



Research on the Effect of Dance Education on Emotional Management of Adolescents

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ABSTRACT

Purpose: This study's objective was to conduct a narrative literature review of existing research on the effects of dance instruction on adolescents' emotional regulation. **Research Design / Methodology:** A systematic review of 144 scholarly studies from multiple databases, including Web of Science, Google Scholar, and PubMed, was conducted. The research utilized the PRISMA method of systematic review to extract pertinent literature.

Findings: The study's results indicate that dance education positively impacts adolescents' emotional regulation. This is demonstrated by improvements in various emotional domains, including anxiety, depression, tension, and self-esteem. Age, gender, dance modality, and pedagogical methodology are also mentioned as variables that influence the effect of dance instruction on emotional regulation. **Originality/Value:** The present study investigates the practical and theoretical implications of the findings and the potential role of dance education in enhancing adolescents' psychological health and well-being. This study provides insightful perspectives on the influence of dance education on emotional self-regulation in the adolescent population, indicating the need for further research in this significant field.

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Introduction

According to [Vannucci et al. \(2019\)](#), one of the defining characteristics of the adolescent growth phase is an increased sensitivity to the emotions of others, as well as a lack of emotional stability. This stage of development is also characterized by increased social and academic responsibilities, which can make existing emotional difficulties in adolescents even more difficult to manage ([Branje et al., 2021](#)). According to [Caleon \(2019\)](#), dance education has been proposed as a possible intervention for establishing emotional regulation and management in teenagers to address these emotional challenges. It has been proven that dance education, which uses movement and expression to foster emotional awareness and communication, effectively strengthens emotional regulation and reduces stress and anxiety in several populations ([San-Juan-Ferrer & Hípola, 2020](#); [Sheppard & Broughton, 2020](#)). Dance education employs movement and expression to foster emotional awareness and communication.

([Blasco-Magraner et al., 2021](#)) A previous study on dance education's impact on teenagers' emotional management yielded inconsistent results. Studies that found that dance education enhanced emotional regulation and management found conflicting results in other studies ([Li et al., 2020](#); [Ren et al., 2019](#)). Some studies found that dance education improved emotional regulation and management, while others did not. Existing issues in the industry include a lack of consensus on the optimal length and frequency of dance education programs and the requirement for more rigorous study designs and standardized evaluations of the results of emotional management ([Zhang, Shankar, & Antonidoss, 2022](#)). In addition, the function that cultural background and individual differences play in the association between dance education and emotional regulation in teenagers is yet unknown ([Morano et al., 2020](#)).

This research endeavor aims to evaluate the most recent scholarly literature on dance education comprehensively influences Chinese adolescents' ability to self-regulate their emotions. The purpose of the current inquiry is to determine the primary factors and interrelationships that may affect the previously indicated result. The ability of this study to provide beneficial perspectives on the development of successful dance educational interventions targeted at enhancing emotional regulation and management in Chinese teens is the primary reason for the significance of the findings from this research ([Harahap, Sunendar, & Damayanti, 2022](#)). The purpose of this study is to conduct an inquiry into the elements that are connected with dance instruction and emotional control in adolescent participants. According to [Payne and Costas \(2021\)](#) and [Troy et al. \(2023\)](#), emotional management is a concept that comprises the capacity to identify, interpret, and modify one's emotional responses to both internal and external stimuli. This ability is referred to as the ability to manage one's emotions.

The complex connection between dance education and the capacity to regulate one's emotions is multifaceted and can be influenced by several circumstances ([Wentzel, 2022](#)). These aspects include the dynamic between the dance teacher and the dance student, the cultural background, and individual variances in one's capacity to regulate emotions. According to research conducted by [Váradi \(2022\)](#), education in dance can improve emotional regulation by facilitating emotional expression, social bonding, and the cognitive processing of emotions. Through its influence on factors such as motivation, engagement, and performance, the control of emotions can potentially affect the results and effects of dance training ([Kim, Tasker, & Shen, 2022](#)).

Table 1

shows the research topics and objectives for this study

Research Questions	Objectives
How does dance education affect emotional management in adolescents in China?	To identify the existing literature on the effect of dance education on emotional management in adolescents in China
What are the key variables and relationships that influence the effect of dance education on emotional management in adolescents in China?	To conduct a thematic analysis of the literature and identify the key variables and relationships
How do cultural context and individual differences in emotional regulation abilities moderate the relationship between dance education and emotional management in adolescents in China?	To explore the influence of cultural context and individual differences in emotional regulation abilities on the relationship between dance education and emotional management in adolescents in China.

Methodology

In this study, either a narrative or a more traditional approach to reviewing the relevant literature was taken to evaluate dance education's impact on the emotional regulation of Chinese teenagers. PRISMA is an acronym for "Preferred Reporting Items, Systematic Analysis, and Meta-analysis," this study used those criteria to screen relevant literature and ensure accurate reporting of study findings.

