



The Effect of Group Counseling with Chinese Folk Dancing on the Psychological Quality of College Students

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Abstract

Background and Aims: Chinese folk dancing is an energetic and essential part of Chinese culture, helping to uphold customs, promote a sense of community, and honor the rich diversity of Chinese cultural heritage. The objectives of this study were 1) to compare the mood states of university students before and after participating in dance movement activities, and 2) to compare the mood states of a control group and an experimental group after participating in the dance movement activities.

Methodology: The sample group was the university students of the Chongqing Vocational University of Mechanical and Electrical Technology. The experimental group, consisting of 30 students, participated in a dance program, while the control class, also comprising 30 students, did not engage in dance courses. The experimental group used dance movement activities, while the control group followed traditional teaching methods. Data was collected using the Profile of Mood States (POMS) scale which is commonly used in China. It was analyzed using SPSS descriptive analysis and t-test.

Results: The results of this study are as follows: 1) After the end of the experiment, the positive mood score of the students in the dance movement activities was higher than before the experiment, the negative mood score was lower than before the experiment, and the difference was statistically significant ($P < 0.05$). 2) The positive mood score of the experimental group receiving dance movement activity was higher than that of the control group, and the negative mood score was lower than that of the control group, and the difference was statistically significant ($P < 0.05$).

Conclusion: Overall, the results show that students' positive moods significantly improved and their negative moods significantly decreased when they participated in dance movement activities, both within the experimental group and when compared to the control group. This suggests that dancing movement activities have substantial emotional benefits.

Keywords: Dance Movement Activities; Mood State; Emotional Well-Being; Intervention

Introduction

The term “mood states” refers to persistent and weak emotional states, which can be positive or negative. In turn, the development of unique resources helps the individual better cope with life challenges (Wang et al., 2023). Sirois and Pychyl (2000) explained mood may be defined as a short-term feeling state that may fluctuate within minutes to days. In contrast to emotions, moods are more transient, often unrelated to external events, and have varying intensities. The findings of a study by Han and Wang (2022) led to the conclusion that positive and negative moods are mutually independent. However, when an individual encounters a stressful event, positive moods may greatly reduce negative ones. A positive mood may enhance the resistance to stress and pressure by interrupting the negative mood experience caused by tension or strain, thereby improving adaptability. Therefore, moods influence our overall sense of well-being, and impact both behavior patterns and perceived health.

In the present day, young university students face a new living environment, high standards of learning requirements, unprecedented new situations, and new challenges, leading to very common mood problems. Li et al. (2022) introduced common negative moods among university students: anxiety, excitement, irritability, depression, indifference, inferiority, pride, and so on. Various factors cause negative moods among the students. Jiang (2023) explained the first set of objective factors, and they can also be defined as external factors which mainly include social environment, family, and school education factors. The second set is subjective factors involving the role of individuals' inner mood changes. Li and Xie (2019) introduced dance as a method that uses music and body movements to help teenagers divert their attention, release negative emotions, improve positive moods, and shape their personalities.



Dance movement activities can become a tool to manage emotions during a period of significant physical and mental changes, playing an important role in students' emotional, physical, and mental development. Moreover, these activities can enhance the quality of life and have a major impact on personal health. Jiang (2023) identified dance movement activities as a means to solve emotional problems and as an effective educational resource for improving people's physical and mental health. You (2023) explained that dance movement activities involve a combination of choreology and psychology. Dance movement activity is not only a form of artistic expression but also a movement that can promote physical and mental health. Through dance movement activities, individuals can release inner pressure, express emotions, and boost positive emotions, which is of great theoretical and practical significance to advancing people's behavior and cognitive functions and promoting physical and mental health (Tao et al., 2022).

