

## Psychological Correlates of Dance and Sports Participation: A Comparative Study of Aggression, Identity, and Coping Mechanisms



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### ABSTRACT

The most important factor that influences emotional development together with cognitive growth and behavioural changes in an individual depends on their involvement in structured physical activities. The research aimed to highlight the psychological differences between young adults engaged in dance, sports, and not involved in either, particularly in the areas of aggression orientation, identity formation, and coping methods. The study included 81 (dancers=26, athletes=26 and neither dancer nor sportsperson=29) participants from 18 to 40 years (mean=21.23; sd=3.08). The study used standardized instruments which included the Buss and Perry Aggression Questionnaire (Buss & Perry, 1992), Identity Orientation Scale (Cheek et al., 1994) and the Brief COPE (Carver, 1997) to assess multiple aggression types and identity development patterns and different coping methods. The Shapiro-Wilk test results showed that the data distribution had partial normality which led researchers to use non-parametric statistical methods. The Kruskal-Wallis test showed that different groups exhibited distinct patterns of measurement for the studied variables while the Mann-Whitney U test showed different patterns of measurement between the two groups. The study examined how the three participant groups displayed different approaches to handling stress, aggression and their identity development. The results showed that dancers possessed stronger personal and cultural identities, athletes demonstrated better problem-oriented coping and higher physical aggression. Individuals participating in neither used emotion-based coping methods more frequently while they displayed higher levels of verbal aggression. The study found that dancers and sportspersons showed different scores in personal identity ( $p=0.04$ ). The research results demonstrate that participation in creative and athletic activities leads to better psychological development through improved identity formation and coping abilities while reducing aggressive behaviour. The findings support the increasing need to promote arts and sports as ways for young adults to achieve emotional well-being.

**KEYWORDS:** Aggression, Coping Mechanisms, Dance Psychology, Identity Formation, Sports Participation, Young Adults

### 1. Introduction:

Young adults who indulge themselves in physical activities and creative activities gain emotional, cognitive and behavioral development. Participation in dance and sports require participants to practice discipline and maintain their effort while they learn to handle their emotions and meet performance standards which may lead to permanent changes in their mental health. People who do not take part in structured activities loses their opportunity to express their feelings through controlled methods while they develop their personal identity and manage their stress. The researchers must study psychological differences between dancers, athletes, and non-participants to establish the relationship between activity participation and mental health outcomes.

The main psychological frameworks that exist during young adulthood exhibit how aggression and identity orientation and coping mechanisms interact with each other. Aggression is a multidimensional concept that includes physical aggression, verbal aggression, anger, and hostility among others, and is often linked

to stress and poor emotional regulation (Buss & Perry, 1992). Identity orientation is the way individuals see themselves in terms of their personal values, social roles, and cultural affiliations (Cheek et al., 1994). Individuals use coping mechanisms as their cognitive and behavioural strategies to manage stress and handle emotional difficulties (Carver, 1997). Individuals exhibit different levels of involvement with physical activities and creative activities because their psychological and emotional states differ from each other.

Dance is a creative form of expression that aligns the dancer's body movements, emotions, and feelings, all within a set of rules. While the dancers are gaining the audience's applause, they also need keep their feelings under control, which not only influences their emotional regulation but also self-awareness. For some, dancing for years may become a part of their self-image which would even help with the personal and cultural identity formation (Koch et al., 2014). Besides, dancers deal with stress factors like performance anxiety, body image issues, and self-criticism which are the reasons why they need to

have good coping mechanisms (Dwarika & Haraldsen, 2023). In this research, the dancers' personal and cultural identity orientations were higher than those of the other groups and so was their maladaptive aggression which, however, was significantly lower at the level of personal identity where the difference between the dancers and sportspersons was statistically significant. This pattern of identity and emotional regulation is indicative of the pleasant effects that constant dancing has on one's personality development and emotional control.

Participation in sports demands athletes to engage in physical activities while they compete and their performance is constantly monitored. The athletes usually stress over the outcomes of the competition, injury chances, and the expectations of coaches. The athletes use problem-focused strategies for active coping and planning and goal-directed behaviour according to their research (Carver, 1997; Nuetzel, 2023). Aggressive behaviours and attitudes may become more acceptable or even promoted in competitive sports environments that require athletes to show both physical and psychological strength (Oproiu, 2013). The research findings state that athletes demonstrated greater physical aggression while using problem-solving methods at a higher rate than dancers because their competitive sports activities included these two elements. Nevertheless, their identity orientation showed stronger performance and role dedication than dancers.