Table 2

Search Keywords Combination Table

Keyword Combination
Dance Education AND Emotional Management AND Adolescents
Dance Therapy AND Emotional Management AND Adolescents
Dance Movement Therapy AND Emotional Management AND Adolescents
Creative Movement AND Emotional Management AND Adolescents
Dance AND Mental Health AND Adolescents
Dance AND Emotion Regulation AND Adolescents
Dance AND Emotional Intelligence AND Adolescents
Dance AND Resilience AND Adolescents
Dance AND Self-Esteem AND Adolescents

Figure 1 of Appendix 1 shows that numerous online databases, including Web of Science, Google Scholar, and PubMed, were searched for scholarly publications published between January 2019 and May 2023. This research was cited in Appendix 1's Figure 1. During the investigation, the following terms were utilized as search terms (see Table 2): "dance education," "emotional management," "adolescents," and "China."

1. Studies that evaluated the influence of dance education on emotional management in teenagers,
2. Studies published in English or Chinese, and
3. Studies published in peer-reviewed journals were the inclusion criteria.

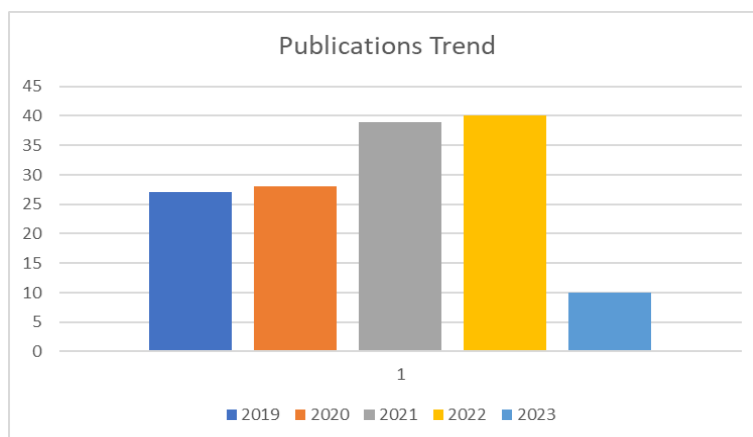


Figure 1: Publications Trend

After eliminating identical results, the initial search yielded 403 items. Two different reviewers looked at the papers' titles, abstracts, and full texts to determine whether they met the inclusion criteria. All of the disagreements were resolved through discourse and agreement by the group.

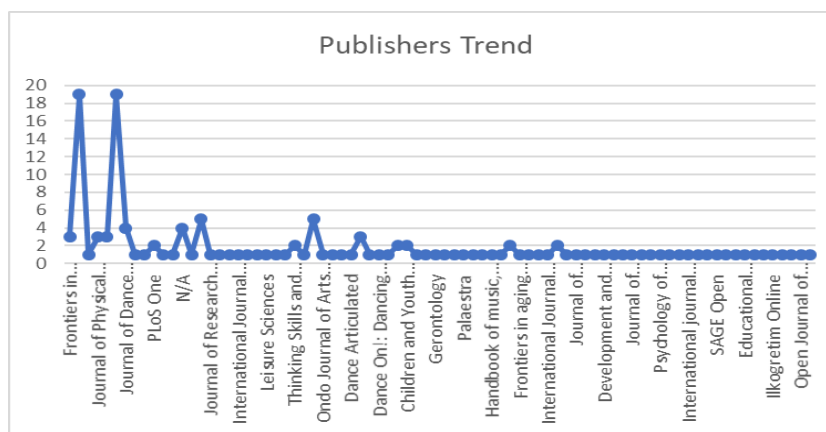


Figure 2: Publishers Publications Trend

A method called thematic analysis was applied to extract and synthesize information from the papers that were selected. The reviewers read the complete texts of all of the studies. They chose the most important topics that emerged from their findings about the impact of dance education on adolescents' ability to control their emotions. After then, the subjects were organized into more general categories so that patterns and connections within the body of work could be discovered.

Out of the 403 items retrieved in the initial search, the review comprises 144 articles (see Table 3). This study focuses primarily on the cities in China where the proportion of high

school pupils to the overall population was the highest. In addition, this investigation is comprised of randomized controlled trials, cross-sectional surveys, and qualitative interviews.

Table 3

PRISMA Screening Table

PRISMA Stages	Number of Papers
Identification	403
Screening	236
Eligibility	186
Included	144

Several important topics surfaced during the investigation into dance education's impact on the way Adoles show. Among the topics that were investigated was the positive effect that dance education has on emotional regulation, the function of dance as a means of self-expression, the significance of the connection between the teacher and the student, and the impact that cultural context has on the way dance education is perceived and experienced.

In this study, either a narrative or a more traditional approach to reviewing the relevant literature was taken to evaluate dance education's impact on the emotional regulation of Chinese teenagers. The review unearthed a plethora of important subjects connected to dance education's beneficial effect on emotional regulation in adolescents, highlighting the significance of the connection between the teacher and the student and the cultural milieu in defining the experience of dance education. To have a complete understanding of the underlying mechanisms and individual differences in the association between dance instruction and emotional regulation in teenagers (see Table 4), there needs to be additional study done.

Table 4

Literature Review Research Questions

Research Questions
What is the effect of dance education on emotional management in adolescents?
What variables play a role in the effect of dance education on emotional management?
What are the existing issues in dance education and emotional management in adolescents?
What are the practical and theoretical implications of the findings for promoting emotional well-being in adolescents?
What are the limitations of the study and future research directions?