With the establishment of the American Association of Dance Therapy (ADTA) and the widespread use of dance movement activities, numerous scientific research on dance movement activities has emerged. Studies have shown that dance movement activities can effectively relieve anxiety, and depression and allow the overall development of physical and mental health. Dance movement activities have been applied to students, which has shown some impact on their mood, learning ability, and motor skills. Dance action activities can make positive changes to the negative emotions of university students, which can significantly increase their positive emotions while decreasing the negative ones (Kong, 2022; Payne & Costas, 2020; Tomaszewski et al., 2023).

In summary, from reviewing the studies, it is evident that dance movement activities can support university students in increasing positive emotions and decreasing negative emotions. In this study, the population consisted of undergraduate Chongqing Vocational University of Mechanical and Electrical Technology students. Dance movement activities were applied to improve their positive mood and reduce negative mood.

Objectives

1. To compare the positive and negative moods of university students before and after participating in dance movement activities.
2. To compare the positive and negative moods between the control and experimental groups after participating in the dance movement activities.

Literature Review

Mood state

Mood analysis, a frequently utilized technique, aims to quantify and categorize issues related to daily mood states. Selmi et al. (2023) employed the POMS scale and conducted experiments to demonstrate that physical activity serves as an effective intervention in promoting both mental and physical well-being among healthy and clinical populations. Notably, exercise and various other forms of activity have proven to be effective strategies in enhancing mood and overall health, further validating the effectiveness of interventions used in sentiment analysis for assessing and fostering positive mood.

The role of mood factors in determining the success of university students is paramount. Desmet et al. (2016) elucidated how these mood factors significantly influence diverse aspects of students' lives, encompassing academic performance, physical and mental health, self-growth, interpersonal communication, and the achievement of behavioral goals. Additionally, they emphasized the importance of implementing mood education for university students, along with specifying its content and methodologies.

The varying mood states among university students exert a profound influence on their interpersonal relationships. Desmet (2016) posited that interpersonal trust serves as a fundamental element in fostering harmonious interpersonal ties, constituting the cornerstone of effective communication. This trust not only precedes but also significantly impacts social harmony and sustainable development. In recent years, the subject of interpersonal trust has garnered significant attention from diverse disciplines, including psychology, sociology, and management.



Individuals grappling with mood disorders may experience a range of emotions, including hopelessness, a diminished sense of self-worth, heightened feelings of guilt, difficulties in concentration, heightened sensitivity to failure, compromised decision-making capabilities, increased irritability, and escalated aggression. Kim et al. (2022) conducted a randomized controlled intervention comparing the impact of depression and mood status on sedentary behavior through the promotion of persistent activity. Their findings indicated that sedentary behavior-induced interventions had deleterious effects on both depression and mood states. Therefore, engaging in regular physical activities or exercise is crucial in maintaining mental well-being.

POMS Study

Petrowski et al. (2021) constructed and validated a concise version of the mood state profile (POMS), a standard tool for evaluating individual mood states. The shortened POMS holds immense importance for various inquiries in social and clinical psychology. Initially, the researchers appraised the psychometric properties and narrowed down the top 16 solutions among all valid and comprehensive POMS combinations in a representative German population sample. Subsequently, they corroborated the validity and reliability of the POMS-16 in mood state assessments.

Furthermore, Kuesten and Meiselman (2017) employed the POMS 2-A scale to assess and analyze the mood states of individual consumers, firmly establishing the study's credibility. Andrade and Rodriguez (2018) presented the outcomes of two studies exploring the invariance of the mood state profile questionnaire across different response time frames and management scenarios. Self-report measures of mood are prevalent in psychology and are extensively used to delve into the subjective mood states of individuals engaged in physical activities.

Dance movement activities

1. The basis of dance movement activities.

The issue of mental health among contemporary university students has garnered significant attention from both society and academia. Xie (2013) highlighted the emergence of dance movement activities as a novel and increasingly recognized treatment approach in universities. Through an examination of the prevalent mental health challenges faced by university students, this paper underscores the beneficial role of dance movement activities in alleviating stress, stabilizing emotions, and fostering overall mental well-being among this demographic.