People who do not engage themselves in sports or dance misses out the benefits of structured environments that help in the expression of feelings, stress management, or the development of personal identity. The people need to cope with stress through less effective methods because they face challenges to their ability to cope with stress through effective methods. This study shows that non-participants display higher aggression levels and use emotional coping methods more frequently than dancers and athletes. Moreover, this group showed less clear identity orientations, which states that they had not constructed as many distinct self-definitions during the transition from childhood to adulthood.

Previous researches have predominantly examined dancers and athletes separately, with limited comparative investigations including individuals not engaged in any structured physical or creative activities. The present study addresses this gap by comparatively examining aggression, identity orientation, and coping mechanisms among dancers, sportspersons, and non-participants using standardized psychological measures and non-parametric statistical analyses. Overall, the findings indicate that participation in creative and athletic activities is associated with more adaptive

psychological profiles, including stronger identity orientations, more effective coping strategies, and lower maladaptive aggression, highlights the importance of structured activity engagement for psychological well-being in young adults.

## 2. Method

### 2.1 Aim of the Study

The aim of the present study was to examine and compare levels of aggression, identity orientation, and coping mechanisms among young adults engaged in dance, sports, and those not participating in any structured physical or creative activities.

### 2.2 Objectives of the Study

1. To compare levels of multidimensional aggression (physical, verbal, anger and hostility) among dancers, sportspersons, and non-participants.
2. To assess differences in identity orientations (personal, social, cultural and special items) across dancers, sportspersons, and non-participants.
3. To examine differences in coping mechanisms (Problem focused coping, Emotion focused coping and Avoidant focused coping) among dancers, sportspersons, and non-participants.
4. To identify intergroup differences in aggression, identity orientation, and coping strategies among dancers, sportspersons, and individuals not engaged in structured activities.

### 2.3 Hypotheses

H<sub>01</sub> There is no significant difference in terms of aggression (Physical aggression, Verbal aggression, Anger and Hostility) among dancers, sportspersons, and non-participants from West Bengal.

H<sub>02</sub>. There is no significant difference in terms of identity orientations (Personal Identity, Social Identity, Cultural Identity and Special Items) among dancers, sportspersons, and non-participants from West Bengal.

H<sub>03</sub>. There will be a significant difference in terms of coping mechanisms (Problem focused coping, Emotion focused coping and Avoidant focused coping) among dancers, sportspersons, and non-participants from West Bengal.

### 2.4 Variables of the Study

2.4.1. Aggression: Aggression is a complex psychological concept that includes multiple components which include physical aggression, verbal aggression, anger, and hostility. Physical aggression involves the application of physical force to harm others while verbal aggression involves using harmful speech to control others. The emotional nature of aggression is represented by anger which manifests through feelings of irritation and extreme anger. Hostility represents a negative mindset which combines skepticism with hatred and

resentment toward other people. The four dimensions of aggression lead to its expression through three different ways which include behavioral patterns and emotional responses and cognitive processes. The three main elements which create a strong connection to aggression are stress and frustration and emotional self-control. This connection makes aggression an essential factor for understanding competitive and expressive activities which include sports and dance (Buss & Perry, 1992).

2.4.2. Identity Orientation: People use identity orientation to explain how they perceive their relationship with different parts of their identity. People establish their personal identity by defining themselves based on their core values and life goals and their fundamental beliefs and personal characteristics. Social identity describes how people perceive themselves based on their social duties and their group connections and their personal relationships. Cultural identity exists when people identify with the cultural customs and shared values and communal meanings of their social group. The various ways of composing music work together to create a person's identity which then influences their behavior and emotions and decision-making throughout their lifetime. The organized activities of dancing and sports participation help young adults develop their identity by enabling them to become active members of society who can express themselves through their social roles (Cheek et al., 1994).

2.4.3. Coping Mechanisms: Coping mechanisms function as cognitive and behavioural responses that people use to manage their stress and emotional challenges. Problem-focused coping requires people to implement specific actions that help them manage their stressful situations through developing solutions and executing their established objectives. Emotion-focused coping develops strategies to manage stress through different methods which include emotional expression and self-support and positive thinking about the problem. People use avoidant coping strategies to manage stress through drug use and other methods that include refusal and withdrawal. Problem-focused coping helps people achieve better psychological outcomes while emotional regulation challenges lead to people developing emotional-focused and avoidant coping patterns that last throughout their entire life. People develop their coping mechanisms through their environmental conditions and their degree of participation in different activities (Carver 1997).