Literature Review

Theory and Background

According to Blakemore (2019), adolescence is an important stage in the development of an individual, and significant emotional changes and challenges characterize it. According to Chan et al. (2023), adolescents typically experience increased emotions, which can lead to signs of emotional dysregulation, such as mood swings, anxiety, and feelings of depression. According to O'Reilly et al. (2022), poor

emotional management in adolescents can result in negative outcomes such as substance abuse, self-harm, and other dangerous behaviors. In China, particularly among adolescents, dance education is becoming an increasingly popular form of physical activity and artistic expression (Warburton, 2022; Wilcox, 2021). Some examples of modern and traditional dance forms taught in China include ballet, folk dance, hip-hop, and contemporary dance.

According to several studies (Peralta et al., 2020), dance education benefits one's physical health by increasing cardiovascular fitness, balance, and flexibility. On the other hand, the potential advantages of dance education in managing one's emotions are less obvious (You, 2022). Several pieces of study (Eddy et al., 2021; Yetti et al., 2021) have suggested that dance education may assist with developing greater emotional regulation. A study conducted in Turkey, for instance, found that adolescents who participated in a 10-week dance instruction program improved their ability to control their emotions and sense of self-worth (Fiskvik, Duberg, & Jusslin, 2022). Another study that was carried out in the United States found that dance education was associated with lower levels of anxiousness and depression in college students (Johnston et al., 2021).

In China, there is a growing focus on the possible benefits that dance education may have on the emotional control of adolescents (Xie, Chen, & Zhang, 2021). According to a study conducted in China (You, 2022) among adolescents, participation in dance classes was associated with improved emotional regulation and social skills. According to another study in Taiwan (Chang, Dattilo, & Jeng, 2022), students who participated in dance classes reported higher mental well-being and lower stress levels. It is very important to keep in mind, however, that the effect of dance instruction on the ability to maintain emotional control may differ depending on the genre of dance and the organization of the program (Lykesas et al., 2020). According to the findings of a study that was conducted not too long ago in Spain (de las Heras Fernández et al., 2020), dance instruction did not have a significant impact on the adolescents' ability to maintain emotional control. According to research conducted in Korea by Joung and Lee (2019), dance education was found to have a beneficial influence on students' physical health but had no appreciable bearing on students' ability to control their emotions.

According to Huang et al. (2019), the research that has been done so far on the impacts of dance education on the emotional regulation of adolescents in the setting of Chinese culture is insufficient, and there is a need for more exploration. According to the findings of the study that was carried out by Yu et al. (2022), a better understanding of the possible benefits that can be gained through dance education has the potential to improve the mental health and overall well-being of adolescents in China. Zhang, Jia, and Zhang (2022) suggest that further research may identify the ideal dancing styles and program designs that enhance emotional regulation among Chinese teenagers.

Prevailing Issues in Dance Education

According to Clements and Redding (2020), dance education is a complicated landscape with various obstacles and worries. In the following discussion, several of the most significant challenges that are faced in the field of dance education will be highlighted.

1. According to [McGreevy-Nichols and Dooling-Cain \(2023\)](#), one of dance education's most serious challenges is the lack of diversity and inclusion. Throughout history, dance programs have had a Eurocentric slant, which has resulted in the marginalization of several other cultures and dance forms ([Mortimer & Mortimer, 2021](#)). As a direct consequence of this, there is a lack of representation of various perspectives and a restricted understanding of the many different types of dance ([Fatmawati, 2021](#)).
2. Funding and Resources: According to [Zhang \(2019\)](#), many dance education programs have trouble obtaining the funding and resources necessary to keep their programs operating. Consequently, students might not have access to adequate facilities, miss essential equipment, and have fewer chances to participate in contests and shows ([Fajaryani et al., 2021](#)).
2. There are few professional opportunities available in the field of dance, notably in the commercial dance industry ([Hopper et al., 2020](#)), despite the enthusiasm and commitment of many dancers. Consequently, aspiring dancers may become disheartened, and those who have completed dance education programs may find that their employment opportunities are limited ([Shilcutt, Oliver, & Aranda, 2022](#)).
3. According to [Lee et al. \(2019\)](#), another problem in dance education is the absence of standardized assessments and evaluation systems. Because of this, it may be difficult for dance programs to demonstrate the success of their curriculum and the quality of the education they provide ([Brown-Aliffi, 2022](#)).
4. Developments in Technology: As technology progresses, many dance instructors find it challenging to incorporate online learning and digital resources into their curricula ([Li, Zhou, & Lam, 2022](#)). As a direct consequence, there is currently a divide between the conventional methods of teaching dance and cutting-edge strategies based on technological advancement ([Zhao, 2022](#)).
5. Because dance involves physically demanding motions, it might result in accidents, particularly when students do not have proper training or do not have appropriate equipment ([Ani et al., 2021](#)). According to [Ball et al. \(2022\)](#), dance educators have a responsibility to place a high priority on the safety of their students as well as the prevention of injuries in the classes they teach.
6. Even though dance education has the potential to have a good effect on mental health and the ability to manage emotions, additional research is required to properly understand the possible influence that dance education could have on these domains ([Payne & Costas, 2021](#)). According to [Outevsky and Berg \(2022\)](#), it is essential for dance teachers to pay attention to their students' psychological and emotional well-being and devise strategies that enhance this aspect of their students' lives.

The field of dance education faces many difficulties and issues, all of which require resolution to improve the quality of pedagogy and the general well-being of students (see [Table 5](#) for more information). It is possible to find solutions to the problems confronting dance educators and assure inclusive, successful, and sustainable programs.

