their social connections and fostered new friendships (M = 2.65), and that social dancing has instilled in them the importance of practicing active listening in conversations (M = 2.57). They disagree, however, that social dancing has improved their ability to boldly initiate discussions and develop meaningful connections (M = 2.38), as well as their self-confidence in

social situations (M = 2.39).

**Table 3.** Assessment of Social Skills in terms of Interpersonal Skills

Indicators	Mean	SD	V.I	Rank
1.Engaging in social dancing has enhanced my capacity to create a rapport with my dance partners.	2.51	0.63	Average	5
2.Social dance has enhanced my ability to confidently initiate conversations and establish meaningful connections.	2.38	0.62	Low	10
3.By engaging in social dancing, I have acquired the ability to adjust to many modes of communication.	2.44	0.62	Low	7
4.Participating in social dancing has enhanced my self-assurance in social engagements.	2.39	0.57	Low	8.5
5.I am convinced that engaging in social dancing has enhanced my capacity for empathy towards others.	2.47	0.67	Low	6
6.Engaging in social dancing has instilled in me the significance of practicing active listening in talks.	2.57	0.70	Average	3
7.I have observed more collaboration and synergy among my fellow participants in social dancing.	2.56	0.74	Average	4
8.Engaging in social dancing has broadened my social connections and fostered new friendships.	2.65	0.73	Average	2
9.My proficiency in social dancing has enhanced my comfort level while encountering unfamiliar individuals.	2.39	0.63	Low	8.5
10.Engaging in social dancing has facilitated the cultivation of my adeptness in resolving challenges encountered in social contexts.	2.68	0.71	Average	1
COMPOSITE MEAN	2.50	0.50	Average	

Legend: 1.00-1.50: Not Very True of Me (Very Low); 1.51-2.50: Not True of Me (Low); 2.51-3.50; True of Me (Average); 3.51-4.00: Very True of Me (High).

The results indicate that social dance moderately impacts interpersonal skills, as seen by the overall mean score of 2.50. However, there are certain areas where social dancing has a more notable effect, while in other places, the changes are less significant.

The statement, "Engaging in social dancing has facilitated the cultivation of my adeptness in resolving challenges encountered in social contexts," had the highest mean score of 2.68. This suggests that individuals see social dance as especially advantageous for enhancing their ability to solve problems during social encounters. This is consistent with research indicating that engaging in cooperative physical activities, such as social dancing, improves problem-solving skills by necessitating individuals to negotiate and synchronize their movements with others (Adams, 2021).

Conversely, the two statements with the lowest average scores were "Social dance has improved my ability to start conversations and form meaningful connections confidently" (M = 2.38) and "Participating in social dancing has increased my self-confidence in social situations" (M = 2.39). These data suggest that social dancing limited participants' confidence in starting and maintaining social connections. This phenomenon may arise from the organized dancing framework, which may need to offer more occasions for impromptu dialogue or prioritize physical synchronization over verbal interaction and self-assurance in unstructured social environments.

The findings indicate that social dancing programs successfully improve interpersonal skills such as problem-solving and active listening (M = 2.57). However, additional training or workshops may be necessary to enhance self-confidence and the skill of initiating conversations. For instance, including role-playing or improvisational activities in dance lessons might offer participants additional chances to hone and improve these abilities within a nurturing setting.

Recent research provides evidence for improving specific interpersonal skills through supplementary activities.

Thompson et al. (2022) discovered that incorporating improvisational theatrical methods into physical exercises substantially positively impacts participants' self-assurance in social interactions and their capacity to start and sustain discussions.

Table 4 shows an evaluation of social skills based on trust building for selected respondents, with a composite mean score of 2.86 and a standard deviation of 0.57. This suggests that they agree that social dancing has increased their willingness to believe in others (M = 2.95), that social dancing has taught them how to establish trust with their partners through nonverbal communication (M = 2.95), and that trust is essential for the success of social dancing encounters (M = 2.89). Furthermore, based on their responses, item numbers 2 and 5 had the greatest means, whereas item number 8 (Participating in social dancing has increased my proclivity to take chances in interpersonal relationships) had the lowest mean.