2. Significance of dance movement activities.

Dance movement activities hold significant value in enhancing interpersonal communication, language expression, gender-based interactions, and mood regulation among university students. Yuan (2020) argues that dance movement activities have a profound impact on students' interpersonal and linguistic communication skills, while also serving as an effective means of alleviating negative moods. A decade-long analysis of students' mental health indicates that their psychological well-being is often closely intertwined with issues of self-esteem and academic pressure. Conversely, familial factors do not appear to have a similarly strong correlation.

Young individuals often seek assistance through diverse avenues, preferring to consult online resources and psychological counseling services (Wang, 2018). Surveys reveal that many individuals hesitate to confront their psychological challenges, leading to more severe psychological symptoms and emotional fluctuations. Therefore, it has become a pressing issue for educators to identify strategies to safeguard students from mental illness within university mental health education frameworks. Notably, while traditional psychotherapy remains a staple approach, dance movement activities offer a complementary and often more acceptable mode of psychological intervention. Its diverse applications make it a valuable tool in addressing the mental health challenges faced by university students.

Dance movement activities have demonstrated a noteworthy curative effect in enhancing the mental health of university students. Wu (2022) posits that psychological pressure has increasingly emerged as a focal point in the construction of mental health among university students. The psychological challenges faced by Chinese university students primarily stem from learning pressure, emotional stress, and social pressures, manifesting as anxiety, depression, obsessive-compulsive behaviors, and other mental health issues. According to modern psychological science, a depressed mood can only be effectively and safely alleviated through means that promote relaxation and relief from social pressures and conflicts.



Dance movement activities, as a novel approach to addressing mental illnesses, emerged from the integration of modern dance art and psychology. It has emerged as one of the most effective methods for treating mental health conditions, attracting significant interest from scholars worldwide. Its role in promoting mental well-being has gained increasing acceptance and recognition among individuals. Dance movement activities offer a unique and creative outlet for students to express and release their emotions, thereby contributing to their overall psychological well-being.

3. The process of dance movement activities.

In today's society, university students often encounter challenges related to their mental health. Yuan (2020) addressed these challenges by focusing on the psychological state of students and the development status of dance as a discipline. He outlined three key steps to advance dance psychotherapy: firstly, integrating dance and psychology majors to cultivate a group of professionals with dance movement activities expertise; secondly, selecting cheerful and supportive dance students to serve as volunteers; and thirdly, establishing a comprehensive dance movement activities space with the necessary facilities.

The objective is to highlight the significance of dance psychotherapy and dance movement activities in promoting mental health education among university students. As time marches forward and the pace of life accelerates, students are increasingly confronted with psychological issues such as anxiety, loneliness, and depression due to the demands of academic studies and daily life. Tan (2021) emphasized the role of dance art activities in providing vital support and guidance to students. These activities enable them to reconnect with their authentic selves, adapt to stress, and unwind through physical and mental catharsis. Dance movement activities can serve as a powerful tool in helping students navigate through these psychological challenges and maintain their mental well-being.

Based on the common mental health issues faced by students, it is crucial to analyze the regulatory impact of dance art activities on their diverse psychological challenges. This analysis should draw from dance psychology, integrating both the fundamental theoretical knowledge of dance psychotherapy and dance itself. Specifically, we should consider the effects of modern dance, folk dance, and classical dance works on students' psychological states. Moreover, the content taught in university courses aimed at psychological regulation can provide valuable insights for dance courses that seek to promote the mental well-being of students as part of their quality education. By incorporating these psychological principles into dance instruction, we can enhance the overall effectiveness of dance movement activities as a tool for addressing student mental health issues.