## 2.5 Participants

The sample consisted of 81 young adults aged 18–30 years ( $M= 21.23$ ,  $SD= 3.08$ ). Participants were selected using purposive sampling and were divided into three groups: Dancers ( $n= 26$ ), Sportspersons

( $n= 26$ ), Non-participants ( $n= 29$ ), who were not engaged in any structured physical or creative activities. All participants were administered the Buss and Perry Aggression Questionnaire (Buss & Perry, 1992), the Identity Orientation Scale (Cheek et al., 1994), and the Brief COPE (Carver, 1997). Participation was voluntary, and ethical considerations such as informed consent was taken priorly and confidentiality were maintained. All participants were from Kolkata who had at least a 12th-grade education, could understand English, had access to a smartphone and the internet, possessed basic digital literacy, belonged to the middle socioeconomic class, identified as cisgender, and had no serious physical or psychological illness or family history of psychological disorders. Individuals were excluded if they had any chronic or recent physical illness, disability, history of head injury, seizures, substance abuse, psychiatric illness, recent traumatic experiences (such as sexual abuse), were from a different socioeconomic background, or identified as non-cisgender.

## 2.6. Tools Used

Data for the present study were collected using standardized psychological instruments along with essential ethical and demographic tools.

2.6.1. Informed consent was obtained from all participants prior to data collection, ensuring voluntary participation, confidentiality of responses, and the right to withdraw at any stage, in accordance with ethical guidelines for psychological research.

2.6.2. A sociodemographic data sheet was used to gather background information such as age, gender, educational qualification, type of activity engagement (dance, sports, or none), and duration of involvement, which facilitated appropriate group classification.

2.6.3. Aggression was measured using the Buss–Perry Aggression Questionnaire (BPAQ), a widely used self-report measure assessing four dimensions of aggression: physical aggression, verbal aggression, anger, and hostility (Buss & Perry, 1992).

2.6.4. Identity orientation was assessed using the Aspects of Identity Questionnaire (AIQ-IIIx), which evaluates personal, social, and collective (cultural) identity orientations and has demonstrated sound psychometric properties (Cheek et al., 1994).

2.6.5. Coping mechanisms were measured using the Brief COPE, a 28-item self-report scale that assesses problem-focused, emotion-focused, and avoidant coping strategies (Carver, 1997). The scale has been widely validated and is suitable for non-clinical adult populations.

## 2.7. Sampling Techniques

The present study employed a purposive sampling technique to select participants who met predefined inclusion criteria relevant to the objectives of the

research. Purposive sampling was considered appropriate as the study aimed to compare psychological variables among individuals engaged in dance, sports, and those not participating in any structured physical or creative activities. Participants were deliberately selected based on their current and sustained involvement in dance or sports, or their absence of such engagement, to ensure clear group categorization. Dancers who are trained for six or more years in any dance forms, individuals who are trained or still practicing any kind of outdoor sports and individuals having any curriculum other than dance or sports participated in this study.

### 2.8. Statistical Analysis

Normality tests were conducted to assess the distribution of the data using the Kolmogorov-Smirnov and Shapiro-Wilk tests in combination. The Shapiro-Wilk test was used for interpretation since the sample size ( $N = 81$ ) was considered too small for the Kolmogorov-Smirnov test. The results showed that several variables significantly deviated from the normal distribution ( $p < .05$ ), among which were problem-focused coping, emotion-focused coping, avoidant coping, verbal aggression, and personal identity. On the other hand, physical aggression, anger, hostility, social identity, cultural identity, and special identity items were found to be normally distributed. Kruskal-Wallis H tests were conducted to examine group differences among dancers, sportspersons, and individuals who were neither dancers nor sportspersons. Mean rank comparisons showed variation across groups for coping mechanisms, aggression dimensions, and identity orientations. Sportspersons obtained higher mean ranks in problem-focused coping and physical aggression, individuals who were neither dancers nor sportspersons showed higher mean ranks in

emotion-focused coping, verbal aggression, and hostility, and dancers obtained higher mean ranks in personal identity and cultural identity. Mean ranks for social identity were comparable across groups. Using Mann-Whitney U tests results indicated no statistically significant differences between the two groups for problem-focused coping, emotion-focused coping, avoidant-focused coping, physical aggression, verbal aggression, anger, hostility, social identity, cultural identity, or special identity items ( $p > .05$ ). A statistically significant difference was observed only for personal identity, with dancers scoring higher than sportspersons ( $p = .044$ ).