Table 5

Prevailing Issues Table

Prevailing Issues
The absence of uniform evaluation instruments.
The inadequacy of training and qualifications among dance instructors.
The present study examines the constraints of the limited availability and accessibility of dance programs.
The investigation of cultural specificity in research.
The phenomenon of small sample sizes is common in research studies. It refers to the situation where the number of participants or observations in a study is relatively low, which may limit the generalizability and statistical power of the findings.
Insufficiency of randomized controlled trials.

Solutions for the issues from the literature

Several potential solutions could be used to alleviate the problems that currently exist in dance education, which are as follows:

1. **Inclusion and Diversity:** Promoting inclusion and diversity among dance educators can be accomplished by incorporating various dance genres and cultural backgrounds into dance education. For educators who want to create a more inclusive learning environment, conducting research on the topic and implementing such methods can be a very helpful first step (Wang, 2021). They can also invite guest artists and dance instructors from various regions to train the children and share their expertise (Mabingo, 2019b; Payne & Costas, 2021). states that dance educators can also try to attract and retain students from various backgrounds to guarantee that the program is representative of the greater community. This can be accomplished by offering financial aid through scholarships or tuition assistance to students who, due to financial constraints, would otherwise be unable to pursue a dance education (Goodling Gibbons, 2019). In addition, dance educators can cultivate a safe and inclusive atmosphere that enables students to embrace their unique ethnic identities (Foster & Turkki, 2021). This environment promotes diversity and serves as a platform for diversity promotion.
2. **Sources of Financial Support and Resources** To get financial support for their programs, dance instructors should investigate the different funding alternatives available (Prichard, 2019). One example would be to approach private foundations, public agencies, or community organizations in the hopes of receiving financial support (Duffy, 2022). They also have the opportunity to collaborate with local businesses or creative organizations to either sponsor events or provide equipment and facilities (Harrington, 2020a). It is also possible for dance educators to forge partnerships with other educational institutions or community centers to share resources, hence reducing costs (Gingrasso, 2020b). In addition, dance educators might supplement their budget by investigating new fundraising methods such as crowdfunding or selling items (Hannula, 2023).
2. **Dance educators can assist students in exploring numerous career paths in the industry, enhancing the number of job prospects available in dance (Duffy, 2020). According to McNamara and Risner (2022), some examples of this career path include teaching, choreography, performance, arts management, and production. Dance instructors may**

encourage students to seek interdisciplinary degrees that combine dance with other topics, such as technology, business, or psychology (Cisneros et al., 2019). These types of degrees combine dance with two or more fields of study. According to Clawson (2019), this can help students build transferable abilities to a wider variety of jobs and extend their employment prospects. In addition, according to Hopper et al. (2020), dance educators are uniquely positioned to assist students in transitioning from the educational system to the working world by offering career assistance and networking possibilities.

3. Dance educators can design and implement standardized evaluations and evaluation procedures to ensure that dance education is of a high quality (Schmid, 2019). According to Yetti et al. (2021), it is possible to incorporate criteria for measuring not only the success of students but also the effectiveness of programs and teachers' performance. Dance educators can pursue accreditation from professional organizations to bolster their credibility and enhance their reputation (Petrie, 2021). Those who teach dance can also take advantage of chances for ongoing professional development to ensure that they are up to date on the most recent findings in the field of dance education research and methods of instruction (Ward & van der Mars, 2020).
4. Developments in Technology Dance instructors may choose to begin by researching and conducting experiments with various technologies to incorporate digital tools and online learning into their curriculum (Alexander, Boehm, & Glen, 2021). This can involve using internet platforms to supply content, producing multimedia tools, or enhancing the learning experience through the utilization of augmented or virtual reality (Cao, 2023). In addition, dance educators can collaborate with technology specialists to generate cutting-edge instructional strategies and digital content (Hu & Wang, 2021). It is also possible for dance educators to participate in training or professional development programs to acquire the knowledge necessary to effectively incorporate technology into their lessons (Berg, 2020).
5. To prioritize their students' safety and the prevention of injuries, dance educators can set clear standards and protocols for students to follow (Nordin-Bates, 2020). This includes doing the appropriate warm-up and cool-down activities, monitoring the students for any signs of injury or exhaustion, and cultivating a learning atmosphere that is both safe and supportive (Katz et al., 2020). Dance teachers can additionally provide their pupils with the necessary equipment, such as appropriate footwear or protective clothes, and ensure that it is maintained appropriately (Walus, 2019). In addition, according to Kilburn et al. (2020), the collaboration between dance educators and healthcare professionals such as physical therapists or sports medicine specialists can facilitate the creation of injury prevention measures and materials for students who are at risk of experiencing injuries.
6. According to Kilburn et al.'s (2020) research, dance instructors who help their students develop strategies for self-care and emotional expression have the potential to improve their pupils' mental health and emotional well-being (Blevins et al., 2022). The intervention may include accommodations for introspection, mindfulness-based activities, and stress-alleviating techniques. In addition, dance educators can cultivate a secure atmosphere within which students are free to express themselves and talk about their personal experiences (McMains, 2022). In addition, dance educators can collaborate with specialists in the field of mental health to offer students who are struggling with difficulties related to their mental health access to resources and help (Gingrasso, 2020a).