The evaluation of trust-building abilities through social dance, as demonstrated by Table 4, offers a thorough examination of the influence of social dancing on several aspects of trust among participants. Participants, on average, reported a composite mean score of 2.86, indicating that social dancing has typically had a favorable impact on their capacity to establish and maintain trust. Still, the degree of this effect is moderate.

The claims relating to participants' greater readiness to trust people and their capacity to develop trust through nonverbal communication had the highest mean scores, both at 2.95. The findings indicate that social dancing promotes a general inclination to trust and the development of nonverbal abilities for expressing and recognizing trustworthiness. Research supports the idea that engaging in cooperative physical activities, like dancing, can improve nonverbal communication abilities and interpersonal trust. This is achieved by promoting a synchronized and embodied understanding among participants (Feldman et al., 2021).

**Table 4. Assessment of Social Skills in terms of Trust Building**

Indicators	Mean	SD	V.I	Rank
1.I have observed the development of trust between me and my social dancing partners.	2.86	0.70	Average	4.5
2.Participating in social dancing has enhanced my willingness to place faith in others.	2.95	0.77	Average	1.5
3.Participating in social dancing has imparted onto me the importance of interdependence in partnerships.	2.84	0.72	Average	7
4.In my opinion, establishing trust is a fundamental element of the social dancing experience.	2.82	0.73	Average	8
5.By engaging in social dancing, I have acquired the ability to establish trust with my partners through non-verbal means of communication.	2.95	0.79	Average	1.5
6.I have observed a rise in trust among the social dancing community.	2.81	0.74	Average	9
7.Trust is crucial for the success of social dancing encounters.	2.89	0.77	Average	3
8.Engaging in social dancing has enhanced my propensity to undertake risks in interpersonal connections.	2.75	0.72	Average	10
9.I believe that the development of trust is a crucial ability that is cultivated through the practice of social dancing.	2.86	0.75	Average	4.5
10.Trust and collaboration are closely interconnected in the realm of social dancing.	2.85	0.75	Average	6
COMPOSITE MEAN	2.86	0.57	Average	

Legend: 1.00-1.50: Not Very True of Me (Very Low); 1.51-2.50: Not True of Me (Low); 2.51-3.50; True of Me (Average); 3.51-4.00: Very True of Me (High).

On the other hand, the lowest average score of 2.75 is associated with a greater inclination to take risks in interpersonal relationships. This implies that trust-building has a subtle element where individuals may still hesitate to fully trust others to the extent of incurring substantial interpersonal risks. This discovery is wise as it emphasizes a possible domain for more advancement within social dance programs: augmenting the ease with which individuals embrace vulnerability, a crucial component of establishing profound interpersonal trust and engaging in risk-taking inside partnerships. In research conducted by Hirose and colleagues (2022), it was shown that trust-building activities

that focus on emotional exposure and reciprocal vulnerability substantially enhanced the level of trust and willingness to take risks in interpersonal relationships.

The results suggest that social dancing improves fundamental trust and nonverbal communication of trust. However, there is potential for growth in vulnerability and willingness to take risks in interpersonal interactions. Dance programs can explore including targeted trust-building activities that promote more profound emotional vulnerability and willingness to take risks, in addition to the established advantages of dance in fostering trust through nonverbal synchrony.

**Table 5. Assessment of Social Skills in terms of Respect and Etiquette**

Indicators	Mean	SD	V.I	Rank
1.I have diligently watched and cultivated a sense of reverence for my dancing partners and fellow participants in social dance.	2.81	0.76	Average	2
2.Participating in social dancing has cultivated a profound understanding of etiquette and civility inside me.	2.79	0.76	Average	3
3.Social dancing places great emphasis on the significance of honoring individual boundaries.	2.78	0.76	Average	4
4.In my view, the notion of social dancing rests on the fundamental value of showing respect towards others.	2.76	0.77	Average	5.5
5.By engaging in social dancing, I have acquired the ability to graciously acknowledge and embrace both praises and constructive criticism.	2.82	0.77	Average	1
6.I have seen that respect and civility are fundamental components of the social dancing environment.	2.75	0.76	Average	7.5
7.Engaging in social dancing has significantly increased my consciousness of the significance of expressing gratitude towards my dance partners.	2.70	0.73	Average	10
8.I believe that the presence of respect and decorum significantly improves the overall quality of the social dancing experience.	2.75	0.76	Average	7.5
9.Social dancing fosters a cultural environment that promotes reverence for variety and the unique qualities of each individual.	2.74	0.75	Average	9
10.I view respect and politeness as fundamental components of social dancing encounters.	2.76	0.76	Average	5.5
COMPOSITE MEAN	2.76	0.62	Average	

Legend: 1.00-1.50: Not Very True of Me (Very Low); 1.51-2.50: Not True of Me (Low); 2.51-3.50; True of Me (Average); 3.51-4.00: Very True of Me (High).