### 2.9 Procedure

The research was carried out in a methodical and ethically principled way. After getting the consent from the participants, data were collected from dance schools, personal acquaintances and snowballing method. The people who showed interest in participating were told about the study's objectives and nature. The participants, after giving their informed consent, filled the sociodemographic data sheet and then the standardized questionnaires one after another. The data were collected mainly through online platforms which made it easy for the participants to get access to the study and to be convenient. Very clear instructions were given in order to reduce the possibility of response bias, and the participants were asked to respond truthfully. The questionnaires took an average of about 20-25 minutes to complete. The researchers kept all the answers confidential and only used them for research purposes. Once the data collection was done, the responses underwent a series of steps that included screening, coding, and preparing for statistical analysis.

## 3. Results

**Table 1: Kolmogorov-Smirnov Test for Brief COPE Inventory**

| Variable                       | Kolmogorov-Smirnov Statistic | Sig.(p-value) |
|--------------------------------|------------------------------|---------------|
| <b>Problem Focused Coping</b>  | 0.098                        | 0.055         |
| <b>Emotion Focused Coping</b>  | 0.089                        | 0.171         |
| <b>Avoidant Focused Coping</b> | 0.113                        | 0.013         |

Table 1 represents the Kolmogorov-Smirnov test results for the coping mechanism variables: problem-focused coping, emotion-focused coping, and avoidant-focused coping. Avoidant-focused coping shows a significant deviation from normality ( $p < .05$ ), whereas problem-focused coping and emotion-focused coping do not significantly deviate from a normal distribution ( $p > .05$ ). However, as the sample size is below 200, further confirmation was obtained using the Shapiro-Wilk test in Table 2.

**Table 2: Shapiro-Wilk Test for Brief COPE Inventory**

| Variable                      | Shapiro-Wilk Statistic | Sig.(p-value) |
|-------------------------------|------------------------|---------------|
| <b>Problem Focused Coping</b> | 0.920                  | 0.000         |

|                                |       |       |
|--------------------------------|-------|-------|
| <b>Emotion Focused Coping</b>  | 0.960 | 0.012 |
| <b>Avoidant Focused Coping</b> | 0.967 | 0.033 |

Table 2 represents the Shapiro–Wilk test results for the coping mechanism variables. The results indicate that problem-focused coping, emotion-focused coping, and avoidant-focused coping are not normally distributed ( $p < .05$ ). Therefore, the assumption of normality was violated for all coping variables, justifying the use of non-parametric statistical tests for further analysis.

**Table 3: Kolmogorov–Smirnov Test for Buss–Perry Aggression Questionnaire (BPAQ).**

| Variable                   | Kolmogorov–Smirnov Statistic | Sig. (p-value) |
|----------------------------|------------------------------|----------------|
| <b>Physical Aggression</b> | 0.088                        | 0.189          |
| <b>Verbal Aggression</b>   | 0.129                        | 0.002          |
| <b>Anger</b>               | 0.066                        | 0.200          |
| <b>Hostile</b>             | 0.074                        | 0.200          |

Table 3 shows the Kolmogorov–Smirnov test results for aggression dimensions: physical aggression, verbal aggression, anger, and hostility. Verbal aggression shows a significant deviation from normality ( $p < .05$ ), whereas physical aggression, anger, and hostility do not significantly deviate from normality ( $p > .05$ ). However, as the sample size is below 200, further confirmation was obtained using the Shapiro–Wilk test in Table 3.

**Table 4: Shapiro–Wilk Test for Buss–Perry Aggression Questionnaire (BPAQ).**

| Variable                   | Shapiro–Wilk Statistic | Sig. (p-value) |
|----------------------------|------------------------|----------------|
| <b>Physical Aggression</b> | 0.978                  | 0.184          |
| <b>Verbal Aggression</b>   | 0.965                  | 0.025          |
| <b>Anger</b>               | 0.985                  | 0.476          |
| <b>Hostile</b>             | 0.981                  | 0.256          |

Table 4 presents the Shapiro–Wilk test results for aggression variables. The results indicate that verbal aggression is not normally distributed ( $p < .05$ ), whereas physical aggression, anger, and hostility follow a normal distribution ( $p > .05$ ). These findings support the decision to apply non-parametric methods for verbal aggression. Therefore, the assumption of normality was violated for all aggression variables, justifying the use of non-parametric statistical tests for further analysis.

