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THESIS

**“THE CONTRIBUTION OF THE SPORT DANCE AT THE INCREASING OF ACHIEVEMENT
MOTIVATION AND IMPROVING SELF-IMAGE”**

Key Words :

Self-image, motivation, achievement motivation, self-actualization, dancesport, dancesport lesson.

In the general preview of one’s psychic life, the motivation is the one which represents the internal, real, subjective cause of the human behavior. Its vital role for the human being can be also highlighted by the fact that it precedes many psychic phenomena, ontogenetic it appears at birth, putting in motion the body, representing the development’s base of the other psycho-behavioral processes and phenomena. It links the individual to the world and enables the subject to act in “self”, as the result of his own decisions for a more efficiently meet of his own needs, generating to the person the feeling of self-determination and original, free, creative and spontaneous self-expression.

Among the motivational system that characterizes the individual profile and the level of ego development and the development of self-image there is a strong interdetermination. The motivation, through its energy, propels and enhances the individual psychological construction.

A special place in shaping self-image and harmonious development of his personality has the achievement motivation, consisting of all self-actualization needs, to use and develop his own potential and talent, to perform in his activity and to contribute to the interest and progress of the humanity through his achievements. Achieving the goals and ideals, the need of affirmation and fulfillment of personality, desire of become creative, mind power, self confidence, appreciation and recognition by the others are strong reasons in one’s youth and to their achievements, depends largely the psychic equilibrium of the person. Possessing a motivational structure of his own, a person will be in a dual relationship with the external environment: one independent, consisting of his ability to act alone in the absence of external stimuli or demands, other dependent, consisting of states satisfying of necessity, based on substantial, energetically and informational exchange with the ambient environment.

Motivational dynamics is always manifested in the global behavior, which makes the understanding of motivational orientation of the behavior to require a systemic vision of it.

The issue of motivation and education for physical and sport activities subjects, of course, to the general problem of human motivation.

Physical exercise and sport dance in general – whose specific means we have used in the experimental study, are efficient ways to develop self-image, motivation and motivation system to achieve self-image. This is what we aimed to demonstrate in this paper, made by a number of 140 subjects who have between 20-23 years old, year 1 and year 2 students at the University of Bucharest.

The paper aims to identify ways to act in order to have a positive influence on motivational system through sport dance. We believe it is an interesting and original paper for the specialists in the field, the original notice being given by the development of the operating systems (the research containing also the a detailed description of complex operation system, which leads to the development of motivational system), as well as adapting and developing tools to assess student's motivational profile and the importance they give to sport they chose at the physical education classes and sport dance in particular – in order to develop some priority necessities in this period of their life. The paper is structured in three parts:

Part 1 – THEORETICAL SUBSTANTIATION is structured in 4 Chapters.

Chapter 1 – “Self and self-image” I presented the main points of existing literature of self and self-image by highlighting the synergetic relationship with the personality and the importance of developing self-image, psychomotion and social factors .

Chapter 2 - deals with **“the role of motivation for the harmonious development of personality and self-image”**. There are presented the concept of motivation, structure and functions of motivation, the relationship between behavioral performance and intensity of motivational impact (as well as customization performed by Robert N., Singer, Theory of “U” inverted and Theory of impulse in sport), the achievement motivation importance of personality as a whole (and the main elements of theories for motivation, developed by G.W. Allport, H.A. Murray, R.B. Catell, A.H. Maslow, Catalin Mamali, J. Nuttin).

Chapter 3 - “The relationship of the achievement motivation – the harmonious development of personality” studies the crucial importance that the cultural social environment, but especially the factors of education have on the motivational system development, especially the link between personal efficiency in the social (personal competence) and motivation, self-efficiency – the performance and the harmonious development of personality and self-image (there are presented the theories of Maslow, A. Bandura, C. Rogers) and self-motivation and achievement in terms of sport activities (researches conducted in or country by M. Epuran, I. Holdevici, V. Horghidan).

- The orientation for physical education activities and sport in general for youth and for their determination in systematic practice of sport dance in particular, are based on developing a well organized motivational system to support these steps. In this motivational system, among the strongest reasons are declared the ones from the achievement motivation category, as the physical education and sport (and sport dance in particular) can respond very efficiently to the needs of this category. Through their extremely important functions, physical education and sport contribute to the harmonious

development of personality, being deeply involved in supporting the development of self-image, self-confidence, to integrate the professional social optimum performance and the increase of professional performance capacity of the individual.

- The motivation to achieve is directly consistent with self-assertion. This type of motivation is characterized by the desire to achieve success, an appreciated performance in social action. According to David McClelland (1965)¹ and J. Atkinson, occurs especially when the individual knows that his performance will be "measured", appreciated on the base of standard achievement and the result of his evolution will be presented for consideration.

- An interesting model of the report motivation – self-achievement is presented by V. Horghidan (1994). Motivation, as the cited authors considers represents one of the determinants self-factors, by the important role it plays in developing their own performances and the increase of efficiency.

- The process of self-motivation and achievement in physical education and sport activities represents a very complex aspect, being in ontogenesis, at the individual's personality level, a complex, hierarchically organized system. It has an organizational, unique and original structure, in relation to: the personal history of the individual, educational influences of the environment, structures and characteristics of personality, maturity level, level of involvement in physical and educational activities and sport (student, athlete, sport performer etc) M. Bouet (1973), quoted by M. Niculescu (2000)², highlights a number of reasons for sport activities, among which we mention: the need to move, self-assertion, complementary and balancing compensation, needs for affiliation, membership, relationship, integration, need for social status, interest in competition, the need for success, the need to compare themselves with the others, the need to oppose the others, desire for unpredictable etc.

The research conducted in our country also reached to similar conclusions. Thus, V. Horghidan and I. Holdevici (1977)³ consider that the reasons for physical education activity of a student can be grouped in external and internal reasons, these two being also grouped in: innate tendencies, social trends, self-assertion trends and interests for sport activity.

¹ David C. McClelland (1965), "Achievement Motivation Can Be Developed", Harvard Business Review 43 (November-December), p. 68

Chapter 4 – “The importance of sport dance in training motivation to achieve self - image” – approaches in a large and complex manner the importance of physical exercise for the self-motivation, providing the necessary motivational support for sport dance, as well as the formative importance of sport dance for the harmonious bio-psycho-social development of the individual in general and the development of self-image of the whole motivational system and achievement motivation in particular.

In this particular lesson is studied physical education and sport – as appropriate organizational structure for implementing sport of dance programs in higher education with different profiles.

In section: **“The main mechanism for the technical content dances studied in higher education, which has other profiles than sport”** – is presented the specific technical content of dances included in the curriculum of physical education and sport for another profile education, having as a starting point the mechanism base of movement and the corresponding musical measure. The description of figures and steps was performed separately for boy and girl. Every time it starts with the description of boy steps and then they describe the girl steps. Systematization of dance steps can be found in the annex of doctoral thesis as tables that have been prepared by the undersigned, in which each step is completely read from left to right, each section having useful information that helps with a more detailed explanation of movement according to the timing. To facilitate the writing, they used the abbreviations described in the legend, along with a description of the figures in the tables. Among the dances included in the standard section and the Latin-American section, the students are taught the following:

² Niculescu Marian (2000), *“The Personality of Sport Performer. Conditional Personality Factors of Peak Performance”*, E.D.P., Bucharest, p. 72-79

³ V. Horghidan and I. Holdevici (1977), quotes from Epuran, M. Horghidan, V., *Physical Education Psychology*, ANEFS, Bucharest, p. 308-310

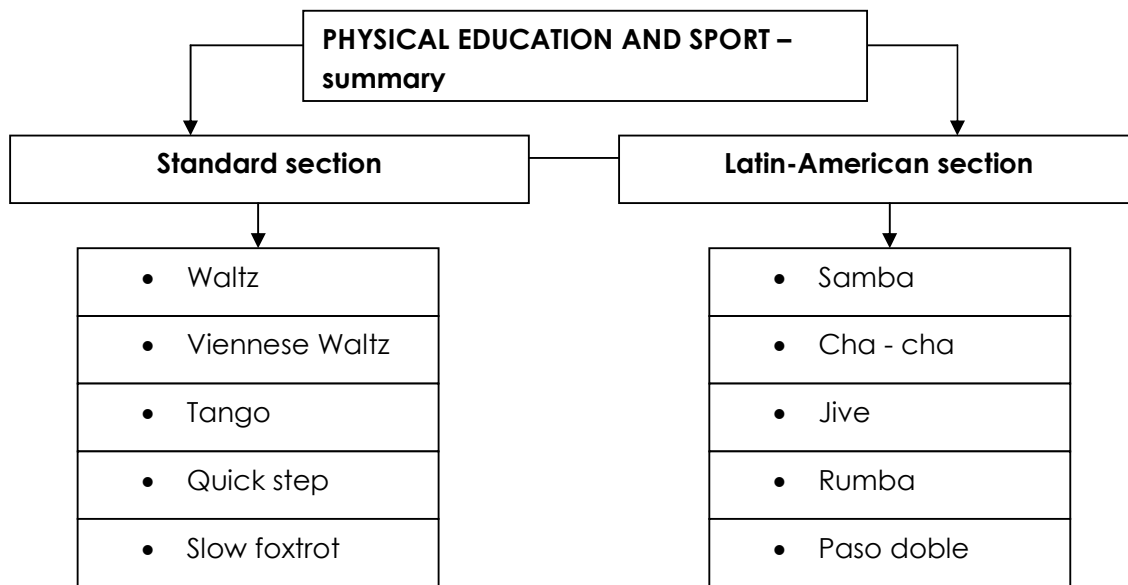


Fig. 1- Dances taught to the students at physical education and sport lessons
- education with another profiles

The principles applied in the specific motor skills training dance require the teaching of dance figures.

