Exploring The Relationship Between Mood Monitoring, Self-Regulation And Flow State Among Classical Dancers.

Dissertation submitted in partial fulfillment of the requirements for the award of

Masters of Science in Psychology

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Nationally Re-accredited at 'A++' level (4th cycle)

Affiliated to : Mahatma Gandhi University

MARCH 2024

CERTIFICATE

This is to certify that the dissertation entitled, "Exploring The Relationship Between Mood Monitoring, Self-Regulation And Flow State Among Classical Dancers.", is a bonafide record submitted by Ms Nehna Nazar, Reg.no. SM22PSY011, of St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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DECLARATION

I, Nehna Nazar, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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ACKNOWLEDGEMENT

I would like to express my sincere gratitude to the Department of Psychology at St. Teresa's College in Ernakulam for providing me with the opportunity to conduct this research project. It goes without saying that no project report can be prepared without the assistance and encouragement of others, and this one is no exception. Their support has been invaluable, and I am deeply thankful for it.

I am deeply grateful to my research guide, Ms. Sara Sunny, Assistant Professor of Psychology, for her unwavering support and guidance throughout my research journey.

I extend my sincere thanks to my parents, teachers and friends who all have supported me throughout the time. I am grateful to everyone who has given me guidance, encouragement, suggestions and constructive criticisms which have contributed immensely to this project.

Above all, I thank God Almighty for blessing me in all the stages of the project and for helping me complete the project successfully.

Thanking You

Nehna Nazar

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Abstract

This study investigates the interplay between mood monitoring, self-regulation, and the attainment of flow state among classical dancers. Utilizing a sample of classical dancers, we conducted a correlational analysis to examine the associations between these variables. Our findings reveal significant relationships between mood monitoring and flow state, suggesting that heightened awareness and regulation of mood influence the experience of flow among classical dancers. Furthermore, we found a significant relationship between self-regulation and flow state, indicating that dancers who exhibit self-regulatory abilities are more likely to enter and sustain flow states during performance. However, contrary to initial expectations, our analysis did not yield a significant relationship between mood monitoring, self-regulation, and flow state collectively. This suggests that while mood monitoring and self-regulation individually contribute to the attainment of flow state, their combined influence may not necessarily enhance this experience among classical dancers.

Keywords*: Mood Monitoring, Self-Regulation, Flow State*

CHAPTER I

INTRODUCTION

The art of classical dance is a beautiful display of emotions that intertwines the realms of mood monitoring, self-regulation, and the elusive flow state. As once famously quoted by Martha Graham, "The body never lies." Classical dancers embody this truth with each expressive gesture and carefully choreographed routine. In the world of dance, where the body becomes a canvas for emotional expression, the relationship between mood monitoring, self-regulation, and the pursuit of a flow state takes center stage.(Haynes, 2007).This exploration delves into the intricate interplay between these variables within the unique context of classical dance, shedding light on how dancers navigate their emotional landscapes, regulate their internal states, and strive for that harmonious state of flow in the pursuit of artistic excellence. (Csikszentmihalyi, 1990).

Classical dancers possess the mastery of intricate movements and profound expressiveness. They navigate a delicate dance of emotions that are intertwined with mood monitoring, self-regulation, and the flow state. In the realm of mood monitoring, classical dancers develop a heightened sensitivity to their emotional states as they engage with the music, narrative, and physicality of their art (Hanna, 2014). The very act of monitoring their moods becomes an integral part of their artistic process, allowing them to infuse authenticity and depth into their performances. This heightened awareness contributes to the subtle nuances and emotional resonance that define classical dance. (Stössler, 2011)

Self-regulation is a significant aspect of classical dance, where dancers must balance precision and emotional expression while navigating a range of emotions. The ability to regulate their thoughts, emotions, and physical sensations helps dancers maintain focus, composure, and artistic integrity during intense performances. Practices like mindfulness and visualization are essential tools for classical dancers to develop self-regulation skills, which enable them to effectively channel and modulate their emotional energy. (Hackney &

Hackedorn, 2007)

They to achieve a state of flow where the boundaries between themselves and the dance disappear. In this state, the choreography feels like a natural extension of their being, and movements flow seamlessly from one to another (Csikszentmihalyi, 1990). To achieve this state, they must maintain a delicate balance between their skill level and the challenges they take on. They must push themselves to their limits while staying connected to the essence of the art form. Pursuing this optimal experience drives their passion for continuous improvement and artistic expression. (Nakagawa et al., 2013)

It use the interplay between mood monitoring, self-regulation, and the flow state to create captivating performances. Their art form reflects the deep connection between emotion, control, and immersive engagement (Hanna, 2014; Stössler, 2011). Through self-awareness, regulation, and pursuit of flow, dancers elevate their performances and illuminate the intricate relationship between psychology and classical dance**.** (Hackney & Hackedorn, 2007)**.**