**Table 5: Kolmogorov–Smirnov Test for Aspects of Identity Questionnaire (AIQ-IIIx).**

| Variable                 | Kolmogorov–Smirnov Statistic | Sig. (p-value) |
|--------------------------|------------------------------|----------------|
| <b>Personal Identity</b> | 0.124                        | 0.004          |
| <b>Social Identity</b>   | 0.089                        | 0.169          |
| <b>Cultural Identity</b> | 0.073                        | 0.200          |
| <b>Special Items</b>     | 0.063                        | 0.200          |

Table 5 presents the Kolmogorov–Smirnov test results for identity orientation variables: personal identity, social identity, cultural identity, and special identity items. Personal identity shows a significant deviation from normality, whereas social identity, cultural identity, and special identity items do not significantly deviate from normality. However, as the sample size is below 200, further confirmation was obtained using the Shapiro–Wilk test in Table 6.

**Table 6: Shapiro–Wilk Test for Aspects of Identity Questionnaire (AIQ-IIIx).**

| Variable                 | Shapiro–Wilk Statistic | Sig. (p-value) |
|--------------------------|------------------------|----------------|
| <b>Personal Identity</b> | 0.881                  | 0.000          |
| <b>Social Identity</b>   | 0.983                  | 0.380          |
| <b>Cultural Identity</b> | 0.972                  | 0.078          |
| <b>Special Items</b>     | 0.972                  | 0.074          |

Table 6: shows the Shapiro–Wilk test results for identity orientation variables. The results indicate that personal identity is not normally distributed ( $p < .05$ ), whereas social identity, cultural identity, and special identity items are normally distributed ( $p > .05$ ). Hence, non-parametric tests were applied for personal identity. Therefore, the assumption of normality was violated for all identity orientation variables, justifying the use of non-parametric statistical tests for further analysis.

**Table 7:** The mean rank scores for dancers (group A), sportspersons (group B), and individuals who were neither dancers nor sportspersons (group C) on coping mechanisms using the Kruskal–Wallis H test.

| Variable                       | Group A (N=26) | Group B (N=26) | Group C (N=29) |
|--------------------------------|----------------|----------------|----------------|
| <b>Problem focused Coping</b>  | 42.79          | 44.96          | 35.84          |
| <b>Emotion focused Coping</b>  | 41.00          | 34.67          | 46.67          |
| <b>Avoidant focused Coping</b> | 42.65          | 38.48          | 41.78          |

Table 7 represents the mean rank scores for dancers, sportspersons, and individuals who were neither dancers nor sportspersons on coping mechanisms using the Kruskal–Wallis H test. Sportspersons obtained the highest mean rank in problem-focused coping, individuals who were neither dancers nor sportspersons obtained the highest mean rank in emotion-focused coping, and dancers showed slightly higher ranks in avoidant-focused coping compared to sportspersons. This table demonstrates group-wise variation in coping strategies.

**Figure. 1:** The graphical representation of mean rank scores for dancers (group A), sportspersons (group B), and individuals who were neither dancers nor sportspersons (group C) on coping mechanisms using the Kruskal–Wallis H test.