There are also presented the **main methodical landmarks in learning dancesport lesson in physical education and sport**, as well as recommendation on addressing the dancing of the two sections, standard and Latin, which facilitates the understanding of motor learning, as a process on a long term.

Chapter 4 also presents **generalities from DRIVE SYSTEM, that we used in this research to teach sport dance.**

From the multitude of operating systems that can be applied in the training of the dancers, we focused only on those who can find their applicability in physical education and sport lesson, at an another profile higher education.

We are interested that the specially designed and applied system of means to induce multiple effects, upward, leading to the development of motor skills and aesthetic expression, to the motivation of the individuals and to the self-image.

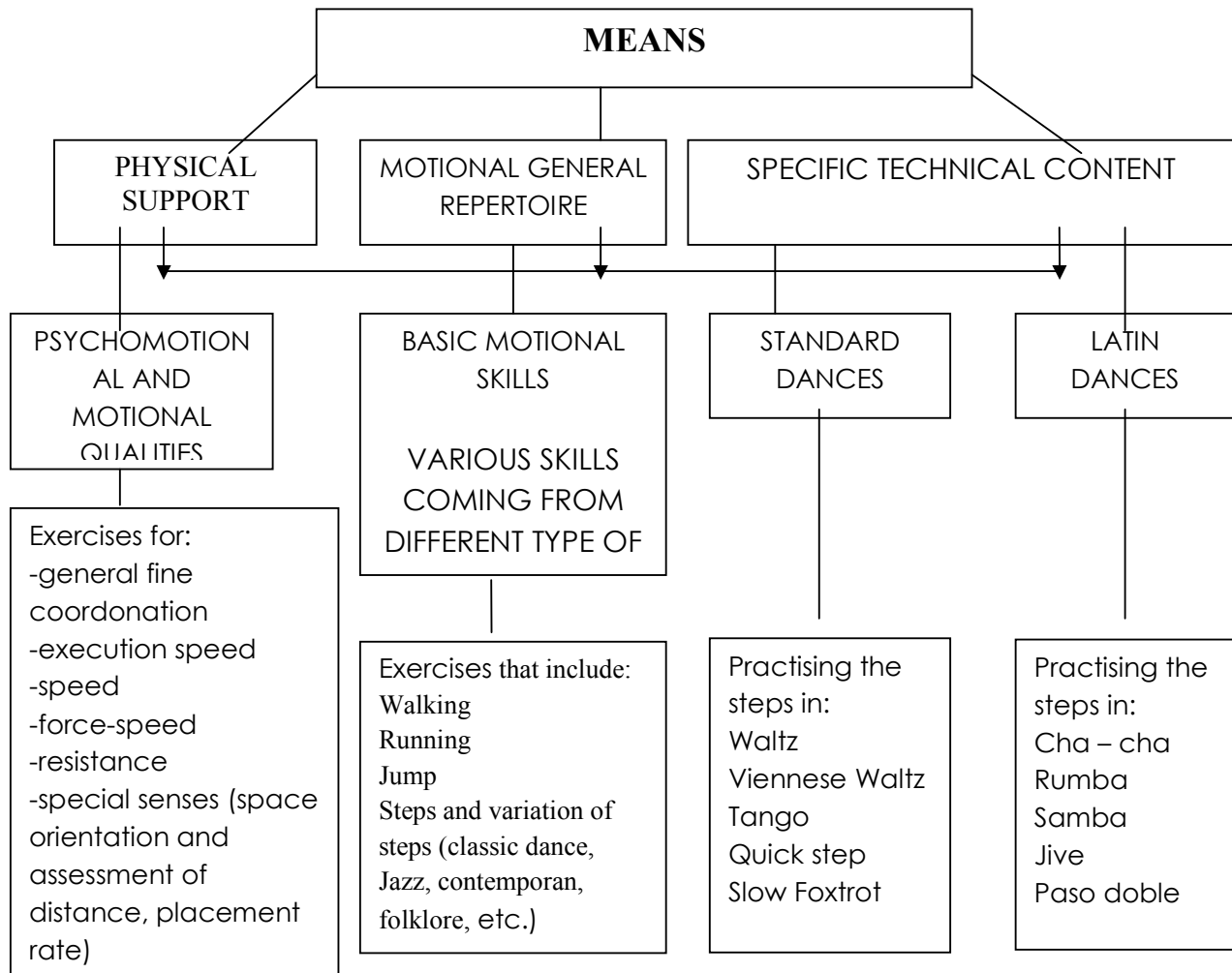
The applied operating systems throughout this research focused on:

- motor and psycho-motor qualities and aesthetic body;
- general basis of movements and artistic expression;
- technical content of sport dance.

These were systematized into three major categories, in the opinion of V. Grigore (2007)⁴ and are presented in Fig.2.

1. exercises for physical support.
2. exercises to ensure overall motional repertoire
3. exercises for learning specific content

Thus, we present some items of these categories of means, by which to achieve objectives related to learning of the dance skills.



⁴ Grigore, V., 2007, Gymnastics – theory and methodology. Manuscript from author

Fig.2 – Categories of means used in teaching dancesport
(After V. Grigore 2007)

1. Exercises to ensure the physical support.

The exercises that ensure the physical support, used during the training, belong to gymnastics content, classic dance, general physic development and to basic general movements training. They were executed on music, with time limits and with different tempi.

These exercises are placed both on the beginning on the physical education and sport lesson, in the rings that are designed to prepare the body for the effort and locomotors analytical processing and during its.

The expected effects are:

- attention skills development;
- educating the sense of rhythm and musicality;
- education of orientation in space and distant assessment;
- to develop the capacity to use all the available space;
- working in community capacity building in terms of timing, safety and attention;
- increasing the driving qualities necessary for technical content execution on sport dance.

2. Motional exercises to ensure the overall repertoire:

To ensure general motional repertoire which must be as various as possible to facilitate the initiation in sport dance, the exercises address to the basic motional skills and to the specific skills from other dance genres. These means can be used in the first two levels of the sport and physical education class and belong to the so called “schools” (school of running, school of jumping, school of pirouettes etc) and to different styles of dance.

Learning steps of classical dance, jazz, contemporary dance, folklore etc, contributes to creating a relaxed atmosphere during the lesson, being fun and breaking the specific structures practicing sport dance routine, without being an objective in itself.

The expected effects are:

- widening the general motional repertoire;
- developing segmentation and intersegmentation coordination;
- improving the rapid transition from one movement to another.

3. The exercises for the technical content of standard and Latin dances.

Operating systems scheduled for learning standard and Latin dances mainly include specific dance steps and figures, which become physical exercises when repeating them in certain circumstances. The steps and figures of dance that are found in the Annex 1 can constitute a set of specific means of training for sport dance, motional actions being exercised individually and in pairs, with an appropriate dosage of effort. They are joined by the helping exercises, an intermediate character, proving their opportunity, when the dance figures are decomposed in smaller sequences and they are repeated isolated.

Since the artistic execution of dance steps is a mandatory requirement in preparing dancers, there are borrowed means from ballet, made at the bar wall and the center. They do exercises for expressive expression, with study in the mirror.

The operating systems that were used in our experimental research can be found in the third part of this paper.

In the second part of the paper is presented the **“Preliminary study on the contribution of sport dance, on motivation increasing and on self-image improving.”** The second part of the paper is structured in two chapters.

Chapter 5 presents **“The operational approach of the preliminary research”**. This chapter the research organization of the paper in the preliminary study: research premises, preliminary research purpose, objectives and tasks of research, subjects enrolled in research, used methods.

The purpose of the preliminary research

The purpose of preliminary investigation does the research aim to increase the contribution of sport dance at the motivation achievement and improves self-image.

This is why we have proposed at this stage:

- Knowledge of achievement motivation and motivation related to the future professional activity of year 1 and year 2 students at the University of Bucharest.
- Highlighting the priorities for personal development of year □ and year □□ students at the University of Bucharest, in order to develop the operating system for the students who chose sport dance at the physical education and sport classes and for students who have opted for other sports.

We made this step, because, based on the real needs of the subjects included in the research, so we can adjust both the operating system and the assessment tools used in the research.

The preliminary objectives and tasks:

- Developing motivational profile group of students who opted for sport dance at the physical education and sport classes;
- Developing motivational profile group of students who opted for another sports at the physical education and sport classes;
- Comparison of the two motivational profiles to highlight the features of motivation to practice sport dance.