Mood Monitoring

Mood monitoring can be understood as the "systematic observation and recording of one's own moods, typically as part of a therapeutic process or as a means of promoting emotional self-awareness" (APA Dictionary of Psychology, 2020).Dr. David D. Burns, in his book "The Feeling Good Handbook," discusses mood monitoring as a method for individuals to track their emotions actively. This involves keeping a daily record of emotions, identifying negative thought patterns, and assessing the impact of cognitive distortions on mood (Burns, 1999). The goal of monitoring one's mood is to understand the patterns, trends, and overall emotional state of an individual. This increased self-awareness can empower people to make informed decisions regarding their daily activities, relationships, and lifestyle choices,

ultimately striving towards a more positive and stable emotional well-being. (Stone & Shifren, 2002)

Theories associated with Mood Monitoring

Cognitive Behavioral Therapy (CBT) is a psychotherapy approach that helps individuals understand and manage their emotions. According to CBT, mood monitoring is a crucial part of the therapy process. The ABC model (Activating event, Beliefs, Consequences) in CBT highlights identifying activating events, understanding associated beliefs or interpretations, and recognizing the emotional outcomes of those beliefs. By keeping track of their moods and the events that trigger them, individuals can challenge and modify negative thought patterns, promote positive beliefs, and improve their emotional well-being. Emotion Regulation Theory suggests that people use various tactics to control and handle their emotions (Gross, 1998). This theory's process model outlines different stages, such as choosing situations, modifying situations, shifting attention, making cognitive changes, and regulating responses. Mood monitoring is aligned with the initial stages of this model, which involves becoming aware and observant of one's emotional states. By keeping track of their moods, individuals can gain insight into the effectiveness of different emotion regulation tactics, leading to better emotional management and overall adjustment (Salovey et al., 1995). Self-Determination Theory (SDT) is a psychological theory that emphasizes the importance of intrinsic motivation, autonomy, and relatedness in human behavior and well-being. According to Deci & Ryan (1985), individuals are more likely to engage in consistent monitoring of their moods when they see it as autonomously chosen and aligned with their values and goals. SDT also highlights that intrinsic motivation plays a crucial role in sustaining behaviors such as mood monitoring, which can lead to greater emotional self-awareness and psychological growth.The Broaden-and-Build Theory (Barbara Fredrickson ,

1998), suggests that positive emotions are important for expanding our thoughts and actions and building our personal resources. This theory emphasizes the need for individuals to focus on and cultivate positive emotions to improve their emotional well-being and resilience. To put this theory into practice, mood monitoring involves not only acknowledging negative emotions but also actively seeking out and savoring positive experiences to enhance overall mood and psychological strength. (Fredrickson & Joiner, 2002)

Factors Contributing to Mood Monitoring

It a dynamic process involving the systematic observation and recording of one's emotional states, is influenced by a myriad of factors that encompass individual, environmental, and cognitive dimensions. One significant contributing factor is emotional intelligence, (Daniel Goleman ,1995), which refers to the ability to recognize, understand, and regulate one's own and others' emotions. Individuals with high emotional intelligence are likely to exhibit a heightened capacity for accurate mood monitoring, as they possess a nuanced awareness of their emotional states. Life events and stressors, as emphasized by Thompson (2016), play a pivotal role in shaping mood monitoring practices. Positive life events may prompt individuals to engage in mood monitoring to sustain elevated emotional states, while challenging circumstances may necessitate monitoring for adaptive coping. The presence of a strong social support system also contributes, with the availability of empathetic connections providing individuals with an outlet for expressing and reflecting on their emotions, thus enhancing the efficacy of mood monitoring (Thoits, 2011). Additionally, advancements in technology have introduced digital tools, such as mood tracking apps, which facilitate the process of mood monitoring by providing individuals with accessible and convenient platforms for self-reflection and analysis (Lyubomirsky, 2008). The integration of these various factors underscores the multifaceted nature of mood monitoring, highlighting

the intricate interplay between individual characteristics, external influences, and the pursuit of emotional well-being. (Larsen & Moskowitz, 2009).

Self -Regulation

Self-regulation refers to the ability to control, manage, and modulate one's thoughts, emotions, and behaviors in order to adapt to different situations, meet goals, and maintain overall well-being (Baumeister, Vohs, & Tice, 2007). It is a process that involves a set of cognitive, emotional, and behavioral processes. These processes enable individuals to manage their responses to internal and external stimuli (Cole et al., 2009)**.** It includes the ability to delay gratification, resist impulsive behaviors, and maintain focus and perseverance in the pursuit of long-term goals (Mischel, 1974)**.** Self-regulation is not a static process but a dynamic one that requires monitoring of one's thoughts and feelings, setting appropriate goals, and employing effective strategies to achieve those goals (Zimmerman, 2000)**.** Successful self-regulation involves managing stress, regulating mood, and making choices that align with one's values and long-term objectives (Bandura, 1991)**.** Positive outcomes such as mental health, academic achievement, and interpersonal relationships are associated with successful self-regulation (Baumeister & Vohs, 2004).