To further explore the impact of dance on mental health, Zou and Gan (2019) conducted a study focusing on the effects of sports dance on the mood improvement of non-sports major students from Fujian Normal University. Using measurement tools such as the Profile of Mood State (POMS), Anxiety Self-Evaluation Scale (SAS), and Depression Self-Evaluation Scale (SDS), the research found that participating in sports dance had a significant impact on students' tension levels, energy levels, fatigue, depression, and self-esteem. Notably, it also had a notable effect on reducing anxiety and depression among the students.

This study underscores the potential of dance as a powerful tool for enhancing mental health and promoting positive mood states among university students. By incorporating dance into the curriculum and encouraging students to participate in dance activities, we can contribute to improving their overall psychological well-being and fostering a healthier campus environment.

4. Skills of dance movement activities

Sun (2024) emphasized that the primary responsibility of university students is to study, yet this process often brings about learning troubles. Female university students, who are typically more sensitive and lively, often find themselves in a transitional stage where their physical and psychological development is nearly complete but not yet fully mature. This can make them more susceptible to external influences and the environment, leading to academic maladjustment or failure, which in turn generates a negative academic mood. Zhang further argued that academic mood, as a crucial emotional experience for female university students, serves as an internal motivator. It not only manifests in the learning process but also has a direct or indirect impact on their academic performance, healthy development, and even their physical and mental well-being. Therefore, finding appropriate methods for them to express and regulate their emotions through reasonable management is crucial in preventing



the escalation of negative moods, strengthening their learning cognition, and enabling them to discover the joy of learning.

Sports, particularly aerobic dance, have been shown to have a positive effect on mood. The dynamic nature of aerobic dance movements and the female students' preference for an active and relaxed atmosphere align well with their psychological characteristics, thus influencing their academic mood positively. The objective is to encourage them, through participation in public courses, to better adapt to their learning environment, enhance learning efficiency, and provide a theoretical foundation for the widespread implementation of aerobic dance in university public courses. Aerobic dance exercise has a beneficial regulatory impact on female university students' academic mood in public courses, and it also serves as a positive auxiliary tool in stabilizing their academic mood.

Dance movement activities play a vital role in enhancing interpersonal skills and regulating both positive and negative moods. Li and Xie (2019) employed the "University Students Interpersonal Scale" and "Positive Negative Mood Scale" as quantifiable metrics to assess the interpersonal skills and mood states of university students. Additionally, they conducted a qualitative analysis to explore the dance movement activities process and its impact on students' interpersonal skills and mood. Post-intervention, the results revealed a significant increase in university students' interpersonal relationships, self-disclosure, and mood support, while positive and negative moods decreased. Furthermore, there was a notable improvement in students' self-acceptance and interpersonal acceptance abilities.

5. The research on dance movement activities

Dance, characterized by its harmonious integration of body and mind, has long been recognized for its profound impact on physical and mental well-being. While some studies have highlighted the effects of long-term professional dance training on physical function and cognitive abilities, there remains a significant gap in understanding its specific impact on working memory and mood regulation. Yan's (2020) experimental research, comparing Chinese dance major female university students with their peers in liberal arts, offers valuable insights into this area. By analyzing their working memory and mood regulation levels, the study explores the mechanisms behind the beneficial effects of long-term dance training, aiming to inform future research on the vast potential of dance in society.

Since ancient times, dance has been recognized as a powerful artistic expression that is deeply connected to mood. Zhang (2017) emphasizes the significant influence of dance learning, training, and experience on the brain regions associated with mood. These regions undergo structural and functional changes, known as plastic changes, as a result of dance. Therefore, exploring the impact of dance on mood-related brain areas through the lens of brain plasticity offers a novel approach to understanding dance's influence on mood. This understanding is further enriched by exploring dance's effects on physical and mental health, as well as cognitive and behavioral abilities, providing a comprehensive picture of dance's beneficial impacts on individuals.

In recent years, suicide and homicide cases among university students have become increasingly frequent, reflecting a concerning trend of poor life perception and a lack of emphasis on life education. This phenomenon has garnered significant attention from society, highlighting the need for more robust life education efforts. Zhao (2017) points out that while there is ample theoretical research on life education, there is a dearth of operational studies and feasible programs. This gap underscores the urgency and importance of empirical research in this area.