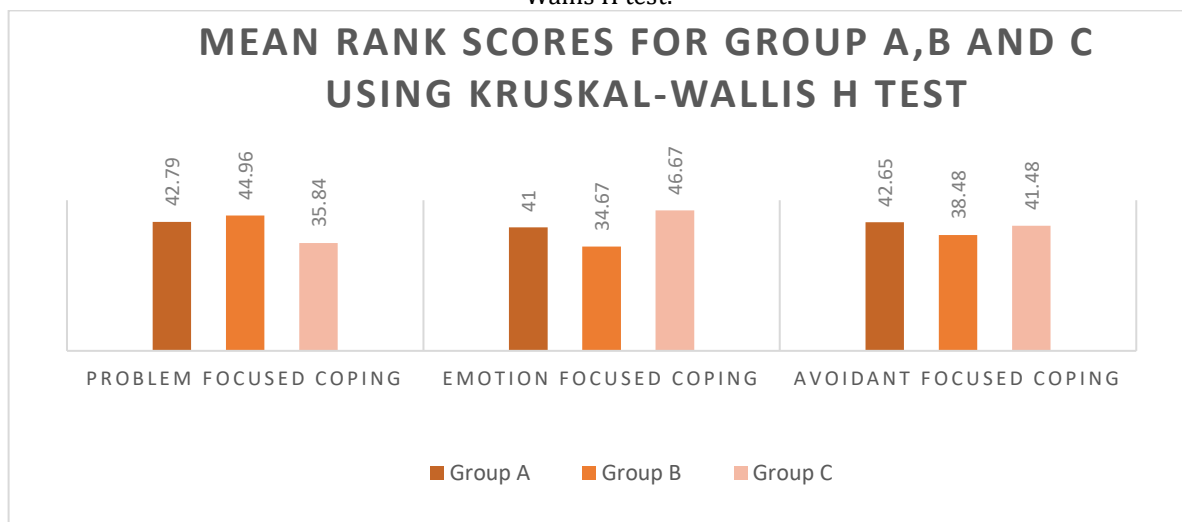


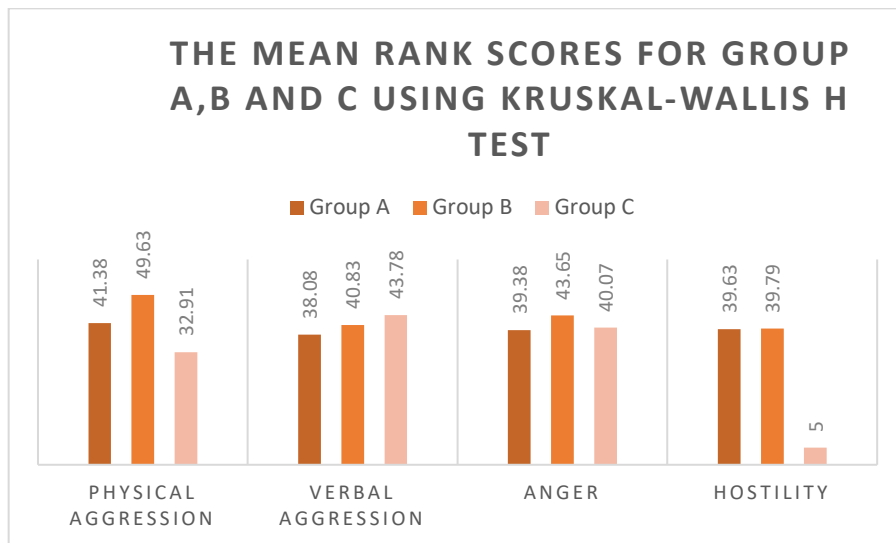
Figure 1 illustrates the mean rank distribution of Problem focused, Emotion focused and Avoidant focused Coping Strategies among dancers, sportspersons, and individuals who were neither dancers nor sportspersons. Sportspersons obtained the highest mean rank in problem-focused coping, individuals who were neither dancers nor sportspersons obtained the highest mean rank in emotion-focused coping, and dancers showed slightly higher ranks in avoidant-focused coping compared to sportspersons. This table demonstrates group-wise variation in coping strategies.

**Table 8:** The Kruskal–Wallis mean rank scores for Aggression variables across dancers (group A), sportspersons (group B), and individuals who were neither dancers nor sportspersons (group C).

| Variables                  | Group A (N=26) | Group B (N=26) | Group C (N=29) |
|----------------------------|----------------|----------------|----------------|
| <b>Physical Aggression</b> | 41.38          | 49.63          | 32.91          |
| <b>Verbal Aggression</b>   | 38.08          | 40.83          | 43.78          |
| <b>Anger</b>               | 39.38          | 43.65          | 40.07          |
| <b>Hostility</b>           | 39.63          | 39.79          | 43.31          |

Table 8 represents the Kruskal–Wallis mean rank scores for aggression variables across the three groups. Sportspersons obtained the highest mean rank in physical aggression and anger, while individuals who were

neither dancers nor sportspersons obtained the highest mean rank in verbal aggression and hostility. These findings indicate group-wise differences in aggression tendencies.



**Figure 2:** The graphical representation Kruskal–Wallis mean rank scores for Aggression variables across dancers (group A), sportspersons (group B), and individuals who were neither dancers nor sportspersons (group C).