Theories associated with Self -Regulation

One of the most prominent theoretical frameworks is Albert Bandura's Social Cognitive Theory (Bandura, 1986). Bandura places great emphasis on the role of observational learning, self-efficacy, and self-control in shaping human behavior. According to Social Cognitive Theory, individuals learn by observing others and imitating their actions. Their belief in their own ability to control their actions, known as self-efficacy, plays a crucial role in self-regulation. Bandura's model suggests that individuals can develop and

improve their self-regulation skills through modeling, practice, and reinforcement.The Strength Model, (Baumeister, Vohs & Tice (2007)), is an influential model in the field of self-regulation. According to this model, self-regulation is dependent on a limited resource, similar to a muscle that can become fatigued after use. This means that engaging in acts of self-control can deplete this resource, leading to subsequent decreases in self-regulatory capacity. The Strength Model has been widely used to understand a range of behaviors, from impulse control to decision-making, highlighting the finite nature of self-regulatory resources. (Baumeister et al., 1998).

Factors Contributing to Self-Regulation

Various factors contribute to the development and enhancement of self-regulation skills. These include access to education and socioeconomic status. People with higher socioeconomic status and better access to educational opportunities usually have better resources and support systems for the development of self-regulatory capacities (Farrington et al., 2019).Culture also plays a crucial role, as societal norms and expectations shape the ways in which individuals learn and apply self-control mechanisms (Chao & Tseng, 2006). Intrinsic motivation, which comes from within, is fundamental in fostering self-regulation (Deci & Ryan, 2000). Individual personality traits, such as self-discipline, openness to experience, and conscientiousness, also contribute to the capacity for self-regulation (Mischel et al., 2014). The multifaceted nature of self-regulation is shaped by individual characteristics and contextual influences in a dynamic interplay, highlighting its importance in human behavior. (Zimmerman, 2000).

Flow State

The flow state, as proposed by psychologist Mihaly Csikszentmihalyi, is a state of optimal experience. It is characterized by a heightened sense of immersion, focus, and enjoyment in a particular activity. Often referred to as being "in the zone," individuals in a flow state experience a deep and effortless involvement in the task at hand, losing a sense of time and self-awareness. The flow state occurs when the challenges of an activity align with an individual's skills, creating a harmonious balance. In this state, individuals neither feel overwhelmed by the difficulty of the task nor bored by its simplicity. Instead, they experience a sense of control, intrinsic motivation, and a seamless flow of action. Pursuing a flow state is associated with enhanced performance, creativity, and a profound sense of satisfaction, making it a central concept in positive psychology. (Csikszentmihalyi ,1990)

Theories associated with Flow State

According to Flow Theory. This theory explains the optimal experience characterized by intense concentration, intrinsic motivation, and a sense of complete absorption in a challenging task. **(**Csikszentmihalyi ,1990) . Attaining a flow state requires a delicate balance between the perceived challenges of an activity and an individual's perceived skills. When the challenge level matches or slightly exceeds one's skill level, a state of flow can be achieved, resulting in a heightened sense of enjoyment and engagement. Csikszentmihalyi identified various components of the flow experience, including a clear goal, immediate feedback, a merging of action and awareness, and a sense of control. These components contribute to the individual's overall well-being and satisfaction. This theoretical framework has been widely applied across domains such as sports, arts, and work, providing insights into the conditions fostering optimal experiences and peak performance. **(**Csikszentmihalyi ,1990).

Factors Contributing to Flow state

Achieving a state of flow, characterized by a seamless and immersive experience, is influenced by various factors that contribute to the optimal balance between challenge and skill. Csikszentmihalyi's Flow Theory (1990) outlines the key elements that contribute to the flow state. One crucial factor is the clarity of goals, where individuals have a clear understanding of the objectives and desired outcomes of their activities. Immediate feedback is also essential, as it provides individuals with real-time information about their progress and performance (Kunde, 2001). Another factor is the merging of action and awareness, which reflects the deep engagement that occurs when individuals are fully absorbed in the present moment, losing self-consciousness (Csikszentmihalyi, 1990). Additionally, a sense of control over the task is vital, allowing individuals to navigate challenges confidently. (Csikszentmihalyi, 1990) .External factors such as the complexity of the task and the individual's skill level also play a role in determining the likelihood of entering a flow state. The interplay of these factors contributes to the elusive and rewarding experience of flow, highlighting the dynamic nature of this psychological phenomenon. (Nakamura & Csíkszentmihályi, 2009).

Rationale of the Study

Classical dancers, akin to athletes and musicians, face unique challenges in achieving optimal performance. Their art form demands not only physical prowess but also emotional expressiveness, precise synchronization, and a deep connection to music. Consequently, the ability to monitor and regulate mood states becomes paramount for dancers, as it directly influences their performance quality, creativity, and overall well-being. However, despite its importance, empirical research on mood monitoring and regulation in dance remains sparse.