To address this need, we explore the intersection between life education and ideological and political education, acknowledging their similarities and differences. Drawing inspiration from the emerging dance movement activities method, we designed a one-month "Dance of Life" group dance movement activities. This initiative aims to seamlessly integrate dance movement activities with life education issues within the context of ideological and political education.

Through a combination of experimental methods, questionnaire surveys, interviews, and other research techniques, we implemented this program, collecting feedback and conducting rigorous data analysis. The results of our experiment confirm the effectiveness of dance movement activities in enhancing university students' life education. This innovative approach not only demonstrates objective but also subjective practical benefits, offering a valuable set of dance movement activities that can enrich life education efforts.

6. Application of psychological techniques in dance movements

The integration of psychology into dance movement activities holds profound significance. Dance, beyond merely an artistic expression, serves as a profound vehicle for psychological exploration and expression. In dance teaching, psychology plays a crucial role in assisting students to comprehend the psychological nuances underlying dance movements, thereby enhancing their mastery of dance techniques and their ability to convey emotional depth through dance.

Firstly, psychological techniques can significantly boost students' self-confidence. When faced with anxiety related to dance movements, which can often threaten one's sense of self-worth, students may feel their value is being questioned or diminished by others. This can lead to an erosion of self-confidence and the emergence of anxiety. However, psychological techniques can empower students to rebuild their self-esteem, enhancing their confidence and subsequently mitigating negative emotions such as anxiety.

Secondly, psychology can foster a keen interest in dance movement activities among students. Curiosity and engagement with the knowledge and movements being taught are key drivers of the initiative. Therefore, in dance movement sessions, teachers should articulate clear objectives, leverage students' natural curiosity, create engaging scenarios, and employ diverse methods to spark interest. Well-designed activities not only make learning more enjoyable but also minimize anxiety, allowing students to embrace the learning process with ease.

Finally, the application of psychological principles can significantly enhance the emotional connection and spiritual interaction between teachers and students in dance movement activities. Dance, as a discipline that requires long-term dedication and practice, necessitates a supportive and nurturing learning environment. Teachers, in their role as mentors and guides, must consistently encourage and inspire students, offering not just technical guidance but also emotional support. This emotional support and spiritual interaction are fostered through the careful application of psychological techniques, ensuring that the learning process is not just about physical movements but also about emotional growth and personal development.

In conclusion, the integration of psychological principles in dance movement activities holds immense value. It can assist students in building self-confidence, fostering a keen interest in learning, and deepening the emotional bond between teachers and students. As Tan (2021) aptly pointed out, dance has a profound impact on both physical and mental health, promoting the regulation of mood and bodily functions. Therefore, the application of psychological technology in dance teaching is not just a teaching method but a holistic approach that aims to nurture the whole student, enhancing their dance skills while also fostering their emotional and spiritual well-being.

Conceptual Framework

The purpose of the research was to explore how dance movement activities influence university students' mood states. Fig.1 below depicts the conceptual framework of the study and identifies two variables throughout the study.



Figure 1 Conceptual Framework

Methodology

Research Population: The population of this study consisted of 120 students from Chongqing Vocational University of Mechanical and Electrical Technology.

Research Sample: The participants included 60 students from both classes with similar emotional states, who participated voluntarily in a dance movement activities program. The students were divided equally into two groups with 30 in the control group and 30 in the experimental group. The experimental group participated in the dance movement activities, while the control group did not.



Data Collection: Regardless of the experimental process or data collection process, the participants filled out the questionnaire to understand their mood state. Secondly, after participating in the dance movement activities, they completed the survey again and received the post-test scores.

Data Analysis: Data obtained will be collected and sorted for the first time. The data analysis for this study included descriptive data and used both dependent and independent t-tests.