To achieve these objectives we have set as tasks:

- The setting of the two participant groups
- Developing an assessment tool to capture the motivational profile and hierarchical organization of the reasons in relation to future work and motivational achievement, adapted to year 1 and year 2 students at the University of Bucharest - SM1Questionnaire (annex 1)
- The application of SM1Questionnaire
- Processing, analysis and interpretation of the results
- Developing the motivational profile for the two research group, which will constitute a basis for the future research

Subjects covered in the research

At the preliminary research have participated 140 subjects, on a voluntary basis. They were divided into two groups:

- G1 - 70 subjects (56 girls and 14 boys), aged between 20 and 23, in year 1 and year 2 at the University of Bucharest, who opted for sport dance at the physical education and sport classes.
We have proposed that they constitute the experimental group for the next stage of the research.
- G2 - 70 subjects (56 girls and 14 boys), aged between 20 and 23, in year 1 and year 2 at the University of Bucharest, who opted for another sports at the physical education and sport classes.
We have proposed that they constitute the control group for the in the next stage of the research.

Methods used in the research

The method used for data collection was the questionnaire-based research. For statistical processing data we used the calculation of frequency and rank.

The questionnaire of the two groups of students, prepared for the knowledge of achievement motivation, has been called SM1Questionnaire. The model is taken from literature, but adapted to the requirements of this research. By applying this questionnaire, has been investigated the hierarchical structure of motivation in students participating in research. The main requirement addressed to the subjects was to compare the reasons, each by each and decide “which is more important”.

Making-up the SM1questionnaire, we started from the questionnaire presented by V. Horghidan (1997)⁵, which has served as a model. SM1 questionnaire items are formulated to comply with the internal logic of our research. We have also developed four modules, each investigation an important dimension of motivational system:

- motivation related to professional activity – module 1

In relation to this dimension we are interested in evaluating this aspect of students' motivation, because one of our efforts to develop young people capacities, mechanisms, skills, enabling them a better socio-professional integration in the future.

- achievement motivation / personality development:
 - general somatopsihica – module 2
 - motional and psycho motional – module 3
 - psychical – module 4

According to this dimension, we are interested in evaluating the motivational profile of students from the two groups in terms of achievement motivation, to see what necessities are more stringent as they generate a higher mental tension and to try, by specific means of sport dance to contribute to their satisfaction. In this way, students will become aware of the importance of dance for their personal development in general and for the development of achievement motivation, particularly.

Because the research subjects were students at the University of Bucharest, in the formulation of items we could use scientific terms of psychology and physical education and sport. When administered questionnaire, we discussed these terms with the students. It helped us for a more scientific stringency in further processing data.

⁵ Horghidan Valentina, 1997, Psychodiagnostic Methods, E.D.P., Bucharest

Chapter 6 is dedicated to **the presentation, analysis, mathematical and statistical processing and to the interpretation of preliminary study results**. In this chapter are presented the motivational profiles of the two groups investigated, following the two psychological dimensions that have been taken into account in designing the SM1 questionnaire:

- motivation related to the professional activity;
- achievement / development motivation:
 - general somatopsihica – module 2
 - motional and psycho motional – module 3
 - psychical – module 4

It is understood by the fact that these reasons which have the highest frequency are those that are the most active and energized. The first three ranks indicate reasons which orient the behavior. The subjects of this research are 140 students who decided about the activities performed in physical education classes:

- G1 group turned to sport dance;
- G2 group turned to another sports.

In taking a decision, the motivational system plays a crucial role. For every decision, there is a “battle of reasons”, the most powerful⁶ guiding the behavior. We present below the motivational profiles of the two groups, summarized in Table 1.

We can state that the strongest needs for G1 – the group of students who chose sport dance in physical education classes are defining, outlining a specific motivational profile of this group (see table 1). The specific necessities of the group are written with red. Also, in Table 1 is presented (as comparison) the specific motivational profile of the students from group G2, who chose other sports in physical education classes.

Table 1 – Motivational profiles of the groups: G1 – the group of students who chose sport dance in physical education classes and G2 - the group of students who chose other sports in physical education classes.

⁶ Often, “the most powerful necessities” indicates, in fact, “the unmet necessities”

GROUP G1	RANK	The motivational profile of professional activity	The motivational profile of somatopsihica general development	The motivational profile of motional and psychomotional development	The motivational profile of mental development
	1.	Honesty and sincerity in peer relationships	To be more self-confidence	Precision	Emotional stability
	2.	Frequent salary increases	Widening your knowledge field	Coordonation	Imagination
	3.	Development possibilities	To performe more in the activity	Flexibility	Interpersonal relationship development
GROUP G2	1.	Instilinf the sense of self-esteem;	To performe more in the activity;	Force	Capacity of self-adjustement
	2.	Frequent salary increases;	A better social integration;	Coordonation	Calitățile intelectuale
	3.	A reward system, benefits and other rewards;	The development of the personality;	Flexibility	Capacitaty of volunteer effort

Analyzing the results of the two groups, we can notice that, at the level of the subjects investigated in this study, it appears a number of necessities which are stronger at Group G1 (highlighted in red in Table 1) compared with G2. We can say that, in the view of the investigated subjects, by practicing sport dance, could be related with the satisfaction of these necessities (compared with G2, who chose other sports).

Part 3, named: “Research and personal contributions in what concerns the importance of sport dance for the increasing of the achievement motivation and improving self-image”, is structured on 4 chapters:

Chapter 7 presents “The research organization”: hypothesis; the purpose and the tasks of the research; the subjects covered in the research and the venue of the research; methods and tools of the research.

The research hypothesis: Based on the results obtained in the preliminary study (the second part of the paper), we formulated the following hypothesis:

- 1. Improving students’ self-image is a positive effect of systematic application of specific means of dance sport at physical education and sport lessons.**

2. Dancesport specific means acts in a significant way in the development of achieving motivation and improving self-image.

The purpose and the tasks of the research:

This research aims to identify ways of operating to influence positively the motivational system through sport dance, which leads to appropriate stages and tasks, which we present bellow.

Information and research activity was conducted over 5 years (2005-2010), in four stages, each of them being related tasks, a period of performance, a place of work and responsible factors. These are presented in Chart 2 :

Chart 2 – Stages of analysis

Stages of analysis	Analysis of objectives and assignments	Period of performance	Place of evolution
Stage 1– scientific documentation	-Scientific documentation regarding the subject of the dissertation, by consulting bibliographical sources in foreign and Romanian professional literature	October 2005- December 2005 as well as the entire period of analysis	- University of Bucharest; -U.N.E.F.S. Bucharest;
Stage II- organization of preliminary analysis	-The elaboration of an instrument of evaluation which can surprise the motivational profile and the hierarchical organization of the reasons in relation with the future professional activity and also the motivational accomplishment, adapted to the students from first and second year, from the University of Bucharest -The establishment of samples under analysis: group of experiment (G1) and of control (G2)	January 2006 - April 2006	- University of Bucharest;
	-The realization of the survey from the pilot study and the introduction of rectification in the survey plan.	May 2006 – August 2006	- University of Bucharest;
	-The elaboration of the motivational profile for the group of students who chose dancing as physical education; -The elaboration of the motivational profile for the group of students who chose to practice other sports as physical education.	September 2007	-University of Bucharest;

Stage III - evolution of basic analysis	-The elaboration of the SM2 questionnaire for the analysis of motivation; -The establishment of instruments for the evaluation of self-image -The preparation of the analysis by utilizing the questionnaire -The initial complex evaluation of self-image and motivational system.	October 2007	-University of Bucharest;
	The establishment of motivational procedures and the methodology of utilizing specific dance means regarding the influence of the motivational fulfilment of self-image.	October 2007	-University of Bucharest;
	The elaboration of the influencing programme of the motivational fulfilment and self-image through the specific dance means.	October 2007	-University of Bucharest;
	Programme application	October 2007 – May 2008	-University of Bucharest;
	The final complex evaluation of motivational system and self-image	May 2008	-University of Bucharest;
	The mathematic-statistical processing of data deriving from applied questionnaires	June 2008	-University of Bucharest;
Stage IV - analysis completion	The elaboration of the dissertation	July 2008 - January 2010	-University of Bucharest

The subjects included in the analysis and the place where the analysis has developed:

At request participated 140 subjects, students in the first and second year from different faculties belonging to the University of Bucharest (as volunteers). The two participant groups of students have been also from the point of view of the number of subjects, the age structure and sex. The difference between them comprised the option for dancing or other sports.

- **G1-The experiment group**

N1=70 subjects, 56 girls and 14 boys, with ages between 20 and 23 years old

- **G2-The control group**

N2=70 subjects, 56 girls and 14 boys, with ages between 20 and 23 years old

To solve the object and the assignments established in the analysis, there were utilized the next **METHODS AND INSTRUMENTS OF ANALYSIS:** analyzing methods- having as object to gather information and to obtain objective data (respectively: the observation, the conversation, the investigating method by using questionnaire, the psychological test, the experiment) and methods to elaborate the information and data, having as object the correctness, the objectiveness and the significant importance for the results obtained (this means the utilization of graphical and mathematic-statistical methods).