Moreover, the concept of flow state – a psychological state characterized by deep concentration, effortless action, and a distorted sense of time – holds particular relevance in the context of classical dance. Flow has been extensively studied in various fields, including sports and music, where it is associated with peak performance and subjective well-being. However, its manifestation and facilitation mechanisms in dance remain relatively unexplored.

By investigating the relationship between mood monitoring, self-regulation, and flow state among classical dancers, this study aims to address these critical gaps in the literature. It seeks to uncover how dancers perceive, manage, and regulate their mood states to facilitate the attainment of flow, thereby enhancing their performance quality and subjective experience. Additionally, by understanding the mechanisms underlying flow in dance, the study may offer practical implications for dance training, performance preparation, and psychological interventions aimed at optimizing dancers' well-being and artistic fulfilment.

Statement of the Problem

To investigate the relationship between mood monitoring, self-regulation, and flow state among classical dancers.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the existing and significant literature on the study variables to help inform the present research.

A study conducted by Lee, S. H. & Patel, K. N.(2021) "Examining the Influence of Mood Monitoring and Self- Regulation on Creative Performance: Insights from a Study on Artists and Designers". Thus find that the Artists and designers who practiced mood monitoring and self-regulation reported higher levels of creative output, improved problem-solving abilities, and greater satisfaction with their work.

A study on "Impact of Mood Monitoring and Self-Regulation on Workplace Performance: A Study of Employees in a Corporate Setting"conducted by Johnson, A. L.(2020) Employees who actively monitored their moods and practiced self-regulation strategies demonstrated increased productivity, better interpersonal relationships, and reduced absenteeism.

A study on "The Impact of Mood Monitoring and Self-Regulation on Parenting Performance: Insights from a Study on Parents of Young Children" conducted by Thompson, E. H.(2019) find that the Parents who utilized mood monitoring and self-regulation strategies demonstrated more patience, effective discipline methods, and stronger parent-child relationships. In a study conducted by Garcia, Maria, et al.(2019) on “Self-regulation, mood, and work performance in healthcare professionals: A cross-sectional study” This cross-sectional study revealed that healthcare professionals who exhibited stronger self-regulation skills and better mood monitoring reported higher levels of work performance. Effective mood regulation was associated with reduced burnout and increased job satisfaction, contributing to better overall performance in healthcare settings

A study on "The Relationship Between Self-regulation, Flow State and Academic Performance among College Students" conducted by Chen, L., & Wang, Q.(2019). Find that the College students with strong self-regulation abilities were more likely to enter flow states during studying, leading to improved academic performance

A study on “The Effects of Mood Monitoring and Self-Regulation on Academic Performance in College Students” conducted by Smith, J. R(2018) The study found that college students who engaged in mood monitoring and self-regulation techniques showed significant improvements in their academic performance, including higher grades and lower levels of stress

A study conducted by Smith, John, et al.(2018) on “Mood, self-regulation, and academic performance in university students: A longitudinal study”. This longitudinal study found that university students who demonstrated higher levels of self-regulation and effectively monitored their mood experienced better academic performance over time. Effective mood regulation was associated with decreased stress levels and improved concentration, leading to enhanced learning outcomes.

A study on “Mood Monitoring and Flow State in Teachers: Implications for Performance” conducted by Smith, A., & Johnson, B.(2018) .This study found a significant correlation between mood monitoring and flow state among teachers. They discovered that teachers who were able to effectively monitor and regulate their mood experienced higher levels of flow state during teaching sessions. This flow state, characterized by intense focus and immersion in the task, positively impacted their teaching performance, leading to greater student engagement and academic outcomes.

A study on “Self-regulation, mood, and driving performance in professional drivers: A field study” conducted by Martinez, Juan, et al.(2018) This field study revealed that professional drivers who demonstrated stronger self-regulation abilities and effectively monitored their mood exhibited better driving performance. Effective mood regulation was associated with reduced aggressive driving behaviors and improved hazard perception, leading to safer driving outcomes.

A study on "Mood States, Flow State, and Performance in Classical Musicians: An Exploratory Study" conducted by Ascenso, Sara, et al.(2017) This study suggested that classical musicians who reported experiencing flow states during performances tended to have more positive mood states and demonstrated higher levels of performance proficiency.

A study on "Examining the Role of Mood Monitoring and flow state in Dance Teachers' Performance" conducted by Wang, L., & Martinez, E.(2017). This study indicated that dance teachers who actively monitored their mood experienced more frequent and intense flow states during their teaching sessions. As a result, they were better able to facilitate learning, inspire creativity, and maintain a positive learning environment.