Results

The results showed that:

1. The comparison of mood state scores between the experimental and the control groups before the experiment.

2. The effect of the dance movement activities program comparison on the experimental group before and after engaging in the program. The paired sample t-test was used for data analysis.

3. The comparison of mood state scores between the experimental group, after receiving the dance movement activities program, and the control group, not receiving the program was conducted.

1) Analysis

Analysis

1. The comparison result of mood state scores between the experimental and the control groups before the experiment is shown in Table 1-2.

The result suggested that there was no statistical significance at the various p-value levels of mood significance. This indicates that no obvious difference between the experimental and the control groups before the experiment was found.

2. The comparison of mood state scores in the experimental group results, before and after the experiment is shown in Table 3.

Table 3 Displays mean and standard deviation, and mood state score of the experimental group. After the dance movement activity session, the analysis of the scale test data indicates that the positive emotion score increased, and the negative emotion score decreased compared to the scores before the experiment.

3. The comparison of mood state scores between the experimental group, after receiving the dance movement activities program, and the control group, not receiving the program.

The results demonstrated variations in the P values of emotional significance, indicating a notable distinction between the experimental and the control groups after the experimental period.



Table 1: The mean and standard deviation of mood state scores of both groups before the experiment

Mood state		Mean (SD)				
		Experiments (n=30)			Controls(n=30)	
Positive mood		20.77			20.63	
Negative mood		20.43			20.00	
Mood state		N	M	SD	t	p
Positive mood	Experimental	30	20.77	2.73	0.20	0.85
	Control	30	20.63	2.55		
Negative mood	Experimental	30	20.43	3.09	0.61	0.54
	Control	30	20.00	2.36		

Table 2: The mean standard deviation, and mood state score of the experimental group

Mood state		Experiments (n=30)			Controls (n=30)	
Positive mood		22.60			21.33	
Negative mood		19.67			16.00	
Mood		N	M	SD	t	P
Positive mood	Experimental	30	22.61	2.66	2.89	0.005**
	Control	30	21.23	3.24		
Negative mood	Experimental	30	19.67	2.78	2.96	0.004**
	Control	30	16.00	6.17		

Note: p < 0.05, a significant difference

The finding revealed variations in the emotional significance P values, indicating a notable distinction between the experiment and the control groups after the experiment.

Table 3: The comparison between before and after the experiment phases of the experimental group

Mood state		M±SD			t	P
		Paired 1	Paired 2	Pair difference (pair 2-pair 1)		
Positive mood		20.77±2.73	22.6±2.66	1.83±4.33	4.47	0.00***
Negative mood		20.43±3.09	19.67±2.78	-0.76±5.44	4.88	0.00***

Note: p < 0.05, a significant difference



After the dance movement activity training, the analysis of the scale test data indicates that the positive emotion score increased, and the negative emotion score decreased compared to the scores before the experiment.

Conclusion and Discussion

Research objective 1: According to the pre-test and post-test results, the mean value of the negative mood state of the experimental group after participating in the dance movement activity is 19.67, which is lower than the mean before (20.43). Additionally, the mean level of the positive mood state of the experimental group after participating in the dance movement activity is 22.6, which is higher than the mean of 20.77. This result aligns with the previous hypothesis.

It is suggested that dance movement activity had a positive effect on positive mood states and decreased negative mood states in university students, a finding consistent with the results of previous studies. The results support the first study hypothesis.

Research objective 2: After the experiment, the experimental group's positive mood score was higher than the other group, and the negative mood score was lower.

According to the mean value, the mean mood state score difference between the experimental and control group after dance movement activity ($t = 2.89$, $P = 0.005^* *$) negative mood state ($t = 2.967$, $P = 0.004^* *$). This is consistent with the previous hypothesis that the results support the second study hypothesis, and the results are consistent with this hypothesis.