Chapter 8 is dedicated to the description of ,Educational documents of reference for applied intervention.” Regarding the application of means system provided for the basic experiment, we consider that there are necessary some preliminary intercessions. We refer here to the origination and elaboration of the syllabus for EFS discipline- Dance, for faculties which don't have this profile, the staggering of its content, during the entire academical year, the elaboration of educational projects in which there are introduced the means from the conceived system for our case. In the acceptance of what was stated above, the dissertation offers important educational documents for the efs activity (integrals and exemplifications) and the system of means prepared for the applied intervention from the experiment.

In **Subchapter 8.1** it is presented **The syllabus for the discipline: Physical Education-Dancing.**

In **Subchapter 8.3** there are presented **THE OPERATIONAL SYSTEMS** which have been utilized as independent variable, during the experimental analysis. These are formed from steps and dance figures which have been taught to the students (analytical and/or globally), as specific means, as well as a series of means with general character which have pointed to ensure the body shape and the physical support necessary for dancing. The operational systems which we describe in the dissertation are systematized on groups of means, according to the predominant effect which they have. Therefore, the systematization contains 3 important groups of exercises (fig 1):

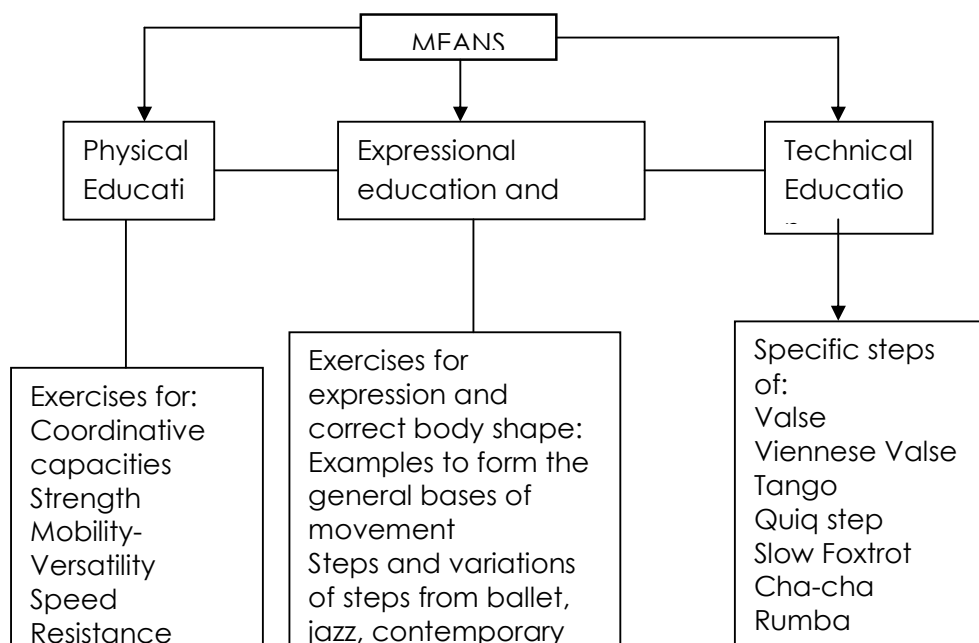


Fig 1-The systematization of the utilized means

In subchapter 8.3.1. there are presented ``Means with general character``:

- 1.Exercises for development of the general bases of movement and for the correct body shape
- 2.Exercises for the development of the alternation feeling of strain with relaxation
- 3.Exercises for the strength of the arms, legs, abdomen and back
- 4.Exercises for mobility-versatility
- 5.Exercises for balance
6. Exercises for segmentary means- coordination

Subchapter 8.3.2 presents ``Specific dance means- steps and dance figures.``

The specific dance means which have been applied in the physical education lessons during our experiment are gathered in the appendix of the dissertation, considering oppourtune for this subchapter only the schematic presentation of the approached dance steps.

Therefore, in fig 2 there are found the steps and dance figures taught at the standard section, and in fig 3, the steps and dance figures borrowed from the latin section.

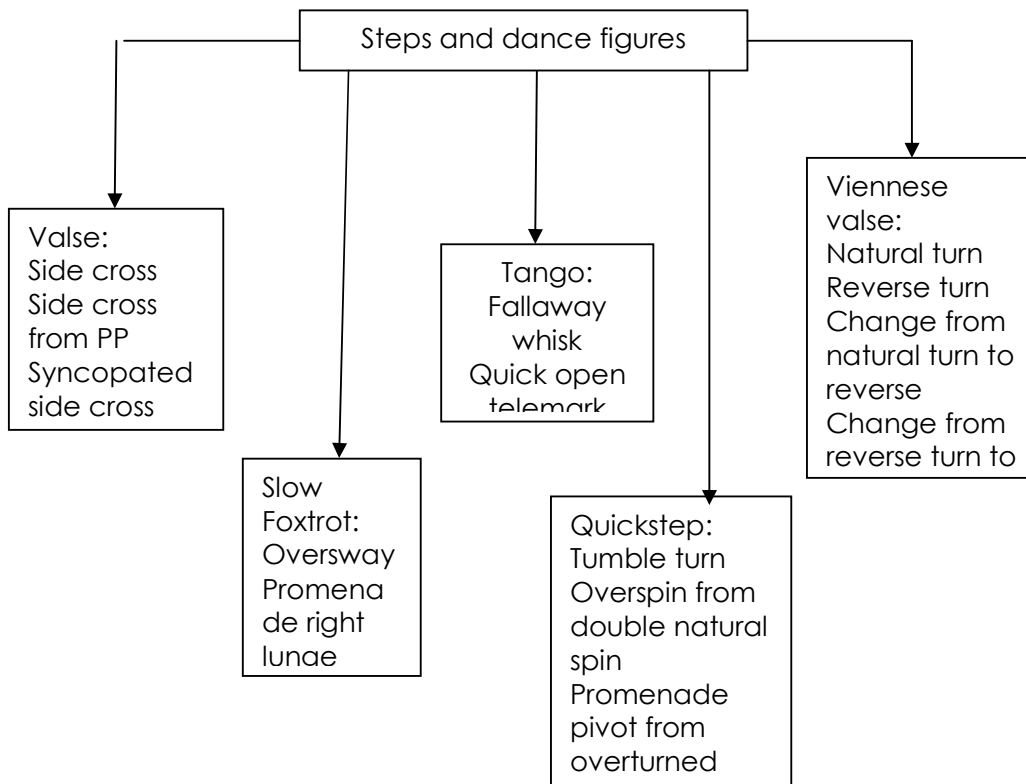


Fig 2-Steps and dance figures included in the independent variable-standard section

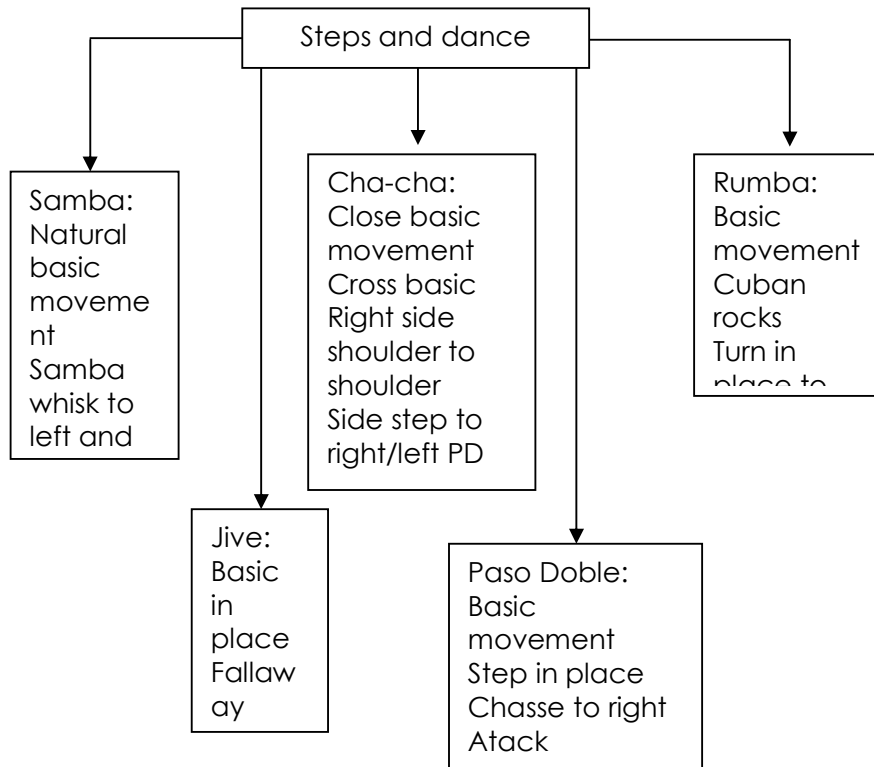


Fig 3.- Steps and dance figures included in the independent variable - latin section

We mention that the steps and dance figures in English have denominations which are utilized as so in the official language of the competitions and of the dance training, these acquiring as so from smaller ages in their process of training.

From this consideration and in the present dissertation are utilized expressions in English but in the appendices it can be found a legend of denominations and the utilized abbreviations which have a correspondent in Romanian.

The exercises for acquiring those steps and dance figures have been selected and grouped into exercises of teaching, consolidation and perfection, depending on the purpose of the physical education lesson.