Figure 2 illustrates the mean rank distribution Physical aggression, Verbal aggression, Anger and Hostility among dancers, sportspersons, and individuals who were neither dancers nor sportspersons. The figure visually demonstrates higher physical aggression and anger among sportspersons and higher verbal aggression and hostility among non-participants, while dancers show relatively lower aggression levels across all domains.

**Table 9:** The Kruskal–Wallis mean rank scores for identity orientation variables across dancers (group A), sportspersons (group B), and individuals who were neither dancers nor sportspersons (group C).

| Variable          | Group A (N=26) | Group B (N=26) | Group C (N=29) |
|-------------------|----------------|----------------|----------------|
| Personal Identity | 46.48          | 32.88          | 43.36          |
| Social Identity   | 41.63          | 40.50          | 40.88          |
| Cultural Identity | 45.48          | 38.54          | —              |

Table 9 presents the Kruskal–Wallis mean rank scores for identity orientation variables. Dancers obtained the highest mean ranks in personal identity and cultural identity, whereas social identity scores were similar across all three groups. This table indicates stronger self-concept and cultural orientation among dancers.

Figure 3: The graphical representation Kruskal–Wallis mean rank scores for identity orientation variables across dancers (group A), sportspersons (group B), and individuals who were neither dancers nor sportspersons (group C).

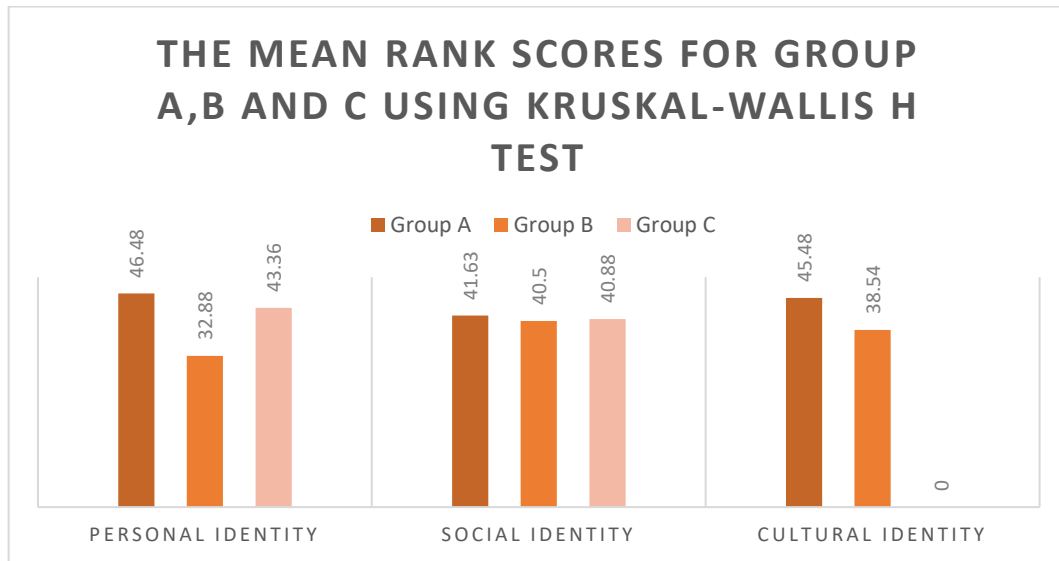


Figure 3 illustrates the distribution of personal identity, social identity, and cultural identity across dancers, sportspersons, and individuals who were neither dancers nor sportspersons. The graphical representation shows that dancers obtained the highest mean ranks in personal identity and cultural identity, whereas social identity scores appear comparable across all three groups. The figure highlights the stronger self-concept clarity and cultural orientation observed among dancers relative to the other groups.

**Table 10:** The Mann–Whitney U test results comparing dancers and sportspersons for coping mechanisms, aggression variables, identity variables.

| Variable                | Significance (p-value) |
|-------------------------|------------------------|
| Problem Focused Coping  | 0.640                  |
| Emotion Focused Coping  | 0.283                  |
| Avoidant Focused Coping | 0.515                  |
| Physical Aggression     | 0.175                  |
| Verbal Aggression       | 0.618                  |
| Anger                   | 0.463                  |
| Hostility               | 1.000                  |
| Personal Identity       | <b>0.044</b>           |
| Social Identity         | 0.869                  |
| Cultural Identity       | 0.292                  |
| Special Items           | 0.415                  |

At a significance level of 0.05, the domains Problem Focused Coping, Emotion Focused Coping, Avoidant Focused Coping, Physical Aggression, Verbal Aggression, Anger, Hostility, Social Identity, Cultural Identity, and Special Items have p-values greater than 0.05. This means that no significant difference was found among the dancers and sportspersons in these domains. But only one domain Personal Identity shows a p-value below 0.05 ( $p = 0.044$ ) which indicates that there is a significant difference in the personal identity orientation among the dancers and the sportspersons. It implies that Dancers differ in their personal adjustment, self-perception, or individual growth traits compared to the Sportspersons.