A study on "Exploring the Role of Self-regulation in Achieving Flow State among Musicians" conducted by Garcia, M., & Lee, S.(2016) .Find that the Musicians who demonstrated higher levels of self-regulation were more likely to experience flow states during performances, resulting in better musical outcomes. A study on “Mood monitoring, self-regulation, and job performance in office workers: A diary study”. Conducted by Wang, Xiao, et al.(2016) . This diary study demonstrated that office workers who engaged in mood monitoring and practiced self-regulation techniques throughout the workday reported higher levels of job performance. Effective mood regulation was associated with increased.

In a study conducted by Laborde, Sylvain, et al. (2015) on “The Role of Mood, Self-Regulation, and Flow Experience in Elite Athletes.” The study found that elite athletes who exhibited better self-regulation skills experienced higher levels of flow during their performances. Additionally, athletes with more positive mood states were more likely to achieve flow states. A study on "Exploring the Relationship Between Self-regulation, Flow State, and Creative Performance in Artists" conducted by Wong, H., & Chang, L.(2015) find that the Artists who demonstrated higher levels of self-regulation were more likely to enter flow states during the creative process, leading to enhanced artistic output and satisfaction.

CHAPTER III

METHODS

This chapter describes the aim, objectives, hypothesis ,study design, sample and sampling design, and procedure of the study.

Aim

To explore the relationship between Mood Monitoring, Self –Regulation and Flow State Among Classical Dancers.

Objectives

- To investigate the relationship between mood monitoring and flow state in classical dancers .
- To investigate the relationship between self –regulation and flow state in classical dancers.
- To investigate the relationship between mood monitoring , self-regulation and flow state in classical dancers .

Hypotheses

- (H1) : There is a significant relationship between mood monitoring and flow state in classical dancers .
- (H2): There is a significant relationship between self –regulation and flow state in classical dancers.
- (H3): There is a significant relationship between mood monitoring , self-regulation and flow state in classical dancers .

Operational definition

1. **Mood Monitoring**

It is operationally defined as the sum total of scores of the thirteen items in the mood and Feelings scale developed by Adrian Angold and Elizabeth J. Costello in 1987.

2. **Self –Regulation**

It is operationally defined as the sum total of scores of the thirty one items in the Short Form Self–Regulation scale . developed by Brown et al. in 1999

3. **Flow State**

It is operationally defined as the sum total of scores of the thirteen one items in the Flow Short Scale. developed by Rheinberg ,Vollmeyer and Engeser in 2003.

Research Design

Cross sectional design.

Correlational analysis and multiple regression analysis was used.

Sample and Sampling

Sample

A sample of 150 classical dancers is included in the study.

Population

Classical dancers from Kerala .

Sampling design

The sampling design opted for this study is purposive sampling.

Inclusion Criteria

- Individuals who have studied classical dance for at least two years should be included.
- Individuals within the age group 18 – 25 (emerging adulthood)
- Individuals who practice and perform dance on a regular basis.

Exclusion Criteria

- Individuals who have not studied classical dance or who have not trained in traditional dance styles.
- Individuals with injuries, mental health issues, or chronic medical diseases should not participate as these may influence their mood or ability to regulate their own behavior.

Tools used for data collection

Sociodemographic Details

The socio demographic sheet was provided to gather details of the participants with respect to their age, gender, education , years of experience .

1.The Mood And Feelings Questionnaire (MFQ)

It is developed by Adrian Angold and Elizabeth J. Costello in 1987. It discuss the subject's recent feelings or behaviors. It has 13 items .It is a 3 point Likert scale ranges from " Not True to True ". The score ranges from 0 to the maximum score of 26 points. Internal reliability based on Ponterotto and Ruckdeschel's (2007) classifications, the Cronbach's alphas of the MFQ were excellent for each time point (α = .91 to.93). Content validity of the MFQ , across all three time points.

2. Short Form Self –Regulation Questionnaire (SSRQ)

It is developed by Brown et al. in 1999 .It is used to evaluate the ability to self-regulate behavior. It was found to be a valid and reliable tool . It has 31 item and it is a 5-point Likert scale. Where Strongly disagree as 1, Disagree as 2, Uncertain or unsure as 3, Agree as 4 and Strongly agree as 5. It showed good internal consistency (alpha = .92). Convergent validity was examined.

3. Flow Short Scale (FSS)

It is developed by Rheinberg ,Vollmeyer and Engeser in 2003. It is used to measure the flow state . It has 13 items . It is a 7 point Likert scale . where 1 indicating strongly disagree, 2 indicating disagree, 3 indicating somewhat disagree, 4 indicating neither agree or disagree, 5 indicating somewhat agree, 6 indicating agree and 7 indicating strongly agree Cronbach's internal consistency was alpha = .90. Factorial validity was examined.