Chapter 9 :”Presentation, mathematic-statistical elaboration and results interpretation” contains the statistical elaboration and the interpretation of the SM2, EIS ROSENBERG questionnaire. **Subchapter 9.1** is dedicated to the presentation, statistical elaboration and interpretation of the SM2 questionnaire to analyze the importance which the subject confers to

the sport practiced at the physical education class to develop the motivation of realizing the self-image.

The application of the SM1 questionnaire to the groups G1 and G2, the initial and final tests allowed us to evaluate some aspects regarding the importance which students allow in general to the practiced sport at the physical education class and especially the importance which they allow to dance, comparatively with other sports.

Item 1 points the subjects' interest for the domain of Sport and Physical Education. It was conceived with 5 variants of answering (therefore rating the interest level for the domain of Sport and Physical Education), the subject being required to opt for one of them. Then there calculated:

- The number of subjects who chose for each variant of answering and
- The rate (the balance) at the group level

It is observed (analyzing chart 43) that **the interest for the domain of Sport and Physical Education** has increased both for G1, and for G2.

Therefore, for **the experiment group:**

- The number of those desinterested has decreased from 4,28% at the experiment group-initial test, to 0 for the same group of subjects, in the case of final test (hence with 4,28%);
- And it has increased the number of those who are interested in a greater or greatest way, with 9,9%: from 87,25% to 97,15%.

Regarding **the control group:**

- The number of those desinterested has decreased from 18,99% to 5,17% (respectively with 14,82%);
- Together with the development of those interested and very interested in the domain of Sport and Physical Education, from 72,86% to 92,86% (respectively with 20%).

It is obvious that in the case of control group it is greater than in the case of the experiment one, but the rate which declares that they are interested in a greater or greatest way in this domain it is greater (with 4,29%) in the case of the experiment group: respectively 97,15%-G1 in relation to 92,86%-G2. Still from the initial test the balance of those who declared their interest for the domain of Sport and Physical Education was greater for group G1 than for group G2.

Therefore we can still say that:

- At the level of the analyzed groups, the students who chose to practice dancing at the Physical Education classes declared a greater interest for the domain of Sport and Physical Education than those who chose for other sports (both at initial and final test);
- The classes of Sport and Physical Education from the University of Bucharest, whatever sport is practiced, has contributed to the increased interest of the students for this domain.

To support our assertions, we present the chart with the results registered at both tests, for both groups (chart 3)

Chart 3 –Comparative results G1-G2,initial test–final test, item 1

	G1				G2			
	Initial test		Final test		Initial test		Final test	
Variant of answers:	Nr. sub	%	Nr. sub	%	Nr. sub	%	Nr. sub	%
On a very small rate	1	1,43%	0	0	8	11,42%	2	2,85%
On a small rate	2	2,85%	0	0	6	8,57%	2	2,85%
On a certain rate	6	8,57%	2	2,85	5	7,15%	1	1,43%
On a high rate	12	17,15%	7	10	17	24,28%	17	24,28%
On a very high rate	49	70%	61	87,15%	34	48,58%	48	68,58%

Items 2 and 3 evaluate the familiarization degree with the theme of analysis.

For **item 2** – “*What do you understand from self-image?*” –we notice from chart number 4 that both groups have improved their performances, (all the subjects gathering more information and knowledge regarding our theme of analysis in which they were involved) the progress being greater in the case of experiment group with 14,28% in comparison with the control group, this one having a progress about 20%, in comparison with the control group: 5,72%. Thenceforth we present chart number 4, with the synthesis of the obtained data:

Chart 4 –Comparative results G1-G2,initial test– final test, **item 2**

	G1				G2			
	Initial test		Final test		Initial test		Final test	
Variant of answer	Nr. sub	%	Nr. sub	%	Nr. sub	%	Nr. sub	%
Adequate	50	71,42%	64	91,42%	58	82,86%	62	88,58%
Inadequate	20	28,58%	6	8,58%	12	17,14%	8	11,42%

For **item 3**: “*What do you understand by motivation?*” also we notice, that both groups have improved their performances:

The balance of those who gave correct answers (adequate) has increased:

- In the case of the experiment group with 36%;
- In the case of the control group with 22,72%,

as it results from chart number 5, which we present below.

Chart 5 –Comparative results G1-G2,initial test–final test, item 3

	G1				G2			
	Initial test		Final test		Initial test		Final test	
Variant of answer	Nr. sub	%	Nr. sub	%	Nr. sub	%	Nr. sub	%
Adequate	40	51,15%	61	87,15%	41	58,58%	53	75,72%
Inadequate	30	42,85%	9	12,85%	29	41,42%	17	24,28%

Regarding the familiarization with the theme it is noticed:

- Students who have participated at the analysis have knowledge which allows them to give efficient answers (at the initial test for both groups the balance of those who gave adequate answers was greater or equal with 50%);
- The two groups were cognitive and emotionally involved in the analysis, reductively they made obvious efforts of improvement:
 - Contact group had better results at the initial test (cognitive aspect);
 - The progress of the experiment group was greater than the control one, which demonstrates a greater involvement of the subjects from this group. This also can be explained through their empathy regarding the teacher, because during the entire period, the group has worked with the experiment effecter; comparatively with control group, who has worked with other teacher (the emotional aspect);
 - The possible explanation could be that,choosing to dance would generally indicate, a greater capacity of emotional involvement of the subjects

Item 4- “Which statement frames you the best?”

- I have the tendency to underestimate me;
- I have an adequate self-image;
- I have the tendency to overrate me.”

This item pointed the analysis of the tendencies in self autoevaluation, as the subjects perceive this thing.

Chart 6 –Comparative results G1-G2,initial test–final test, **item 4**

	G1				G2			
	Initial test		Final test		Initial test		Final test	
Variant of answer:	Nr. sub	%	Nr. sub	%	Nr. sub	%	Nr. sub	%
I have the tendency to overrate me	39	55,72%	10	14,29%	30	42,85%	11	15,72%
I have an adequate self-image	31	44,28%	60	85,71%	36	51,44%	59	84,28%
I have the tendency to uunderestimate me	0	0	0	0	4	5,71%	0	0

From the analysis of the data registered in the chart from above it is noticed that:

- Generally, subjects don't perceive themselves as having the tendency to overrate, rather they underestimate themselves, or they appreciate adequately
- All the subjects obtained improvements regarding the self autoevaluation, subjects from the experiment group having a greater progress (the balance of those who consider that they have an adequate self-image, increasing very much at the experiment group, with 41,43%, in comparison with the progress of control group, with 32,84%.

The subjects' evaluation results from the two groups included in the analysis, at the items 5,6 and 7 from the initial and final test, relieves the awareness which was produced over the benefits that the practice of physical exercises brings, and in general the practice of dancing, especially, for personal development.

Therefore, for **item 5** – which estimated the general psychosomatic development, it was observed that, if at initial test the subjects considered dancing as having a lower importance for: the personality development, performance in activity, to enlarge their knowledge horizon and to correct some psychic problems, at final test in the low and very low categories there wasn't included any element. The similar positive transformations have also produced in the control group, from 3 nominalizations in the category of “very low importance”, in the case of initial test: to correct yourselves some psychic problems; to develop your personality and to enlarge your knowledge horizon, it came to a nominalization in the “low and very low importance” categories.

For **item 6** – the experiment group considered at the initial test that dancing has a low importance for the development of strength, resistance and precision, in comparison with final test when it considered motoric and psychomotoric qualities (versatility, coordination, precision, balance, resistance, strength, speed). The similar transformations also produced at the control group level, the subjects considering that the sport practiced at the physical education classes has a very big importance for the development of all motoric qualities.

For **item 7**- relative to the importance of dancing for the development of psychic qualities, both as initial and final test, the experiment group considered that dancing has a great and very great importance for the development of all psychic qualities presented as variants of answers. At final test, it was accepted a very great importance of dancing also for the development of the following qualities: social communication, emotional intelligence, capacity to put the willing effort, perceptual qualities. Obvious progresses also were realized in the case of control group, at final test, in comparison with initial test, being appreciated a very great importance to the sport practiced at the Physical Education classes for the development of 13 from 14 evaluated psychic qualities.

Subchapter 9.2. presents: “**The results obtained after the questionnaire application for the self-image analysis-EIS test**”.

The EIS questionnaire evaluates the elaboration level of the Ego, a crucial element involved in the self-image establishment.

Regarding the mathematic-statistical evaluation, the data analysis and interpretation, we used, for example, the descriptive statistics, the test of the difference between the scores of the two evaluations, the test between the scores of the two groups. Therefore:

A. Descriptive statistics

For the obtained scores of the two groups of subjects we have calculated the following statistical parameters, by using the Excel programme: the maximal value, the minimal value and the arithmetic mean. The results are integrated in what follows :

1) Experiment group-scores

Chart 7 –Descriptive statistics–Experiment group- scores

Group	Test	N	Minimal value	Maximal value	Arithmetic mean
Total subjects	T _i	70	3	12	6,27
	T _f	70	8	12	9,99
Girls	T _i	56	3	12	6,27
	T _f	56	8	12	10,04
Boys	T _i	14	4	9	6,29
	T _f	14	8	12	9,79

2) Control group-scores

Chart 8 –Descriptive statistics–Control group- scores

Group	Test	N	Minimal value	Maximal value	Arithmetic mean
Total subjects	T _i	70	3	12	5,94
	T _f	70	5	12	7,54
girls	T _i	56	3	12	5,95
	T _f	56	5	12	7,59
Boys	T _i	14	4	7	5,93
	T _f	14	6	9	7,36

The statistical information is suggestively presented through the graphic representations, by using the Excel programme.