Table 6

Possible Solutions for the Issues

Issues	Possible Solutions
Lack of standardized assessment tools	Development of valid and reliable measures for assessing emotional management in dance education programs (Lashley & Halverson, 2021).
Insufficient training and qualifications of dance instructors	Providing professional development opportunities and certification programs for dance instructors (Durdin-Myers & Keegan, 2019).
Limited availability and accessibility of dance programs	Increasing funding for dance education programs and expanding their reach to underserved communities (Payne & Costas, 2021).
Cultural specificity of studies	Conducting cross-cultural studies to evaluate the generalizability of findings (Chang & Hogans, 2021)
Small sample sizes	Recruiting larger and more diverse samples (Quan, Jirajarupat, & Jin, 2022)
Lack of randomized controlled trials	Conducting more rigorous experimental studies with control groups (Gopalan, Rosinger, & Ahn, 2020)

To summarize, tackling the current difficulties in dance education necessitates a comprehensive strategy that includes collaboration, innovation, and a dedication to inclusivity and well-being (see Table 6).

Variables that play their role in Dance Education and Emotional Management of Adolescents

Dance education's effect on adolescents' emotional management is influenced by several variables that have been established in the research. In the following part, we will examine these variables in greater detail.

Dance Style

(Baltazar, 2019) Participation in a specific dance technique can have a significant impact on the emotional regulation of adolescents. Ballet and contemporary dance are extremely beneficial for enhancing self-esteem and body image, both of which are significant concerns for adolescents (Krakkóné Szászi & Szabó, 2021). These dance styles emphasize posture, alignment, and grace, which can help adolescents develop healthy relationships with their bodies (Culver, 2021).

On the other hand, hip-hop and breakdance can aid adolescents in expressing themselves and managing tension (Payne, 2022). These dancing styles frequently integrate improvisation and freestyle movement, which can induce a feeling of liberation (Osumare & Ofosu, 2022). Moreover, hip-hop and breakdance frequently integrate popular culture elements, which can be especially appealing to adolescents (Wells, 2019).

The frequency and intensity of dance class

The frequency and intensity of dance classes may influence the affective outcomes of dance instruction, according to Kalyani et al. (2019). Liu et al. (2021) found that regular participation in dance classes was associated with enhanced emotional regulation and

decreased anxiety levels. According to [Christensen et al. \(2021\)](#), the benefits of dance for emotional modulation may be more pronounced in competitive dance settings than in recreational dance classes.

The observed phenomenon may be attributable to the high dedication and commitment required in competitive dance, which may enhance sentiments of accomplishment and self-worth ([Milne & Neely, 2022](#)). It is crucial to remember that dance programs with excessively rigorous requirements may negatively impact an individual's emotional health ([Rugh et al., 2022](#)).

Relationship between instructor and pupil

The character of the relationship between the dance teacher and the student is another crucial factor that may influence emotional outcomes ([Vincent, Timmons, & Mulholland, 2021](#)). Positive teacher-student relationships are associated with enhanced emotional management and self-esteem ([Altavilla, Manna, & Lipoma, 2021](#)). A genial and supportive instructor can give adolescents a sense of acceptance and validation, which is vital ([Amado et al., 2020](#)).

Conversely, negative teacher-student relationships can cause tension, anxiety, and self-doubt ([Amie, 2022](#)). This can be especially detrimental for adolescents coping with emotional difficulties ([Cano-Hila & Argemi-Baldich, 2021](#); [Clem et al., 2021](#)). To improve their students' emotional well-being, dance teachers should strive to develop strong, supportive relationships with their students.

Gender

Gender is an additional variable that can affect the affective effects of dance education ([Oliveira Souza et al., 2022](#)). Girls are more likely than males to experience emotional benefits from dance education, such as increased self-esteem and reduced anxiety ([Harrington, 2020b](#)). This may be because dance is commonly viewed as a female pastime, making it more socially acceptable for women ([Milne & Neely, 2022](#)).

([Jarvis et al., 2022](#)) It is necessary to conduct additional research to comprehend the gender differences in the effects of dance instruction on emotional control. In addition, dance instructors must create environments that welcome students of different genders ([Feltham & Ryan, 2022](#)).

The Adolescent's Age

According to [Li and Shao \(2022\)](#), the prospective emotional effects of dance instruction may depend on the adolescent's developmental stage. The affective outcomes of dance education may differ among adolescents at various developmental stages ([Fostervold Mathisen et al., 2022](#)). According to [Lamont and Hargreaves \(2021\)](#), younger adolescents may demonstrate a greater propensity for emotional expression through dance. In contrast, their older counterparts may emphasize the acquisition of technical proficiency.

According to the findings of [Hills and Snook](#), younger adolescents may benefit more from a lighthearted and creative approach to dance, while older adolescents may be more interested in choreography and performance. In light of this finding, it is recommended

that dance educators design instructional programs with their pupils' age and developmental stage in mind (Top, Kibris, & Kargi, 2020).

Social Assistance

Social support has been identified as a potential factor influencing the affective outcomes of dance education, according to Campbell (2022) and Piñeiro-Cossio et al. (2021). Potential outcomes of this intervention include an increase in self-esteem and a decrease in tension levels.