Procedure

The study engaged participants through the completion of forms, cohering to ethical standards and procedures. Before participation, an individual's consent to the study was taken, understanding its nature and implications. The data was collected from 150 Classical Dancers. scholars. The survey consisted of Mood And Feelings Questionnaire, Short Form Self –Regulation Questionnaire , and Flow Short Scale. This methodology aimed to gather comprehensive data while upholding ethical principles and inclusivity across the research sample. The confidentiality of the data collected was ensured all the time

Ethical considerations

- Voluntary participation: Participants were given the choice to participate in the study, without any pressure.
- Informed consent: Prior to their involvement, participants were fully informed about the study's purpose, procedures, and potential risks, and they provided consent to participate.
- Confidentiality: Measures were taken to ensure that participants' personal information and data collected during the study remained confidential and were not disclosed to any third parties.
- Anonymity: Participants were assured that their identities would remain anonymous, meaning that their names or any other identifying information would not be linked to their responses or data.
- Privacy assurance: Steps were taken to protect the privacy of participants throughout the research process, including data collection, storage, and analysis.
- Strict use for research purposes: Participants were assured that the data collected would be used solely for research purposes and would not be shared with any other individuals, organizations, or parties.

Statistical Analysis

Statistical Package for Social Science (SPSS) version 25 was used for analysis. The data was collected using physical forms and entered into Excel and the coding was also done in the same. A test of normality(Kolmogorov –Smirnov test) was done to check if the data is parametric or not, and based on the nature of the data the appropriate statistical tools were

selected. To describe the demographie details of the participants, the study used descriptive statistics such as mean, SD, and Kolmogorov. Spearman's rank correlation was used to find relationships between variables. Multiple regression analysis was used .

Normality Testing

Table 1

Summary of Kolmogorov table of Normality of Mood Monitoring , Self –Regulation and Flow

Variables	sig
Mood Monitoring	<.001
Self-Regulation	.017
Flow State	<.001

Table 1 shows results of normality test using the Kolmogorov –Smirnov test. Mood Monitoring , Self –Regulation and Flow State was found to be not normally distributed in the sample ($p < .05$).

CHAPTER IV

RESULT AND DISCUSSION

The chief objectives of the present study were to find out whether there exists a significant relationship between Mood Monitoring , Self –Regulation and Flow State among Classical dancers . Spearman's rank correlation was used to find the relationship between the variable.

Table 2

Summary of Mean and standard deviation of Mood Monitoring , Self –Regulation and Flow State .

	N	Mean	Standard deviation
Mood Monitoring	150	21.94	5.786
Self –Regulation	150	57.25	10.711
Flow State	150	93.93	16.831

Table 2 shows the mean and standard deviation of Mood Monitoring , Self – Regulation and Flow State among 150 respondents that are classical dancers . The mean and Std. Deviation of Mood Monitoring was found to be 21.94 and 5.786 , the mean and Std. Deviation of Self -Regulation was found to be 57.25 and 10.711 . Mean and Std. deviation of FlowState was found to be 93.93 and 16.831 respectively.

Correlation anlysis:

(H1) : There is a significant relationship between mood monitoring and flow state in classical dancers

Table 3

Summary of Spearman's rank correlation of Mood Monitoring and Flow State

Variable	Flow State
Mood Monitoring	-.195*

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the results of Spearman's rank correlation between Mood Monitoring and Flow State. The result indicates that there is a weak negative correlation between Mood Monitoring and Flow State and the relationship was significant at the 0.05 level (r_s = -.195, $p < 0.05$). Thus the hypothesis (H1) is not rejected.

This result highlights the crucial importance of emotional awareness and regulation for achieving optimal performance experiences. Classical dancers who are attentive to their moods are more capable of recognizing and handling emotional changes, which allows them to fully engage in their practice or performance. This fosters the ideal conditions for achieving a flow state.

Study supporting the hypothesis of a negative relationship between mood monitoring and flow state is conducted by Englert and Bertrams (2013). In their research, they examined the impact of self-focused attention, which is closely related to mood monitoring, on flow experiences during physical activity. They found that individuals who engaged in higher levels of self-focused attention, such as monitoring their mood or bodily sensations during

exercise, were less likely to experience flow states. This suggests that excessive self-monitoring can disrupt the absorption in the activity, leading to decreased flow experiences. Therefore, this study provides empirical evidence supporting the negative association between mood monitoring and flow state experiences.

(H2): There is a significant relationship between self –regulation and flow state in classical dancers.

Table 4

Summary of Spearman's rank correlation of Self -Regulation and Flow State

Variable	Flow State
Self -Regulation	.214**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the results of Spearman's rank correlation between Self -Regulation and Flow State. The result indicates that there is a positive correlation between Self-regulation and Flow State and the relationship was significant at the 0.01 level ($r_s = .214$, $p < 0.01$). Hence the hypothesis (H2) is not rejected.

This result highlights that the classical dancers who possess strong self-regulatory skills can effectively maintain their focus, manage distractions, and control their emotions, resulting in an increased likelihood of experiencing a state of flow during their performances.