The graphic representation of the arithmetic mean for the two groups is presented in the following diagram:

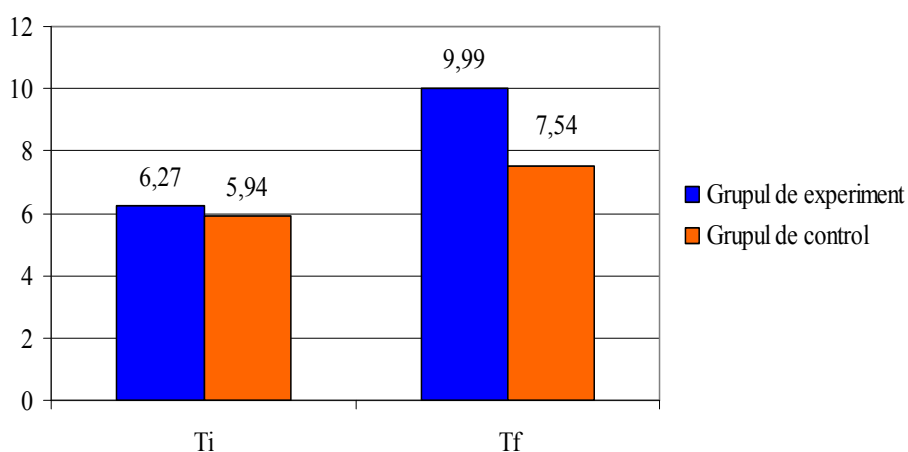


Chart 1 - Total subjects – the chart of arithmetic mean.

Also there were realized comparative diagrams for male and female subjects.

Chart 2 – The group of girls- the chart of arithmetic means.

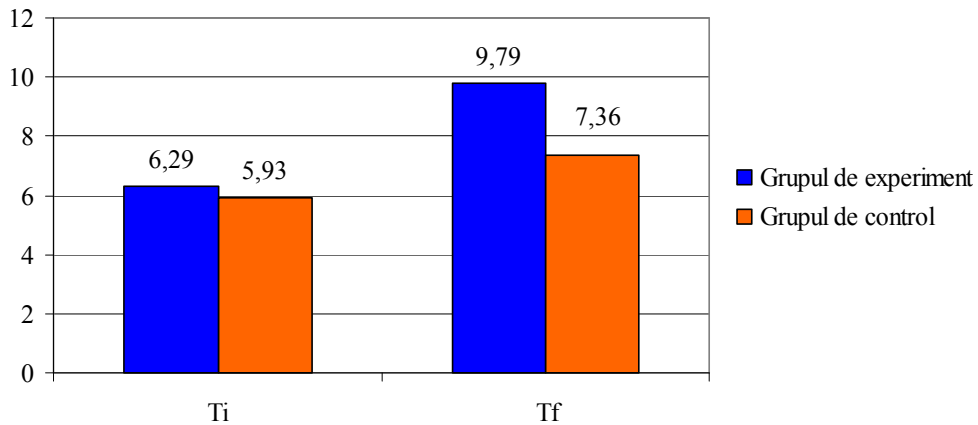
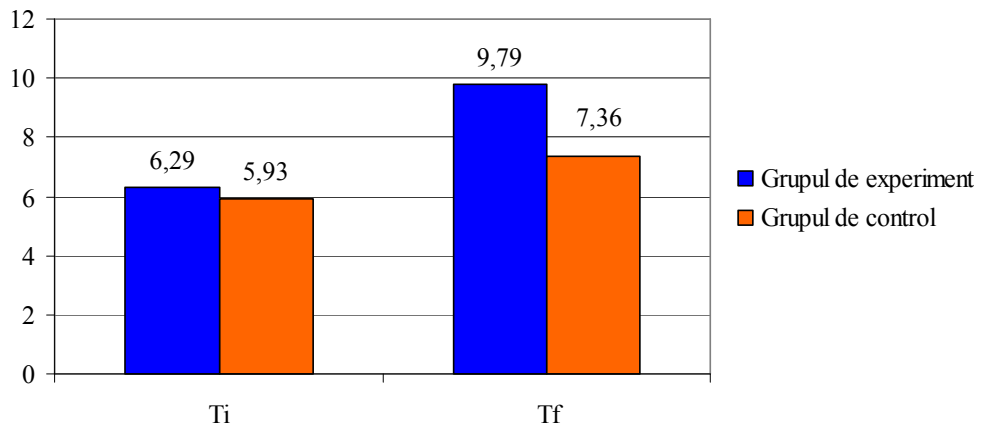


Chart 3 – The group of boys- the chart of arithmetic group.



From the above data it is observed a remarkable progress at the experiment group level aspiring to presumption. It is a natural effect from the psychological point of view, at young subjects, mainly in the girls` case (a slight condition of ecstasy), after the positive effects obtained at the psychic and physical level (physical harmonization, the training and development of motoric and psychomotoric qualities as versatility, balance, coordination, physical condition etc) which led to a better “control of the body” and to a trust in their own strength.

B. The difference test between the scores of the two evaluations

To determine if there are significant differences between the scores of the two tests applied individually to the control and experiment groups, we have utilized the Wilcoxon test for two samples` pair. This is a test which utilizes procedures of the nonparametric type, through which there are calculated two values:

- $T(-)$, by integrating the negative differences of the ranks

- $T(+)$, by integrating the positive differences of the ranks

The lower value from these represents the result of Wilcoxon test. The significance level can be determined by comparing with the critical rate from a special chart, depending on the sample volume (N) and the level α .

The null hypothesis is not real when $T(+)=T(-)$. The calculated value of the test is the minimal value between $T(+)$ and $T(-)$.

The statistical decision in the case of this test is the following :

- If T calculated is lower or equal with the critical value from the chart, than the null assumption is rejected, and the assumption of analysis is confirmed.
- If T calculated is bigger than the critical value from the chart, than the null assumption is accepted and the assumption of analysis is not confirmed.

The test was applied with the help of SPSS programme. To define the variables from this programme, there were utilized the following annotations :

SCORE_INI – represent the score obtained at the initial test by the entire group of subjects.

SCORE_FIN-- represent the score obtained at the final test by the entire group of subjects.

- SCORE_FIN < SCORE_INI - the final score is lower than the initial one (negative differences).
- SCORE_FIN > SCORE_INI- the final score is bigger than the initial one (positive differences).
- SCORE_INI = SCORE_FIN- the final score is equal with the initial one (null differences).

The notes a, b and c are posted by the statistical programme under the rates' chart.

The positive differences of rate express values of the bigger scores to the final test in comparison with the initial one.

For the divided analysis both the girls group and the boys one, there have been defined the next variables :

GIRLS_IN - represents the obtained score at the initial test by the girls group.

GIRLS_FIN - represents the obtained score at the final test by the girls group.

BOYS_I - represents the obtained score at the initial test by the boys group.

BOYS_F - represents the obtained score at the final test by the boys group.

Other notations used in statistical calculations are the following :

N - number of subjects

Z - score z

P –the semnification apron

At the level of the international scientific community the minimal accepted apron to consider a relation statistically significant is 0.05. Therefore the values could be even lower. We present next the result of the Wilkoxon's application test :

1.The experiment group – total subjects

The next chart indicates the number of negative differences (0), positive (69), Non-existent (1) regarding the final scores obtained by the experiment group to the initial and final application of the EIS test. Also, there are presented the average and the sum of the positive and negative differences.

Chart 9 - Testing the difference between the scores of the two evaluations. - Experiment group – Total subjects.

$D = T_f - T_i$	DIFERENCES	N	The average of the differences	The Sum of the differences
SCORE_FIN – SCORE_INI	Negative differences	0 ^a	0	0
	Positive differences	69 ^b	35	2415
	Non-existent differences	1 ^c	-	-
	Total	70	-	-

a. SCORE_FIN < SCORE_INI

b. SCORE_FIN > SCORE_INI

c. SCORE_INI = SCORE_FIN

It is observed that in the majority of the cases the final score is bigger than the initial one and only one subject has registered the same score at the two tests.

The next chart indicates the significance level of the test. The Z score is about -7,268 which has a probability $p < 0,001$, which shows that the difference between the two variables (tests) is statistically significant at a level of 1%

Chart 10 - The Significance Level of the test – experiment group - total subjects

	SCORE_FIN - SCORE_INI
Z	-7,268 ^a
Asymp. Sig. (2-tailed)	0,0005

a. On the basis of negative ranks

The note corresponding to the previous chart specifies that the Wilcoxon was calculated “on the basis of negative ranks”, which means that there were fewer, and the positive ones were more. We can state that there are significant differences between the scores obtained by the subjects at the initial and final test. (Wilcoxon: $N = 70$, $z = -7,268$, $p < 0,001$).