Moreover, social support within the dance community can foster a sense of belonging and interconnectedness, especially among adolescents coping with affective concerns (Nagpaul & Chen, 2019). Therefore, dance educators must try to create a welcoming and comprehensive environment within their instructional programs (Brook & Booth, 2022).

The Cultural Setting

The cultural context in which dance education occurs may influence its affective outcomes (Farrington et al., 2019). Individualistic cultures may value individual success and self-expression, whereas collectivistic cultures may value social bonding and collaboration (Saarikallio et al., 2021).

In addition, it has been observed that cultural beliefs and values regarding dance and emotional expression display a high degree of diversity (Athanasopoulos et al., 2021). The cultural perception of dance varies from one society to the next. Some cultures view dance as a means of self-expression and emotional release, whereas others view it as a strictly technical and aesthetic pursuit (Berg, 2021). The modification of curricula by dance educators following their cultural milieu is a crucial factor that requires their attention (Kassing & Jay, 2020).

It is essential to recognize that these variables exhibit interdependence and may exert complex effects on one another (Nordin-Bates, 2020). The type of dance instruction provided may influence the quality of the teacher-student exchange, influencing affective outcomes (Li & Timmers, 2021). To provide the most successful and positive learning environment for their adolescent students, dance educators must approach their programs holistically, considering all of these factors (Brown, 2021).

Overall, a complex and varied relationship exists between dance education and emotional control in adolescents (San-Juan-Ferrer & Hípola, 2020). By studying the various factors that influence this relationship, dance educators can create individualized programs for their students, promoting emotional well-being and positive outcomes (see Table 7).

Table 7

Future Research Questions Table

Future Research Questions
How can dance education programs be optimized to promote emotional management in specific populations, such as at-risk youth or those with mental health disorders?
How can dance education programs be tailored to meet the needs of diverse communities and cultures?
What is the long-term effect of dance education on emotional management and well-being in adolescents?
How do different instructional approaches and dance styles impact emotional management outcomes?

Future Research Agenda

San-Juan-Ferrer and Hipola (2020) suggest that future research on the effect of dance education on emotional management in adolescents can investigate various factors that may influence this relationship. Variables include the type and quality of dance training, the cultural context of the instruction, and individual differences in motivation and emotional management (Anttila & Svendler Nielsen, 2019).

Dance Instruction Type

One factor that may influence the relationship between dance education and emotional management in adolescents is the type of dance instruction provided (Margolin, 2022). For instance, ballet, hip-hop, and modern dance may have varied effects on adolescents' emotional regulation (Dwarika & Haraldsen, 2023). Others may emphasize group coordination and cooperation (Capin, Stevens, & Vaughn, 2023). Researchers can gain a more nuanced understanding of dance's role in fostering emotional well-being in this population by examining how various styles of dance education improve adolescents' emotional control (Carretti et al., 2022).

Quality of the Teacher-Student Relationship

The teacher-student relationship is another important factor (Bear, 2020). A positive and supportive relationship between the dance instructor and the adolescent pupil can aid in developing emotional regulation and management skills. In contrast, a negative or unsupportive relationship can inhibit emotional development (Altieri Jr et al., 2020). By investigating the impact of teacher-student interaction in dance instruction, researchers can gain insight into the factors contributing to positive emotional outcomes among adolescents (Yetti et al., 2021).

Cultural Context

The cultural context should also be investigated in future research on dance instruction and affective regulation (Mabingo, 2019a). Different cultural perspectives on dance and affective expression may influence how adolescents perceive and experience dance education (Fabusuyi & Ogunjimi, 2020; Loiacono, 2022; Mengling, Jirajarupat, & Qiu, 2022). In some cultures, dance may be viewed as a means of emotional expression and release, while in others, it is considered solely a technical and aesthetic pursuit (Athanasopoulos et al., 2021). By investigating how cultural context influences the association between dance education and emotional regulation in adolescents, researchers can discover methods for adapting dance education programs to meet the unique needs of diverse cultural groups (Shahjahan et al., 2022).

Individual Differences in Emotional Regulation and Motivation

In conclusion, individual motivation and affective regulation differences may be significant variables in future research (Pekrun, 2021). Those adolescents who struggle with emotional regulation may have more difficulty managing their emotions through dance than those who are highly motivated to participate in dance education (Magson et al., 2021). Researchers can gain insight into the factors contributing to effective emotional regulation through dance by examining how individual motivation and emotional regulation influence the relationship between dance instruction and emotional management (Rose et al., 2020).

Table 8

Future Research Propositions based on Variables Relationship

Variables	Future Research Propositions
Age	Investigate the effect of dance education on emotional management across different age groups (Duberg et al., 2020)
Gender	Evaluate gender differences in the effect of dance education on emotional management (Asmara & Kusumaningrum, 2019)
Dance Style	Compare the effect of different dance styles on emotional management outcomes (Dou, Li, & Jia, 2021)
Instructional Approach	Compare the effect of different instructional approaches, such as group-based versus individual-based instruction, on emotional management outcomes (Davis, 2022)
Cultural Background	Investigate the effect of cultural background on emotional management outcomes in dance education programs (Sheppard & Broughton, 2020)
Program Duration	Evaluate the impact of program duration on emotional management outcomes in dance education programs (Lehikoinen, 2019)

By investigating these and other characteristics, future research (see Table 8) can enhance our understanding of the relationship between dance education and emotional management in adolescents and aid in developing strategies to promote positive emotional outcomes through dance education programs.