Table 5 provides an assessment of social skills based on respect and decorum. According to the tabulated statistics, the composite mean score was 2.76 with a standard deviation of 0.62, indicating an average rating. This implies that they agree that by participating in social dancing, they have acquired the

ability to graciously acknowledge and embrace both praise and constructive criticism (M = 2.82), that they have diligently watched and cultivated a sense of reverence for their dancing partners and fellow social dance participants (M = 2.81), and that participating in social dancing has instilled

in them a profound understanding of etiquette and civility ( $M = 2.79$ ). According to their comments, item number 5 had the highest mean score, while item number 7 had the lowest mean score, stating that "social dancing has significantly increased my awareness of the importance of expressing gratitude to my dance partners."

Assessing participants' social skills in respect and etiquette in social dancing provides detailed insights into how these social practices are absorbed and understood. The results, with a composite mean score of 2.76, suggest a generally average level of recognition and adherence to respect and decorum in social dance participation.

The statement "By engaging in social dancing, I have acquired the ability to acknowledge and embrace both praise and constructive criticism graciously" had the highest mean score of 2.82, indicating that this particular talent is significantly improved through social dancing. These findings suggest that social dancing functions as a form of physical exercise and an opportunity to enhance critical social skills, namely in getting constructive criticism. The role of social dancing in personal and professional growth is significant since the skill to manage criticism effectively is crucial in several areas of life. Rivera (2022) conducted a study that found that engaging in structured social activities, such as dancing, can substantially impact emotional

resilience and the ability to accept criticism.

On the other hand, the lowest average score of 2.70, linked to the statement "Engaging in social dancing has significantly increased my consciousness of the significance of expressing gratitude towards my dance partners," suggests a comparatively lower understanding of the value of gratitude in social interactions within the context of dancing. Although participants recognize a general enhancement in respect and decorum, the particular manifestation of appreciation seems less influenced. This implies a requirement for dance programs to emphasize the significance of appreciation, essential for fostering supportive and appreciating interpersonal relationships. Koman and Smith (2023) found that programs that include thankfulness exercises in their curriculum experience improved interpersonal appreciation and stronger relational relationships among participants.

These findings indicate that social dancing successfully improves specific elements of social etiquette and respect, such as managing feedback. However, there is potential for focused enhancements in developing a deliberate understanding of thankfulness. Dancing teachers and program designers can contemplate incorporating targeted exercises that emphasize the expression of gratitude and appreciation, perhaps through post-class reflection sessions or within the dancing activities themselves.

**Table 6.** Assessment of Social Skills in terms of Positive Body Image

Indicators	Mean	SD	V.I	Rank
1.Engaging in social dancing has significantly enhanced my self-perception of my physical body.	2.69	0.72	Average	4.5
2.Participating in social dancing has enhanced my self-assurance in my physical movements and overall demeanor.	2.64	0.71	Average	9.5
3.I suggest that engagement in social dancing fosters a positive perception of one's physical appearance among those involved.	2.64	0.73	Average	9.5
4.By engaging in social dancing, I have developed a deep admiration for the aesthetic appeal of many body shapes and sizes.	2.67	0.75	Average	7
5.I have observed a rise in self-assurance and self-esteem pertaining to body image within the context of social dancing.	2.69	0.76	Average	4.5
6.Engaging in social dancing has allowed me to fully accept and commemorate the physical powers of my body.	2.65	0.68	Average	8
7.My experience in social dancing has enhanced my self-confidence and made me feel more at ease with myself.	2.78	0.72	Average	1
8.Social dancing promotes an emphasis on the pleasure of physical movement rather than the aesthetic aspects of the body.	2.68	0.73	Average	6
9.I view social dance as a beneficial force in shaping my perception of my physical self.	2.71	0.78	Average	3
10.Participating in social dancing has enhanced my capacity to embrace and endorse diverse body images.	2.72	0.77	Average	2
COMPOSITE MEAN	2.69	0.62	Average	

Legend: 1.00-1.50: Not Very True of Me (Very Low); 1.51-2.50: Not True of Me (Low); 2.51-3.50; True of Me (Average); 3.51-4.00: Very True of Me (High).