2. Control group – total subjects

The next chart indicates the number of negative differences (0), positive (61), non-existent (9) regarding the total scores obtained by the subjects of the control group at the initial and final application of the EIS test. Also, there are presented the average and the sum of positive and negative differences.

Chart 11- Testing the difference between the scores of the two evaluations- Control Group- Total subjects

		N	The differences average	The Sum of differences
SCORE_FIN – SCORE_INI	Negative differences	0 ^a	0	0
	Positive differences	61 ^b	31	189
	Non-existent differences	9 ^c	-	-
	Total	70	-	-

a. SCORE_FIN < SCORE_INI

b. SCORE_FIN > SCORE_INI

c. SCORE_INI = SCORE_FIN

The next chart indicates the significance level of the test. Z score is -6,904, which has a probability $p < 0,01$, which shows that the difference between the two variables is statistically significant at a level of 1%.

Chart 12 The significance level of the test – Control group- total subjects

	BOYS_FIN - BOYS_INI
Z	-6,904 ^a
Asymp. Sig. (2-tailed)	0,0005

a. On the base of negative ranks.

We can state that there are significant differences between the scores obtained by the subjects at the initial and final test, the results being superior at the second test (Wilcoxon: $N = 70$, $z = -6,904$, $p < 0,001$).

C. Testing the difference between the scores of the two groups To observe if there are significant differences between the scores of the experiment group and the control one we have applied Mann-Whitney (U) test for two independent samples. In this test the values of the dependent variables are transformed in ranks (the position which has a certain variable after the values have been ordered increasingly or decreasingly.) The test presupposes the calculation of two values U1 and U2 correspondent to the two groups. The test value Mann-Whitney is given by the lower value of U, value which compares with the critical one, read in a special chart, in relation with the significant apron and the sample' volume. The statistical decision in the case of this test is taken as it follows: If the U value calculated is lower or equal with the critical value from the chart, than it is rejected the null hypothesis;

- If U value calculated is bigger than the critical value from the chart, than it is accepted the null hypothesis.

The test was applied by using the SPSS programme. For statistical calculation there were utilized the following notations:

N_1 – the volume of the experiment group

N_2 –the volume of the control group

z – z score ; p – the significant apron

1) Comparison between the two groups :

By applying the Mann-Whitney test at the initial test, it is observed that there aren't significant differences between the averages of the two groups.

$N_1 = 70$, $N_2 = 70$, $U_{\text{calculat}} = 2186,5$; $z = -1,122$, iar $p = 0,262$.

At final test $U_{\text{calculat}} = 518$; $z = -8,153$, and $p < 0,001$; results that there are significant differences between the scores of the two groups, in favour of experiment group, so the null hypothesis is rejected.

9.4. The results obtained by applying the questionnaire for analyzing the self image- Rosenberg test

Regarding the mathematic-statistical evaluation, the data interpretation and analysis, we have used the descriptive statistics, the test of the differences between the scores of the two evaluations, the test of the difference between the scores of the two groups. Therefore :

A. Descriptive statistics

For the scores obtained by the two groups of subjects we have calculated the following statistical parameters, by using the Excel programme: maximal value, minimal value and arithmetic mean. The results are syntetized as it follows :

1.Experiment group -scores

Chart 13 – Descriptive statistics- Experiment group- scores

Group	Testing	N	Maximal value	Minimal value	Arithmetic mean
Total subjects	T_i	70	18	30	24,23
	T_f	70	20	32	26,21
Girls	T_i	56	18	30	24,30
	T_f	56	20	32	25,98
Boys	T_i	14	20	30	23,93
	T_f	14	24	32	27,14

2. Control group –scores

Chart 14 – Descriptive Statistics- scores

Group	Testing	N	Maximal value	Minimal value	Arithmetic mean
Total subjects	T _i	70	18	31	24,04
	T _f	70	18	32	24,54
Girls	T _i	56	18	31	24,20
	T _f	56	18	32	24,50
Boys	T _i	14	19	29	23,43
	T _f	14	20	30	24,71

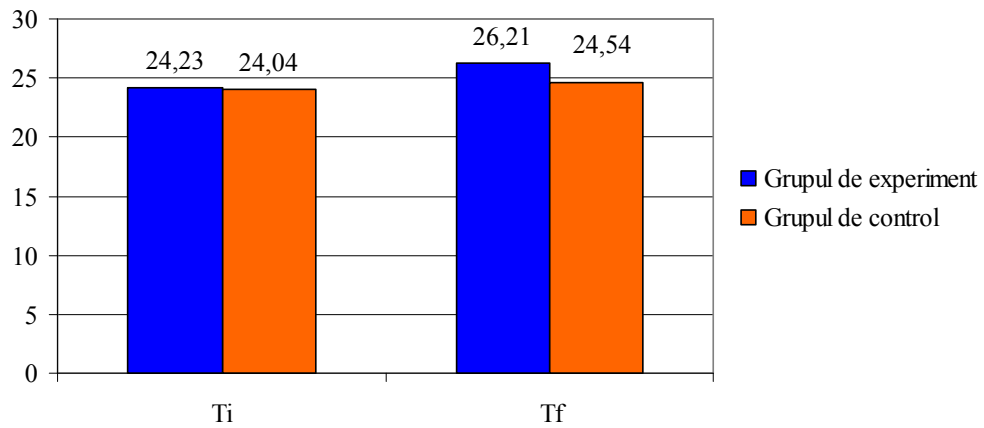
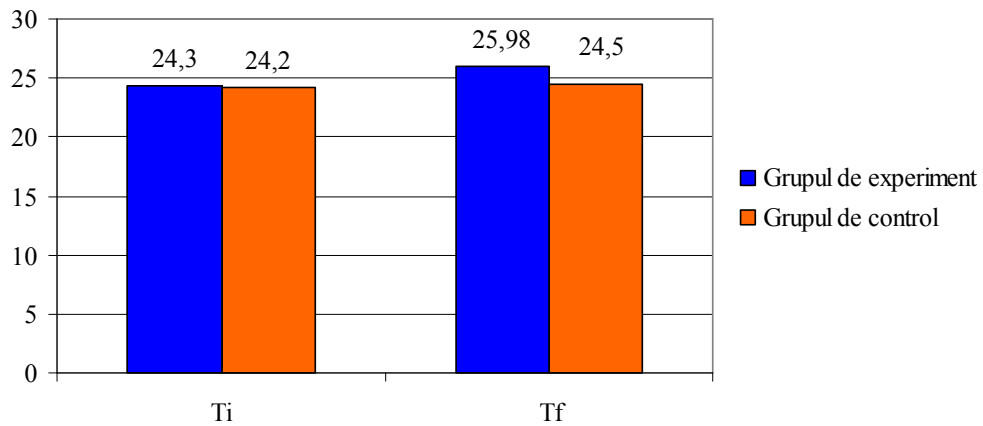


Chart 4- Total subjects- the chart of the Arithmetic



mean

Chart 5- Girls group- the chart of the Arithmetic mean

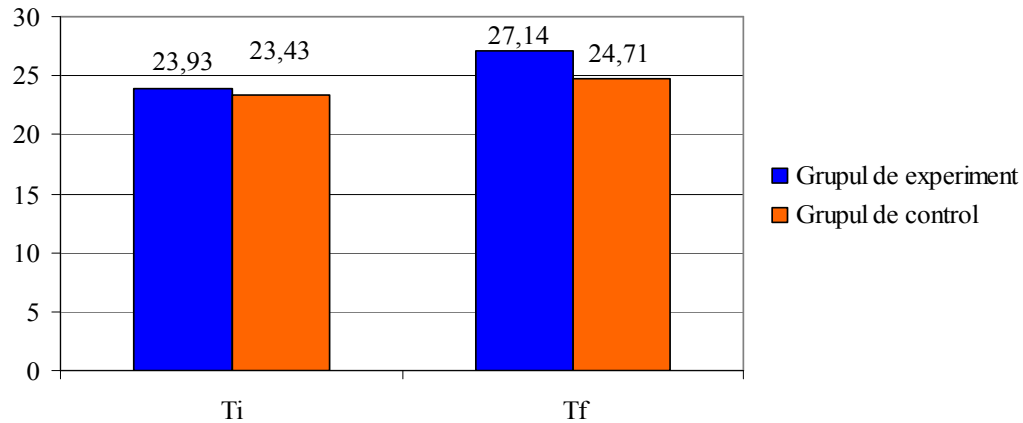


Chart 6- Boys group - the chart of the Arithmetic mean

It is observed that both the initial and final test, the value of the arithmetic means belongs to the interval 20 – 29 (middle level).

B. Testing the difference between the scores of the two groups

To observe if there are significant differences between the scores of the two tests applied separately to the experiment and control groups, we have utilized the Wilcoxon test for two pairs of samples

1. Experiment group –total subjects

The next chart indicates the number of negative differences(14), positive(48) , non-existent(8) regarding the total scores obtained by the subjects of the experiment group at the initial and final application of the Rosenberg test. Also, there are presented the average and the sum of the negative and positive differences.