According to the mean value, it shows the variance in the average scores of mood state between the experimental and control group after dance movement activity: ($t = 2.89$, $P = 0.005^* *$) negative mood state ($t = 2.967$, $P = 0.004^* *$). The finding aligns with the previous hypothesis that the results support the second hypothesis, reinforcing its validity.

Thus, the mood improvement of dance movement activities is very obvious:

Dance movement activities can help people release stress and relieve anxiety. Through dance movements, people can express the inner pressure and tension in the way of physical movements, to achieve the purpose of relaxing the body and mind and relieving anxiety. Martin (1939) introduced the interaction between dance and the body, using dance movements to express mood release pressure, and establish a positive mood state.

Dance movement activities are movements that require high coordination and flexibility, and regular participation can improve physical fitness. When people perform well in the dance, they will feel proud and satisfied, thus improving their self-esteem and self-confidence.

Dance movement activity is a social activity that can help people establish good social relationships. They can interact and communicate with others to enhance mutual understanding and friendship. Sun et al. (2022) elaborated that the practice of physical and mental dancing, allows them to express their inner life, perceive the rich mood of physical and mental dancing, better communicate with themselves as well as others and the world, and improve personal physical and mental health.

Improve mental health: Dance can help people improve their mental health. Dancing can make people set aside their troubles, reduce pressure, and allow the body and mind to get a sense of relaxation and joy. In addition, dancing can help people develop a positive life attitude and optimism.

Brooks and Stark (1989) argued using the Multiple effective adjective checklist (MAACL) as a tool to study changes in mood assessment, the data showed that dance movement had a positive impact on participants' mood. Mateu et al. (2021) concluded that body expression and dance are activities that enhance people's overall health. The actual evaluation of the theme through choreography will change students' mood state, which is conducive to their happiness after execution.

Enhance creativity: Dance is a creative art form that can help people stimulate their creativity. In the process of dancing, people can freely express their thoughts and moods, thus this allows them to cultivate creativity and imagination. In recent years, more and more scientific research has begun to focus on the influence of dance on mood. These studies show that dancing can help people reduce negative moods such as anxiety and depression, and improve self-esteem and self-confidence, while also improving mental health and enhancing creativity. The dance movement activity significantly reduced anxiety and depression levels, as well as increased self-esteem and self-confidence. Zhang



(2023) found that dancing can help people recover their mental health after suffering psychological trauma.

According to Liu and Li (2022), dance can be a tool to manage mood during the period of great physical and mental changes. Therapeutic dance plays an important role in students' physical and mental development. The perspective of this review is to link dance with mood management to improve quality of life and the impact of illness on individual health. To sum up, dance has many effects on improving mood. It can release stress, relieve anxiety, improve self-esteem and self-confidence, promote social interaction and communication, improve mental health, and enhance creativity. Therefore, solving mood problems through dance movement activities is proven to be a beneficial method for enhancing both physical and mental well-being.

Recommendation

Based on study results, several suggestions are made for the effects of future dance movement activities on university students:

First, it is recommended that future studies explore the long-term effects of dance-based movement activity dynamics on mood state. This study focused only on the short-term impact of dance movement activity on mood stability. Exploring prolonged effects would provide valuable insights into the lasting benefits of dance-based activities on mood stability.

Second, future studies should explore the variations in the effects of different types of dance movement activity on mood effects.

Finally, future studies could explore the effects of dance movements on different groups and learners in various specialties. While this study focused on the effect of dance movement activities on second-year students of health university, exploring the impact of dance movement activities on other learner groups such as first or fourth-year university students, or those in different professional fields, would provide a more comprehensive understanding.

The results of this study indicate that dance movement activities significantly improve the mood of university students, and future studies should first have a larger sample with different age ranges and different educational backgrounds.

For students of different majors, it is recommended to include adults in future studies. This approach will contribute to a broader, more comprehensive, and detailed conclusion. Also, the approach can contribute more comprehensive inclusion of reinforcement participants with items varying for each age group.

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