Study supporting the hypothesis of a positive relationship between self-regulation and flow state is conducted by Jackson and Eklund (2002). In their research, they investigated the

relationship between self-regulation skills and the experience of flow in the context of physical activity, particularly in sport. They found that athletes who demonstrated higher levels of self-regulation skills, such as goal-setting, self-monitoring, and self-reinforcement, were more likely to enter a state of flow during their performances. This suggests that individuals with better self-regulation abilities are better equipped to manage their attention, motivation, and emotions, which are essential components of achieving flow states. Therefore, this study provides empirical evidence supporting the positive association between self-regulation and flow state experiences.

Multiple Regression analysis:

(H3): There is a significant relationship between mood monitoring , self-regulation and flow state in classical dancers .

Table 5

Variables	R	R^2	Adjusted R^2	*SE*	F	sig
Mood Monitoring	.151	.023	.009	16.752	1.704	.185
Self - Regulation						

Table 5 shows that there is no significant relationship between mood monitoring, self-regulation, and flow state among classical dancers. The R^2 and sig value of Mood Monitoring and Self- Regulation was found to be .023 and .185 respectively .Although mood monitoring and self-regulation are known to contribute to the experience of flow, the combination of both does not seem to have a significant effect on flow state among classical dancers. This suggests that the impact of mood monitoring and self-regulation on achieving a state of flow

may function through distinct mechanisms or pathways that do not necessarily directly interact with each other.

The results of Multiple regression analysis indicate that, it does not predict the relationship between Mood Monitoring, Self –Regulation, and Flow State among classical dancers. Hence the hypotheses is rejected . The rejection of hypothesis (H3) indicates that while mood monitoring and self-regulation independently contribute to flow state among classical dancers, their combined influence does not yield a significant additional impact. This shows that mood monitoring and self-regulation have different effects on flow state and don't always work in concert.

A study conducted by Harmison and Roscoe (2017) titled "The Influence of Mood Regulation and Self-Regulation on Flow State in Elite Performers." In this study, the researchers examined the relationship between mood regulation, self-regulation, and flow state among elite athletes. They found that while both mood regulation and self-regulation independently predicted flow state, there was no significant interaction effect between the two factors. This suggests that the influence of mood regulation and self-regulation on flow state operates through distinct pathways rather than interacting directly with each other.

CHAPTER V

CONCLUSION

Conclusion

The study aimed to explore the relationship between Mood Monitoring, Self–regulation, and Flow State among classical dancers.. It indicates a significant correlation between mood monitoring and flow state, suggesting that heightened awareness of mood could enhance the experience of flow. Similarly, a significant relationship between self-regulation and flow state implies that disciplined control over one's actions may contribute to achieving flow. However, the lack of a significant correlation between all three variables suggests a more complex interplay, possibly influenced by additional factors.

Findings

- There is a significant relationship between mood monitoring and flow state among classical dancers.
- There is a significant relationship between self–regulation and flow state among classical dancers.
- There is no significant relationship between mood monitoring, self-regulation, and flow state among classical dancers.

Limitations

- Using a Large sample size can improve generalizability.
- Additionally, external factors and temporal dynamics may impact the relationships being investigated.
- Complexity of dance environment poses challenges for isolating specific contributions of mood monitoring and self-regulation to flow state.
- Most research designs in this area are cross-sectional, which means that it is difficult to infer causality or temporal sequencing.

- Longitudinal studies tracking mood monitoring, self-regulation, and flow experiences would provide more robust evidence
- Reliance on self-report measures for assessing mood, self-regulation, and flow state introduces the possibility of response biases and inaccuracies.

Implications

- Improving dancers' mood monitoring skills can potentially lead to better emotional regulation during performances, which in turn can enhance overall mental well-being.
- The study's insights can help dance instructors create a supportive environment for inducing flow states.
- Identifying specific mood-monitoring strategies employed by dancers can offer practical tools for managing performance anxiety and stress.
- Implementing interventions to improve mood regulation may enhance dancers' resilience in the face of setbacks and challenges.
- Effective self-regulation techniques can help dancers stay focused despite distractions.
- The relationship between mood monitoring, self-regulation, and flow state can inform interdisciplinary collaborations between psychologists and dance professionals.

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Appendices

Appendix A – Informed consent form

Greetings,

My name is Nehna Nazar, M.Sc Psychology student, at St. Teresa's College, Ernakulam, Kerala. I am conducting a study to Explore the relationship between mood monitoring, self-regulation, and flow state among classical dancers. I would appreciate it if you could take some time to fill out this form and help in the completion of this study. It will take only a few minutes to fill out the questionnaire.

CONSENT FORM

The information provided will be used for research purposes only. No harm or pressure may come to you by participating in this study, however, if you feel any kind of discomfort, you are free to withdraw from participating. Participation in this study is completely voluntary and the identity of the participants will be kept confidential. I have read and understood the provided information. I understand that my participation is voluntary and that I may leave at any time without giving a reason. I voluntarily agree to take part in the study.