Chart 15 Testing the differences between the two evaluations – Experiment group- total subjects

		N	The average differences	The sum of the differences
SCORE_FIN – SCORE_INI	Negative Differences	14 ^a	26,11	365,50
	Pozitive Differences	48 ^b	33,07	1587,50
	Non-existent differences	8 ^c	-	-
	Total	70	-	-

- a. SCOR_FIN < SCOR_INI
- b. SCOR_FIN > SCOR_INI
- c. SCOR_INI = SCOR_FIN

The next chart indicates the semnification level of the test. Z score is -4,299, which has a probability $p < 0,01$, which shows the difference between the two variables is statistically significant at a level of 1%.

Chart 16 The semnification level of the test – the experiment group- total subjects

	SCORE_FIN - SCORE_INI
E	-4,299 ^a
Asymp. Sig. (2-tailed)	0,0005

- a. On the negative ranks.

We can tell that there are significant differences between the scores obtained by the subjects at the initial and the final test (Wilcoxon: $N = 70$, $z = -4,299$, $p < 0,001$).

Control group- total subjects

The next chart indicates the number of negative differences(27), positive(38), non-existent(5) regarding the total scores obtained by the subjects of the control group, at the initial and final application of the Rosenberg test. Also, there are presented the average and the sum of the negative and positive differences.

Chart 17 Testing the differences between the two evaluations- Control group- Total subjects

		N	The average differences	The sum of the differences
SCORE_FIN – SCORE_INI	Negative Differences	27 ^a	33,81	913
	Pozitive Differences	38 ^b	32,42	1232
	Non-existent differences	5 ^c		
	Total	70		

- a. SCORE_FIN < SCORE_INI
- b. SCORE_FIN > SCORE_INI
- c. SCORE_INI = SCORE_FIN

The next chart indicates the semnification level of the test. The Z score is -1,045, which has a probability $p > 0,05$, , which shows the difference between the two variables is statistically insignificant at a level of 5%.

Chart 18 The semnification level of the test- Control group – total subjects

	SCORE_FIN - SCORE_INI
Z	-1,045 ^a
Asymp. Sig. (2-tailed)	0,296

a. On the negative ranks.

We can tell that there are no significant differences between the scores obtained by the subjects at the initial and the final test (Wilcoxon: $N = 70$, $z = -1,045$, $p > 0,05$).

C. Testing the differences between the scores between the two groups

To observe if there are significant differences between the scores of the experiment group and the control one we have utilized the Mann- Whitney (U) test for two independent pairs of samples.

1. The comparation between the two groups

Applying the Mann-Whitney test on initial testing indicates that there are not significant differences between the averages of both groups.

$N_1 = 70$, $N_2 = 70$, $U_{calculat} = 2360$; $z = -0,377$, and $p = 0,706$.

At the final testing $U_{calculat} = 1668$; $z = -3,278$, and $p < 0,001$; therefore there are significant differences between the scores of the two groups in favor of the experiment.

Chapter 10 – refers to Research Findings :

10.1. Theoretical Conclusions

This study shows that, due to the multiple benefic effects both in the physical- motric plane, and psychical and spiritual, the practice of dancesport is an efficient way to improve and develop of self-estime image. Throughout the important advantages brought to the activator-energy subsystem, the practice of dancesport influences positive the young people’s motivation (helping them to establish their priorities to develop at this age) and especially to built self-estime.

The somatopsyhic balance harmony, the interior structure is the starting point for the development and efficiency of “their own mecanism of success”. Practicing physical exercises, in general, gives the

subject the alternative of sanogenetics behavior, of a healthy lifestyle. Through its advantages upon the body, physic and spirit, dancesport helps the general biopsychic development of young people.

Dance is an experience that mobilize and involve the whole human being. Practiced systematically involves human beings at all levels, captivates the soul and body balance. It is a way of harmonizing body and spirit, harmonising and balancing the development of personality, and of biopsychic generation and regeneration. Practicing dancesport offers the subjects an effective way an alignment and harmonization procedure. The mind is calm, mental activity is focused on the graceful movements of the body, balanced emotions became predominantly positive.

Dance acts subtly, both at the sensory cognitive and energy level, psychomotor, and personality, shaping, reshaping and basing self balance : the person contact with the world and himself, through movement, amplifying the motion due to the complex sound- movement availability of reception his own body through bio-feedback.

Dance practice improves health. A body under a regime of adequate physical practice is less at risk of disease, gaining an increased resistance to pathogens is provided by biological adaptation to effort (Translated by increasing the capacity of devices and systems of the body). They also have analyzed the link between spiritual health and body health. It is known that emotional and energetic imbalances are accompanied by functional disorders of the organs, which promotes the installation of physical and mental diseases. The fact that dance is an important contribution to the harmonization of energy and emotional sphere of the individual allows us to appreciate that dance improves the health of the individual through change and a positive mental state by altering mood and emotional power of perception towards self and human psyche.

Through dance the human being is complex stimulated :

- At the sensory level, through the beneficial effects of music on human beings: Music has the subtle ability to regulate physiological functions, helping the body to find balance. Also, the music is cathartic function is related to emotional discharge. Therefore, through the integrated music and dance, people can detach from their internal problems and sufferings.
- Also, the music has a number of beneficial effects on the body, such as relaxation of muscle tone, decreased heart rate, blood pressure, respiratory rate adjustment, increasing tolerance to pain, etc. And the psyche: stimulating imagination, attention, memory, perception development, balancing emotional, mental ease, relaxation.
- Through sensory stimulation acting positively on the whole somatopsychic development, we can be aware of our own emotions.

- Movement to music has some advantages in emotional motivation, achieving coordination easier breathing and motion, decreasing the effort to combat the monotony that can lead to boredom and installation of fatigue.

In the professional literature are given the therapeutic effects of dance. Dance therapy aims to develop body awareness ability, and (through catharsis) release stress and physical and mental blockages.

- In terms of cognitive sense :
 - Develops the mental flexibility.
 - Growing attention
 - Develop imagination and creativity
- In terms of emotional and energy activator :
 - Allows the expression of emotions difficult to express (mostly generated by conflict);
 - Carry out emotional awareness;
 - Reduce negative stress (frustration, anger, fear, self-assertion, anxiety, depression, etc.)
- At the level of personality:
 - Psychomotor skills are developed
 - To reconstruct self-esteem, self-assertion and self identity
 - Develops communication skills
 - Movement along with others at the same pace, usually helps empathic ability and capacity development for social networking.

10.2. THE CONCLUSIONS FROM RESEARCH

The practice of a systematic, organized branch of sport, generally has positive effects on self-image, motivation and achievement. This is demonstrated by the results of both experimental group and control group on final testing, the results indicate improvements in self-image and development of motivation. For the purposes of the above we can say that research results confirm the hypothesis.

The research highlights some specific issues that affects dancesport systematic practice self-image and the hierarchical structure of motivation :

Regarding SM1 questionnaire results (to evaluate complex motivational system), it was found that:

- Students involved in research have the necessary knowledge to enable the issuing of relevant answers and that they had a positive attitude and have been involved in research;

It highlighted the efficiency of drive systems applied (independent variable) to :

- Increasing interest of the subjects for physical education and sport;
- Improving the capacity of self-esteem;
- Awareness of the benefits that practicing dancesport brings for personal development: general somatopsychic development, motor and psychomotor skills development, development of mental qualities.

As the level of ego development:

Both the experimental group and control group improved their results.

Thus: it was found that there are significant differences between the scores obtained by subjects in the initial and final testing:

- For the experiment group (Wilcoxon: $N = 70$, $z = -7,268$, $p < 0,001$);
- For the control group ((Wilcoxon: $N = 70$, $z = -6,904$, $p < 0,001$).

This shows that physical exercise (regardless of sport) influence the level of ego development. Experimental group made more progress than the control group, indicating the effectiveness of the action. Subjects in this group, even tend to overestimate. This may indicate a clear effect of perceived psychological progress. Overall a successful result (short term) and especially by inexperienced subjects tend to overestimate. It is a phenomenon explained psychologically, in young subjects, especially for girls (a mild state of excitement), obtained as a result of positive effects on the physical and mental (physical approximation, training and skills development and motor and psychomotor flexibility, balance, coordination, etc.) which led to a better "body ownership" and increased self-confidence.

Rosemberg questionnaire assessing self-image and self esteem. Self esteem is a fundamental dimension of any human being, regardless of culture, personality, interests, social status, abilities. A positive and realistic self-esteem develops the ability to make responsible decisions and ability to handle the pressure of socio-professional life.

It was found that there are significant differences between the scores obtained by subjects in the initial and final testing for both the experimental group (Wilcoxon: $N = 70$, $z = -4.299$, $p < 0.001$) and control group (Wilcoxon: $N = 70$, $z = -1.045$, $p > 0.05$), indicating that physical exercise generally has beneficial effects on self image and self esteem. It notes progress higher in the experimental group, indicating the effectiveness of the action.

Dancesport is a form of motion easily practiced regularly. Most practitioners experience a deep sense of movement and the focus on self-centered way, which may cause inner peace, mental clarity, and alignment between the spiritual aspects of daily life. It is also a way to help acquire balance and inner harmony as well as decisions to "nourish" the self and self-image.

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