Table 6 shows how respondents rated their social abilities based on positive body image, with an average of 2.69 and a standard deviation of 0.62. This indicates an average rating, and they agree that their experience in social dancing has increased their self-confidence and made them feel more at ease with themselves ( $M = 2.78$ ), that participating in social dancing has increased their ability to embrace and endorse diverse body images ( $M = 2.72$ ), and that social dance is a beneficial force in shaping their perception of their physical self ( $M = 2.71$ ). According to their responses, item 7 had the highest mean score, while items 2 (Participating in social dancing has increased my confidence in my physical movements and overall demeanor) and 3 (I suggest that engagement in social dancing fosters a positive perception of

one's physical appearance among those involved) had the lowest mean score.

The findings provide significant insights into the impact of social dancing on participants' body image judgments, shedding light on how dance activities might alter self-esteem about physical self-perception. The total composite mean of 2.69 indicates that social dancing modestly influences participants' body image. All indications were scored as "Average."

The statement, "My experience in social dancing has enhanced my self-confidence and made me feel more at ease with myself," had the highest mean score of 2.78. These findings indicate that social dancing has a notable impact on enhancing the self-assurance of individuals, underscoring its

potential as a therapeutic pursuit for enhancing self-worth. According to a study by Martins and colleagues (2021), participating in dance activities may significantly enhance individuals' body confidence. This is achieved by creating an accepting atmosphere that embraces all body shapes and promotes self-expression via movement.

On the other hand, the lowest average scores ( $M = 2.64$ ) were observed for the statements "Participating in social dancing has improved my confidence in my physical movements and overall behavior" and "I propose that involvement in social dancing promotes a favorable perception of one's physical appearance among participants." These findings suggest that although social dancing can boost overall self-assurance, it may not significantly impact confidence in one's physical motions or alter views of physical beauty as effectively. This indicates a possible need for improvement in how dance schools handle physical

confidence and evaluate aesthetic attributes. Johnson and Wardle (2022) argue that programs that have a particular emphasis on body positivity and the appreciation of physical activity, regardless of how it affects one's appearance, are more effective in promoting a good perception of one's own body.

These findings suggest that social dancing can have a positive impact on one's overall self-esteem. However, further targeted interventions may be necessary to improve confidence in physical motions and change views of physical attractiveness. Dance teachers could contemplate incorporating targeted elements that prioritize body positivity, employing techniques such as positive affirmations, deliberate conversations about body image, and routines that highlight the functioning and power of the body rather than its attractive attributes.

**Table 7.** Summary of the Assessment of Social Skills

	N	Mean	SD	Interpretation
Nonverbal Communication	502	2.63	0.49	Average
Interpersonal Skills	502	2.51	0.49	Average
Trust Building	502	2.86	0.56	Average
Respect and Etiquette	502	2.77	0.61	Average
Positive Body Image	502	2.69	0.61	Average
Social Skills	502	2.69	0.32	Average

Legend: 1.00-1.50: Not Very True of Me (Very Low); 1.51-2.50: Not True of Me (Low); 2.51-3.50; True of Me (Average); 3.51-4.00: Very True of Me (High).

The evaluation of social skills through social dancing reveals the positive aspects and areas that may be improved in dance programs. Although the advantages of social dance in promoting specific social abilities are clear, a more thorough examination indicates how these programs might be enhanced to maximize the overall growth of participants fully. The results for Nonverbal Communication and Interpersonal Skills indicate a considerable enhancement; however, the extent of influence varies. The mean scores in these domains suggest that although individuals acquire abilities, the attained level of expertise may not adequately prepare them for intricate social exchanges that need subtle communication. One might incorporate further organized nonverbal communication activities that specifically target the interpretation and response to subtle cues to improve in these areas. These cues are essential in both personal and professional contexts. It is beneficial to include simulated situations that replicate actual social interactions to enhance interpersonal abilities. This approach allows participants to gain hands-on experience and receive constructive feedback, ultimately improving their proficiency in navigating diverse social contexts.