**3.1. Discussion**

The current research findings demonstrate that dancers and athletes display distinct psychological patterns which differ from those exhibited by people who do not participate in these two activities. The study results demonstrate that when people participate in organized physical activities or creative activities, their ability to cope with challenges and control their emotions and develop their personal identity increases. Dancers demonstrated high personal and cultural identity scores which showed their strong personal identity and cultural identification. Their dedication to dance enables them to express themselves while reflecting on their emotions and connecting with their cultural heritage, which leads to improved emotional control and self-understanding. Dancers display lower aggression levels together with moderate coping results because

they use creative and expressive methods to handle their emotional states instead of using direct or violent methods. The research supports existing studies which demonstrate that artistic methods help people achieve better emotional balance and develop a unified sense of self. Athletes showed exceptional problem-solving abilities through their combination of active coping strategies and violent behavior, which demonstrated their tendency to deal with problems through physical efforts and their tendency to assert themselves. Sports competition systems help athletes build resilience through determination and task management skills, but they also create conditions which increase their physiological activation and emotional responses, which results in heightened anger and violent behaviour. The people involved in this study showed lower personal identity scores, which indicates that their self-perception depends more on their performance achievements and group membership than on their ability to reflect or their cultural background. Participants who did not dance or play sports showed higher levels of emotion-based coping and aggressive behaviour, while their ability to solve problems through active methods remained lower than others. This pattern suggests a greater reliance on emotional responses such as avoidance, venting, or emotional dependency, possibly stemming from the absence of structured outlets for emotional release or self-definition. Their moderate identity scores indicate a developing sense of self, though less consolidated compared to the other two groups. The Mann-Whitney U test showed that among dancers and sportspersons, only personal identity differed significantly. This finding underscores that creative and performative engagements like dance contribute more deeply to self-concept formation and personal meaning than competitive athletic activities, which tend to emphasize collective goals and external performance metrics. The absence of significant differences in coping and aggression domains between these two groups highlights that both dance and sport foster psychological resilience and emotional regulation, albeit through distinct pathways—expressive versus performance-oriented.

The results demonstrate that structured artistic and athletic activities teach people how to manage stress and express emotions and develop their personal identity. Dancers develop inner harmony together with cultural understanding and emotional maturity while sportspersons build determination and assertiveness through their approach to solving problems. People who do not participate in these organized programs will therefore miss out on developing these self-control systems which lead to greater emotional reactions and weaker capacity to establish their personal identity. The research results show that educational institutions and community

organizations should include physical activities and creative arts to support young adults in developing their emotional balance and identity growth.

### 3.2. Conclusion

This study draws attention to the effects that the combination of physical and creative activities has on the young adult's coping, aggression, and identity orientation. It has been established that the dancers have a more developed personal and cultural identity, which is a sign of their greater self-understanding, emotional integration, and cultural rooting. On the other hand, the sportspersons are associated with the problem-focused coping and physical aggression, which means that they adopt a more action-oriented and competitive approach to the challenges. Individuals who are neither dancer nor sportsperson, depend solely on the emotion-focused coping and demonstrate greater hostility, which indicates that they have very limited resources for the regulation of emotions and self-expression. The striking contrast in the personal identity orientation between the dancers and the sportspersons serves to highlight the significant role played by the latter in self-concept development through artistic engagement. The results indicate that involving oneself in arts and sports activities is a primary source of adapting coping strategies, emotional regulation, and identity creation. It is suggested that incorporation of such disciplines into educational and community frameworks may assist in the psychological growth and emotional wellness of young adults.

### Limitations

The present study used a purposive sampling method with a small sample size, which resulted in research outcomes that applied only to the specific population studied. The study results showed that self-report measures led to multiple response biases which included both social desirability bias and item response bias.

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