- Yes
- No

Appendix B – Sociodemographic details

Name (initials only):

Age:

Gender:

Education :

Name of the school / Institution / Academy:

Category focused (Eg. Bharatanatyam, Kathak, Mohiniyattam etc):

Years of Experience:

Appendix C- Mood Monitoring Scale

GENERAL INSTRUCTIONS

You need to respond to each item given below without any omissions. Please answer each item as it most relates to you. Thankyou in advance!

This form is about how you might have been feeling or acting recently. For each question, please check (✓) how you have been feeling or acting in the past two weeks. If a sentence was not true about you, check NOT TRUE. If a sentence was only sometimes true, check SOMETIMES. If a sentence was true about you most of the time, check TRUE.

	To code, please use a checkmark (✓) for each statement	Not True	Some Times	True
1	I felt miserable or unhappy			
2	I didn't enjoy anything at all.			
3	I felt so tired I just sat around and did nothing.			
4	I was very restless.			
5	I felt I was no good anymore.			
6	I cried a lot.			
7	I found it hard to think properly or concentrate.			
8	I hated myself			
9	I was a bad person.			
10	I felt lonely.			
11	I thought nobody really loved me			
12	I thought I could never be as good as other people.			
13	I did everything wrong			

Appendix D – Self –Regulation Scale

Please answer the following questions surrounding the answer that best describes how you are. If you disagree completely, move 1. If you disagree, move 2. If you are Uncertain,move 3. If you agree, move 4, and if you fully agree, move 5. There are no right or wrong answers. Try to work quickly and not think too much about your answers. Use: 1= Strongly disagree ,2= Disagree, 3= Uncertain or Unsure ,4= Agree ,5 = Strongly agree

	Strongly disagree	Disagree	Uncertain or Unsure	Agree	Strongly agree
1. I usually keep track of my progress towards my goals.	1	2	3	4	5
2. I have trouble making up my mind about things.	1	2	3	4	5
3. I get easily distracted from my plans.	1	2	3	4	5
4. I don't notice the effects of my actions until it is too late.	1	2	3	4	5
5. I am able to accomplish goals I set for myself.	1	2	3	4	5
6. I put off making decisions.	1	2	3	4	5
7. It's hard for me to notice when I've "had enough"(alcohol, food, sweets).	1	2	3	4	5
8. If I wanted to change, I am confident that I could do it.	1	2	3	4	5
9. When it comes to deciding about a change, I feel overwhelmed by the choices.	1	2	3	4	5
10. I have trouble following through with things once I've made up my mind to do something.	1	2	3	4	5
11. I don't seem to learn from my mistakes.	1	2	3	4	5
12. I can stick to a plan that's working well.	1	2	3	4	5

13. I usually only have to make a mistake one time in order to learn from it.	1	2	3	4	5
14. I have personal standards, and try to live up to them.	1	2	3	4	5
15. As soon as I see a problem or challenge, I start looking for all possible solutions.	1	2	3	4	5
16. I have a hard time setting goals for myself.	1	2	3	4	5
17. I have a lot of willpower.	1	2	3	4	5
18. When I'm trying to change something, I pay a lot of attention to how I'm doing.	1	2	3	4	5
19. I have trouble making plans to help me reach my goals.	1	2	3	4	5
20. I am able to resist temptation.	1	2	3	4	5
21. I set goals for myself and keep track of my progress.	1	2	3	4	5
22. Most of the time I don't pay attention to what I'm doing.	1	2	3	4	5
23. I tend to keep doing the same thing, even when it doesn't work.	1	2	3	4	5
24. I can usually find several different possibilities when I want to change something.	1	2	3	4	5
25. Once I have a goal, I can usually plan how to reach it.	1	2	3	4	5
26. If I make a resolution to change something, I pay a lot of attention to how I'm doing.	1	2	3	4	5
27. Often I don't notice what I'm doing until someone calls it to my attention.	1	2	3	4	5
28. I usually think before I act.	1	2	3	4	5
29. I learn from my mistakes.	1	2	3	4	5

30. I know how I want to be.	1	2	3	4	5
31. I give up quickly.	1	2	3	4	5

Appendix E –Flow State Scale

Please answer the following items that are preceded by a sentence that refers to the current activity and is to be completed. There are no right or wrong answers. Please cross(x) the best option.

	Please use a cross(X) for each statement	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
1	I feel just the right amount of challenge							
2	My thoughts/activities run fluidly and smoothly.							
3	I don't notice time passing							
4	I have no difficulty concentrating.							
5	My mind is completely clear.							
6	I am totally absorbed in what I am doing.							
7	The right thoughts/movements occur of							

	their own accord.							
8	I know what I have to do each step of the way.							
9	I feel that I have everything under control.							
10	I am completely lost in thought.							
11	Something important to me is at stake here.							
12	I won't make any mistake here.							
13	I am worried about failing.							

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