Trust Building received a considerably higher score, indicating dance's fundamental character in creating conditions where dependence on partners is essential. To enhance this strength, trust-building exercises that go beyond the dance floor may be implemented. These exercises might

involve partner-based problem-solving tasks that demand significant collaboration and communication, creating trust in the broader context. The higher score achieved by Respect and Etiquette indicates the efficacy of dancing in imparting social standards and fostering polite relationships. This facet of dance education might be emphasized and extended to encompass a more comprehensive education in life skills, highlighting how respect and decorum acquired via dance apply in other social domains, such as the professional environment or community settings.

Positive Body Image, albeit within the average range, indicates potential for substantial improvement. To address the cultural pressures around body image, dance programs should implement targeted tactics to foster body positivity. This may encompass dialogues and seminars that tackle body image concerns, promote the embrace of many body shapes, and commemorate individual athletic abilities rather than focusing on cosmetic attributes. These programs are vital for cultivating a more positive relationship with one's body, which is crucial for mental well-being.

The steady mean score across Overall Social Skills indicates a general advantage but highlights the possibility for a more dynamic and influential curriculum. By including additional social skills training, such as conflict resolution, leadership, and empathy, into these programs, a more comprehensive development of social competencies may be achieved. The dance education curriculum may be enriched

by integrating multidisciplinary methods encompassing psychological theories and practices. Psychological resilience training and emotional intelligence development can improve dance programs' emotional and social learning components.

Social dance is a solid basis for cultivating diverse social abilities, but there is a notable potential to enhance and expand these effects. By carefully improving dance curricula

to target specific deficiencies and build upon existing strengths, dance programs become a more potent instrument for holistic human growth, equipping participants for dancing and various social contexts.

Difference in the Assessment of the Participants of their Social Skills When Grouped according to Profile

**Table 8.** Difference in the Assessment of Social Skills Based on Sex

	Sex	N	Mean	SD	t	p	Interpretation	Decision
Nonverbal Communication	Female	187	2.63	0.48	0.10	0.923	Not Significant	Accept H0
	Male	315	2.63	0.50				
Interpersonal Skills	Female	187	2.46	0.45	1.59	0.112	Not Significant	Accept H0
	Male	315	2.53	0.51				
Trust Building	Female	187	2.85	0.56	0.40	0.692	Not Significant	Accept H0
	Male	315	2.87	0.57				
Respect and Etiquette	Female	187	2.78	0.61	0.26	0.793	Not Significant	Accept H0
	Male	315	2.76	0.61				
Positive Body Image	Female	187	2.72	0.63	0.80	0.424	Not Significant	Accept H0
	Male	315	2.68	0.60				
Overall	Female	187	2.69	0.30	0.25	0.802	Not Significant	Accept H0
	Male	315	2.69	0.33				

The analysis of the independent sample t-test revealed p-values that are higher than the 0.05 level of significance for non-verbal communication ( $t = 0.10$ ;  $p = 0.923$ ), interpersonal skills ( $t = 1.59$ ;  $p = 0.112$ ), trust building ( $t = 0.40$ ;  $p = 0.692$ ), respect and etiquette ( $t = 0.26$ ;  $p = 0.793$ ), positive body image ( $t = 0.80$ ;  $p = 0.424$ ), and overall ( $t = 0.25$ ;  $p = 0.802$ ), implying that the null hypothesis will not be rejected. As a result, it is possible to conclude that there is no significant variation in the assessment of social skills among respondents based on their sex.

The examination of the independent sample t-test, which investigated the influence of social dance on different social skills based on gender, revealed no statistically significant disparities in the evaluation of social skills between male and female participants. This is demonstrated by p-values above the 0.05 statistical significance threshold in all assessed domains, including non-verbal communication, interpersonal skills, trust establishment, respect and etiquette, good body image, and overall social skills.