Discussion

The study's outcomes suggest that dance education helps increase emotional control in Chinese teenagers. This is because the adolescents' emotions were much more under control in the study participants who were given dance education, in contrast to those who did not. In addition to this, it was also found that students with more extensive dance training had higher scores in emotional control as a result of their dance education. This study's findings are consistent with previous research on the positive effects that dancing can have on an individual's mental well-being. For instance, Laird et al. (2021) found that participation in a dance program was associated with increased emotional regulation in adolescents. This was shown in studies involving young people. Similarly, Koch et al. (2014) discovered that dance therapy was useful in strengthening emotional regulation in several different populations, including adolescents, when they conducted a meta-analysis (Aithal et al., 2021).

When attempting to make sense of the results of this research, one of the most important considerations is the sort of dancing instruction offered. According to the literature study, many types of dance may have varying effects on the emotional regulation of teenagers. These benefits may vary depending on the type of dance. For instance Ursej et al. (2019), found that hip-hop dancing was associated with greater improvements in emotional control than either ballet or contemporary dance. These findings were published in the journal dancing research. However, this research did not differentiate between the many different styles of dance education. Because of this, it is impossible to determine which types of dance are more effective than others in helping teenagers better manage their emotional states. According to the literature research findings, a healthy and supportive relationship between a teenage student and their dance instructor is a crucial factor to consider because it can help improve emotional regulation and management abilities.

Because we did not analyze the quality of contact between teachers and students in this research, it is impossible for us to determine whether or not this variable played a role in the association between dance instruction and emotional management in adolescents.

Considering the cultural context is another important factor when interpreting the study's findings. According to the research review findings, many cultures may have distinct perspectives regarding dance and the expression of emotions. These perspectives, in turn, may influence how adolescents understand and feel about dance education. According to [Zheng et al. \(2023\)](#), adolescents in China may view dancing as a means of improving their physical health rather than putting an emphasis on their mental wellness. This may be because of the cultural significance of dance in China. Because the study did not include an analysis of cultural views regarding dance or emotional expression, the influence of cultural background on the outcomes remains unknown. When interpreting the results of this experiment, it is essential to consider the individual differences in motivation and emotional control to get an accurate picture of the full picture. It is possible that adolescents who demonstrate high levels of motivation toward participating in dance education would experience more positive emotional consequences. Those who struggle to keep their emotions in check may have a more difficult time using dance as a tool for doing just that. Because the study did not analyze the variations in motivation or emotional regulation among people, the influence of these characteristics on the findings is uncertain. According to the study's findings, Chinese adolescents could benefit from dance education regarding their ability to better regulate their emotions. However, additional knowledge is required to understand the personal motives, specific dance forms, cultural environment, and the sort of interaction students experience with their teachers that can help control teenagers' emotions through pedagogy. This includes both the personal and the cultural contexts of the dance.

Conclusion

This study aimed to investigate how education in dance may aid in controlling the emotions of Chinese teenagers. After reviewing the relevant literature, it became clear that training students in dance can help students better manage their emotional states, particularly adolescents. This was the driving motivation for this study. However, for this to occur, a few things need to be in place first. One of these things is a safe environment that encourages kids to engage in self-expression through social interaction, boosting their sense of their ability to succeed. But for dance education to have the effect of controlling emotions, it needs to become more widespread across China's various regions. Only then will it be able to fulfill its potential.

The findings of this particular study were obtained by considering several factors, including the gender of the students, the length of time that the students participated in dance education, their age, the type of dance, and the presence of an appropriate dance instructor. Possible investigations could look at the aspects that were described earlier to have a better understanding of the effect that dance education has on the ability of adolescent cohorts to maintain emotional self-regulation. The investigation findings are consistent with the objectives and questions posed for the research, and they provide important new insights into how dance education might improve adolescents' mental health. Because of this, the findings of this study serve as implications for policymakers, school management, and

practitioners to take dance education more seriously for the sake of the emotional well-being of students. The results of this study make a valuable contribution to the existing body of literature, as they suggest a proper, consistent dance education that would target a wider variety of Chinese students to assist them in managing their emotions.

Theoretical and Practical Implications

The findings of this research will have substantial practical implications for the creation and implementation of dance education programs in China. Standardizing programs is necessary to guarantee that they are efficient in enhancing the emotional well-being of adolescents. It is important that more people in China, particularly those living in rural regions, have access to dance education programs. Dance teachers must participate in ongoing professional development to create a safe and encouraging environment in which adolescent students can freely express themselves and learn skills for effectively managing their emotions. The emotional health of adolescents can be improved via the collaborative efforts of dance educators and mental health professionals.

The findings of this study have several theoretical implications, one of which is that they contribute to our knowledge of dance instruction and emotional regulation. The critical discovery that self-regulation plays a mediation function in the link between dance instruction and emotional management in teenagers lends evidence to the significance of self-regulation abilities in emotional well-being. As it is common knowledge that males and females reach distinct levels of emotional maturity at different ages, and as it is also common knowledge that these levels of maturity come at different ages for both sexes, dancing education should also vary based on age and gender. As a result, this study shows the necessity for dance instruction in China, particularly among adolescents, as a means of emotional regulation. The emphasis is placed on the topic's theoretical and practical implications. Critical concerns include the standardization of programs, the availability of programs, the professional development of dance teachers, and collaboration between dance education specialists and mental health professionals.

