

The Examining the Effects of 12-Week Latin Dance Exercise on Social Physique Anxiety: The Effects of 12-Week Latin Dance

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ABSTRACT The objective of this paper was to examine the effects of 12-week Latin dance exercise on social physique anxiety. University students participated in the study. While 30 university students consisted of the experimental group, 30 university students consisted of the control group. Students in both groups were sedentary. Social Physique Anxiety Inventory (SPA) was used in the study. No significant difference was found between pretest and posttest of control group ($p>0.05$) while significant difference was found between pretest and posttest of experimental group ($p<0.05$). Consequently, it can be said that dance training reduces on social physique anxiety. Because dancing provides individuals opportunity to share emotions, express themselves without any word, socialize, people may find the chance to move away from anxiety and stress of everyday life while dancing.

INTRODUCTION

Positive effects of regular and proper physical activity to achieve and maintain physical and psychological health have been underlined in the recent studies in health and exercise psychology (Asci 2002; Dishman and Jackson 2000; Fox 1997). In the studies focusing on effects of exercise activities on psychological factors, it has been stated that participation in regular physical activities had direct impacts on psychological variables such as depression (Dimeo et al. 2001), anxiety (Martinsen 2008), stress (Salmon 2001), self-esteem (Fox 2000) and body image (Hausenblas and Fallon 2006) in normal samples; had indirect impacts on psychological disorders such as schizophrenia (Gorczyński and Faulkner 2010), autism (Kern et al. 1982), major depression (Blumental et al. 1999) and attention deficit / hyperactivity disorder (Reif et al. 2001) in clinical sample.

Psychological traits such as individual's satisfaction about his/her body, self-efficacy perceptions, concerns about physical appearances and the effects and relations between physical activity and these psychological features have been examined by researchers (Davis and Cowles 1991; Finkenberget al. 1993; Hart et al. 1989; Peeters et al. 2014).

Dance has emerged as a form of expression that primitive people created in the way that they respected to sacraments they assumed holy with the feeling of explaining supernatural events and that they imitated nature with the aim of worship-

ing (Kocaklar 1998). Dance is a physical symbol or instrument for emotion and/or thought, and it can be more effective than verbal statements in expressing needs and desires or in concealing truth (Unlü 2009). In addition to being a branch of art, it is a form of exercise in which endurance, flexibility and balance are important (Adiptura et al. 1996).

Social physique anxiety has been defined as an affective response that reflects concern about how one's body may be judged by others (Hart et al. 1989; Leary 1992). This subtype of social anxiety denotes concern about others' negative evaluation of one's physique. SPA has been identified (Frederick and Morrison 1996; Lantz et al. 1997) both as a potential barrier to exercise, due to concerns of revealing one's physique to others in an exercise setting and as an incentive, or motive, to take part in exercise as a means to decrease SPA through the development of a fitter and more attractive physique (Hausenblas et al. 2004). Social anxiety or fear of social situations due to perceived negative evaluation from others (Hinrichsen et al. 2003). Social physique anxiety refers to concerns about one's physique that manifest in social contexts (Hart et al. 1989).

Social physique anxiety has been related to negative health-related behavioral and psychological consequences, such as low self-esteem and self-concept (Gargari et al. 2010; Hagger et al. 2010); appearance and body image dissatisfaction (Crawford and Eklund 1994), smoking (Sabiston et al. 2007) and eating disorders (Haase

and Prapavessis 1998; Thompson and Chad 2002). Furthermore, most research on the relationship between exercise adherence and social physique anxiety has indicated a negative relationship between both variables (Hausenblas et al. 2004). Research in this area suggests that social physique anxiety is associated with attitudes toward exercise settings, selection of and preferences within exercise settings, preferences in exercise attire, and motives for exercise participation (Eklund et al. 1996).

METHOD

Sample Group

60 University students participated in the study. While 30 university students (15 males and 15 females) consisted of the experimental group, 30 university students (15 males and 15 females) consisted of the control group. Students in both groups were sedentary. The age means of students in the experimental group and the control group was found to be 20.40 ± 1.99 and 20.19 ± 1.70 , respectively.

Instruments

Social Physique Anxiety Inventory (SPA) was used in the study. Hart et al. (1989) developed the inventory. SPA, consisting of 12 items, has two dimensions; concerns regarding others' evaluations and feelings about one's body. In this study, the 12-item inventory adapted to Turkish by Mülazýmoglu-Balli and Asci (2006) was used.

Procedure

In the study, 12-week period was defined. Students participated in dance exercise program consisted of 2-hour training in a day (Totally, 24 hours). Control and experimental groups answered SPA inventory in the first week. After 12-week dance training program both groups were asked to answer SPA inventory.