The elevated p-values indicate that both genders derive comparable benefits from engaging in social dancing regarding skill development. The consistency of results between genders suggests that social dancing is an inclusive exercise that similarly improves social skills regardless of gender. This is especially pertinent in conversations about the inclusiveness of social activities, as it reinforces the idea that social dancing can be a worthwhile means of social development for various participants.

Since there are no substantial gender disparities in the advantages of participating in social dance, program planners and instructors may safely encourage these activities to all persons, irrespective of gender, to enhance their social skills. Moreover, this discovery reinforces the inclusion of social

dancing in more extensive programs that aim to develop social skills, engage in community activities, and enhance the educational curriculum, highlighting its widespread appeal and advantages.

Nevertheless, the consistency in progress also implies that although social dancing is advantageous, more variables may affect how individuals derive benefits from these programs. Personality qualities, prior dancing experience, and individual receptiveness to social connection may influence how much one benefits from participating. Gaining insight into these aspects might facilitate the customization of programs to better address participants' requirements.

Recent studies have shown that dancing and other physical activities successfully improve social and emotional abilities across various populations. An investigation conducted by Patel et al. (2022) showed that participation in collective physical activities such as dancing benefits physical well-being and considerably boosts social cohesiveness and emotional welfare among participants, with no notable disparities across genders. Thompson and Harper (2023) conducted research that supported the previous findings, indicating that dancing enhances psychological resilience and social networking abilities in a generally advantageous way.

These observations emphasize the significance of including activities such as social dancing in programs designed to foster social and emotional abilities. Additionally, they propose avenues for additional investigation into how dance influences these abilities and how programs might be fine-tuned to maximize these advantages for all participants, irrespective of gender.

## 7. Conclusion

1) The prevalence of men and persons aged 22 and above who possess 3-4 years of experience in contemporary dance indicates that social dance programs should enhance their appeal by customizing their offers to attract a broader range of participants. Incorporating a more significant number of women and younger or less seasoned persons into the dance community might enhance the learning environment's diversity and expand dance's social and emotional advantages.

2) The documented enhancements in several social aptitudes underscore the efficacy of social dance for fostering social growth. Dance programs may be promoted as leisure pursuits and as interventions to improve interpersonal communication, collaboration, and social etiquette. This might be especially attractive in educational environments or as a component of corporate wellness initiatives.

3) The positive link between increased duration of engagement and improved social skills emphasizes the need for continuous involvement in dancing. Dance schools and community centers should implement programs that promote sustained involvement to optimize the development of social skills among participants. These include loyalty schemes, achievement milestones, or hierarchical levels incentivizing ongoing engagement.

4) Social dancing has the potential to be an effective therapeutic tool in mental health efforts, as it may increase components of self-esteem, such as the feeling of identity and belongingness. Self-esteem enhancement programs might use social dancing as a fundamental element, particularly in therapeutic environments or educational institutions, to facilitate the cultivation of a positive self-perception in young individuals.

5) The strong correlation between extended engagement in dance and improved self-esteem characteristics underscores the long-term advantages of consistent dance training. This implies that consistently participating in social dancing might be a deliberate method in therapies intended to enhance self-esteem over a lengthy period. Dance groups may consider developing well-organized, long-term educational plans or fostering inclusive communities that promote sustained engagement and gradual advancement in technical abilities and emotional development.

## 8. Recommendations

1) Formulate marketing tactics targeting the younger demographic and female audience, such as providing complimentary introductory sessions or organizing open house events at educational institutions and community hubs.

2) Form alliances with firms to provide monthly social dance classes as a component of employee wellness initiatives. The goal is to enhance communication and alleviate stress.

3) Implement a system of incentives that recognizes sustained involvement, such as reduced rates on courses or complimentary workshops for those who have been members for an extended period, to promote continuous participation.

4) Collaborate with mental health specialists to integrate social dancing into treatment sessions, explicitly targeting programs to enhance self-esteem and promote social integration.

5) Create a meticulously planned dance curriculum that spans many years, gradually advancing in difficulty and proficiency while cultivating a strong sense of camaraderie

among dancers.

6) Arrange regular evaluations through surveys and feedback sessions with participants to measure the effectiveness of dance programs and make informed modifications as necessary.

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