Therefore, for dance education to help control the emotions of Chinese teenagers, certain variables are required. One of these characteristics is a safe setting that enables the students to indulge in self-expression. This environment also allows the students to engage in social interaction, boosting their sense of their ability. In addition, the findings of this research indicate that dance education should pay special attention to the following factors when working with adolescents: the self-efficacy of students, the degree to which they engage in social interaction, and the fact that dance education can be useful in assisting adolescents in learning how to regulate their feelings better.

Limitations and Future Research Directions

Like any other type of research, this scientific endeavor is subject to various restrictions and flaws. This research was conducted entirely in China; hence, it is possible that the findings will not be applicable in the same way to other cultures and nations all over the world. Second, the precision of the results may have been affected by the subpar quality of many research investigations conducted simultaneously. In selecting and interpreting the study data, employing a narrative review as the research methodology may have resulted

in the introduction of potential sources of bias. Prospective studies on dance education's impact on adolescents' emotional regulation in various communities give several options for further inquiry. In the beginning, it is strongly suggested that research be carried out in various cultural contexts to evaluate the cross-cultural transferability of the results. Consequently, there is a demand for a longitudinal study investigating the long-term impact of dance education on the ability of adolescents to maintain emotional control. Incorporating objective measurements into dance teaching, such as physiological or brain imaging techniques, may provide an additional understanding of the underlying systems that govern emotional regulation.

The fourth limitation of this research is that it did not investigate how the various types of dance control and influence feelings. It will be good to assess this study in comparison to various dance styles to determine which type of dance might be better (for different genders and ages) for students. This will allow for a more in-depth understanding of the topic. One further thing to think about is whether or not dance instruction has the same influence, whether it is taught in person or if it is taught online, and whether the method is more effective. In subsequent research, there should be an investigation of the potential role that dance education could have in preventing and treating mental health illnesses in teenagers. In conclusion, the findings of this research offer major new perspectives on the impact of dance instruction on adolescents' emotional regulation; yet, it is essential to recognize that there are certain limitations to this research. In subsequent investigations, one primary focus should be overcoming these limits and discovering new facets of the crucial subject matter being investigated.

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Appendix 1

Search Engines

<i>Publisher</i>	<i>No of Publications</i>
Frontiers in Psychology	3
Research in Dance Education	19
Journal of Physical Education and Sport	1
Journal of Physical Education, Recreation & Dance	3
Sustainability	3
Journal of Dance Education	19
Journal of Dance Medicine & Science	4
Dance and the quality of life	1
Salasika	1
PLoS One	2
Well-being	1
Routledge	1
N/A	4
The lancet	1
International journal of environmental research and public health	5
Journal of Research on Adolescence	1
Artistic Thinking in the Schools: Towards Innovative Arts/in/Education Research for Future-Ready Learners	1
Social Justice in Dance/Movement Therapy: Praticice, Research and Education	1
International Journal of Human-Computer Interaction	1
Mind, Brain, and Education	1
British Journal of Develpmental Psychology	1
Leisure Sciences	1
European Journal of Psychology of Education	1
McFarland	1
Thinking Skills and Creativity	2
Journal of international medical research	1
Arts Education Policy Review	5
Ondo Journal of Arts And Social Sciences (OJASS)	1
Unviersity of Chicago Consortium on School Research	1
Linguistics and Culture Review	1
Dance Articulated	1
Dance Education in Practice	3
Review of Research in Education	1
Dance On!: Dancing through Life	1
Theatre, Dance and Performance Training	1
Technology in Society	2
Children and Youth Services Review	2
Psychological Science	1
Journal of American College Health	1
Gerontology	1

NeuroRehabilitation	1
Human Kinetics Publishers	1
Palaestra	1
TÁNC ÉS NEVELÉS= DANCE AND EDUCATION	1
Complementary Therapies in Clinical Practice	1
Handbook of music, adolescents, and well-being	1
Advances in neural information processing systems	1
arXiv preprint arXiv	2
Frontiers in aging neuroscience	1
Heritage & Society	1
Sport Science	1
International Journal of Emerging Technologies in Learning (Online)	1
Journal of youth and adolescence	2
Springer	1
Journal of Optoelectronics Laser	1
Psychology of Sport and Exercise	1
Dance and Cultural Difference in Aotearoa: Finding Common Ground in Rural Dance Studio Education	1
Development and Psychopathology	1
The Oxford Handbook of Hip Hop Dance Studies	1
Journal of Youth Studies	1
Journal of Experiential Education	1
Educational Psychologist	1
Special Education	1
Psychology of Aesthetics, Creativity, and the Arts	1
Psychology of Music	1
Review of Educational Research	1
International journal of qualitative studies on health and well- being	1
Annual review of psychology	1
International Journal of Environmental Research and Public Health	1
SAGE Open	1
The University of Waikato	1
The International Encyclopedia of Media Literacy	1
Educational Psychology Review	1
Routledge India	1
Health Care for Women International	1
Ilkogretim Online	1
Child and adolescent psychiatry and mental health	1
Journal of Ambient Intelligence and Humanized Computing	1
Open Journal of Social Sciences	1
Journal of Interconnection Networks	1
Total	144