Salsa training was shown for the first 8 week; Bachata training for the last 4 week. In the first week, rhythm, basic steps and Cucaracha trainings was taught. After repeating what taught in the first week, Cross Body Lift and Under Arm Left-Right Turn steps were taught in the second week. After repeating what taught in the first and second weeks, Inside Turn step was taught in the third week. After repeating what taught in the second and third weeks, Outside Turn step was taught in the fourth week. After repeating what taught in the second, third and fourth weeks, alternative turn step was taught in the fifth week. After repeating fourth and fifth weeks, Hummer Lock step was taught in the sixth week. After repeating fifth and sixth weeks, Double Turn step was taught in seventh week. After repeating seventh week, Titanic step was taught in eighth week. In the eighth week, all the steps taught were performed in cerography.

In the ninth week, basic step and rhythm exercises, under arm left-right turn steps were taught. After repeating ninth week, back-forward steps were taught in the tenth week. After repeating the ninth and tenth weeks, left-right turn with both hand steps were taught in eleventh week. After repeating the ninth, tenth, and eleventh weeks, alternative turn step was taught in twelfth week. In the last week, all the steps taught were performed in cerography.

RESULTS

In Table 1, pre- and post-tests analysis related to social physique anxiety of female and male students was displayed. No significant differences were found between genders in pre and post-tests of SPA ($p < 0.05$).

In Table 2, pretest analysis of social physique anxiety of control and experimental group was displayed. No significant difference was found between control group pretest and experimental group pretest ($p < 0.05$). This result showed that control and experimental group were homogeneous.

Table1: Pre and post-tests analysis related to social physique anxiety of female and male students

Variables	Male			Female			t	p
	n	X	S.S.	n	X	S.S.		
SPA pretest	15	3.02	0.34	15	2.91	0.37	0.85	0.40
SPA posttest	15	2.78	0.47	15	2.70	0.33	0.56	0.57

Table 2: Pretest analysis of social physique anxiety of control and experimental group

Variables	Control pretest			Experimental pretest			t	p
	n	X	S.S.	n	X	S.S.		
SPA	30	3.19	0.75	30	2.97	0.35	1.41	0.16

In Table 3, pretests and posttests analysis of control and experimental group was displayed. No significant difference was found between pretest and posttest of control group ($p>0.05$) while significant difference was found between pretest and posttest of experimental group ($p<0.05$).

DISCUSSION

The aim of this study was to examine the effects of 12-week dance exercise on social physique anxiety. In the study, although men participants have been reported higher social physique anxiety than women, this result was statistically insignificant. Mülazýmoglu-Balli et al. (2010) found that women participants were found to report higher social physique anxiety than men.

Result in the Table 2 showed that control and experimental group were homogeneous because no significant difference was found between the groups in pre and posttests of SPA. In Table 3, significant difference was found between pre and posttest of experimental group in terms of SPA. With this result, it can be said that dance training reduces on social physique anxiety. Because dancing provides individuals opportunity to share emotions, express themselves without any word, socialize, people may find the chance to move away from anxiety and stress of everyday life while dancing. In addition to its social and psychological features, dance allows people to do exercise. In the literature, studies examined the effects of exercise on SPA revealed that exercise reduced the SPA. Intervention studies over 5 months (McAuley et al. 1995), 10 weeks (Bartlewski et al. 1996) and 6weeks (Williams and Cash 2001) have demonstrated that exercise and circuit training may effectively reduce SPA. Lind-

wall and Lindgren (2005) found that 6-month exercise intervention program reduced SPA. Sicilia et al. (2014) suggested that their findings could indicate that, within an exercise settings, the perception of improvement in skill development or in physical condition may be more important to reduce concern about one’s body being negatively assessed than feeling integrated in a group or feeling capable of participating in decision-making. It has also been found that women who exhibit a greater level of anxiety in relation to their bodies prefer a smaller physique and harbor more negative thoughts about their bodies than do women who are not particularly anxious in this regard (Thompson and Chad 2002).

CONCLUSION

Consequently, as a part of physical activity, dancing provides people opportunities to participate in physical activity as well as expressing their emotions, socializing, and coping with daily stress, anxiety and depression. In this study, it has been revealed that dance trainings reduced SPA. Because its structure, dancing is not only a physical activity, it is also a psychological exercise.

RECOMMENDATION

In the lights of these results, the study can be conducted in bigger sample groups. After 12-week exercise program, experimental and control groups can be tested with SPA to find out the permanence of the program’s effects. The same study can be done in different samples (such as different sport branches, occupational groups). Different psychological parameters can be include in future studies.

Table 3: Pretests and posttests analysis of control and experimental group

Variables	Pretest			Post-test			t	p
	n	X	S.S.	n	X	S.S.		
Control Group	30	3.19	0.75	30	3.19	0.74	-0.38	0.70
Experimental Group	30	2.97	0.35	30	2.74	0.40	4.03	0.00*

* $p<0.05$

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