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# PARENTAL MOTIVATIONS, SACRIFICES, AND PERCEIVED DEVELOPMENTAL EFFECTS ASSOCIATED WITH CHILDREN'S BALLROOM DANCE PARTICIPATION

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**Abstract**

The aim of the study was to explore the considerations that guide parents of children learning ballroom dance in choosing this form of physical activity, the sacrifices they make to sustain their children's participation, and the developmental changes they perceive in their children. A total of 77 parents of children aged 8–12 who were learning ballroom dance completed an online questionnaire. The instrument comprised self-developed items and adapted subscales from the *Learning Strengths Questionnaire*. The results indicated that parents' primary motivations for enrolling their children were to provide a constructive use of leisure time and to improve endurance; most parents did not regard competition as a central goal. The greatest burdens involved time and logistical demands, as well as financial costs. According to parents' perceptions, ballroom dance was associated most strongly with improvements in intrapersonal and interpersonal skills, although positive effects were also attributed to physical and spatial abilities. More modest development was perceived in logical–mathematical and musical domains. Increasing parents' awareness of potential development in these latter domains may further strengthen interest in ballroom dance.

**Keywords:** ballroom dance, parental motivations, parental sacrifices, perceived developmental effects

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## 1 INTRODUCTION

Participation in children's extracurricular activities would not be possible without various forms of parental support. This is particularly true of sports involving regular training, competition, and travel, in which parents experience both benefits and burdens (Wiersma & Fifer, 2008). Benefits include witnessing their child's enjoyment, development, and achievements, as well as valuing time spent together; however, such activities also require substantial time, financial, and logistical commitments and often emotional support from the family. These burdens are typically offset by parents' belief that participation contributes to the development of their child's life skills and social skills, self-confidence, and ability to cooperate (Wiersma & Fifer, 2008). The question might arise as to why, among the many possible sports, parents choose dance as their child's form of physical activity, given that, like other sports and artistic activities, dance requires considerable parental investment, particularly during childhood and adolescence. Research examining the families of young competitive dancers suggests that dance-related financial burdens are especially salient for parents (Zinga et al., 2019). Major expenses include travel to and accommodation for competitions, entry fees, and dance lessons. Financial costs are not the only challenge: coordinating family life with dance-related commitments also places considerable demands on parents. Balancing dance classes and competitions with leisure time, homework and study, work schedules, the child's meals, and other sports and recreational activities can be particularly difficult. Despite these demands, parents generally view their child's participation in dance positively: in Zinga et al.'s (2019) study, almost all parents reported enjoying watching their child dance.

Another consideration for parents when selecting a sport for their child may be dance's potential to foster a broad range of skills and abilities. Dance is a complex form of movement that requires coordination, balance, rhythmic ability, and motor execution to operate in an integrated manner, and it therefore plays an important role in the development of motor skills (Fuchs, 2007; Polgár & Szatmári, 2011; Silkó & Láng, 2021). In addition to coordinative processes, dance draws on sensation, perception, information processing, and attentional control (Polgár & Szatmári, 2011). Dance-based forms of movement may have beneficial effects on visuospatial abilities, although these findings partly derive from studies conducted with populations experiencing mild cognitive impairment and should therefore be generalized to children with caution (Yuan et al., 2022).

Different dimensions of spatial ability are associated with mathematical ability, particularly logical reasoning (Xie et al., 2020). Movement-based interventions that also incorporate dance elements provide further support for this relationship. In a study of adolescents, a dance-based exergaming intervention had beneficial effects on mental rotation and performance in certain calculation tasks that also required mental rotation (Fargier et al., 2026). Similarly, in a spatial-numerical training program developed for preschool children, participants responded to a numerical magnitude-comparison task with whole-body movements on a digital dance mat. Following the intervention, their performance improved on a number-line estimation task and on one subtest of a standardized mathematics achievement test (Fischer et al., 2011). In the Hungarian context, the results of a developmental study conducted by Pálinkás-

Molnár and Bernáth (2020) with first-grade pupils likewise suggest that dance- and movement-based sessions may have positive effects on certain mathematical abilities.

Adequate physical fitness also plays an important role in realizing the benefits described above, and its development can be regarded as another beneficial effect of dance. Regular practice can contribute to improved endurance, while increased flexibility can facilitate the execution of movements of greater amplitude, thereby extending range of motion (Dubecz, 2009; Rétsági et al., 2011).

The effects of dance on personal development can be interpreted in both intrapersonal and interpersonal dimensions (Borowski, 2023; Nesbit et al., 2025). Intrapersonal skills include, among others, self-control, stress management, and self-reflection. Regular participation in dance can have beneficial effects on emotional intelligence, self-regulation, and psychological well-being, while also contributing to stronger self-confidence and self-esteem (Narikbayeva et al., 2025; Schwender et al., 2018; Silkó & Láng, 2021).

From an interpersonal perspective, dance can provide a favorable context for developing adaptation to others, nonverbal communication, empathy, cooperation, and trust. It offers experiences that support self-expression, connection with a community, and understanding emotions, while shared movement, synchrony, and attunement to a partner may also foster the development of social competence (Borowski, 2023; Nesbit et al., 2025). Consistent with this, findings on ballroom dancers suggest that longer-term experience in partnered dance may be associated with higher levels of empathic concern, highlighting the importance of sustained coordination with a partner (Wu et al., 2023).

The relationship between dance and musical abilities is most evident in rhythm perception, beat perception, and music–movement synchronization. Research suggests that dance experience may be associated with stronger neural resonance to rhythmic stimuli and with distinctive patterns of audiovisual rhythm integration (Nguyen et al., 2024; Wang et al., 2024). Further empirical findings likewise indicate that regular participation in dance may have a beneficial effect on rhythm perception (Yu et al., 2026).

Although numerous studies have examined the effects of dance on skill development, parental perceptions of these effects have received less attention. The importance of examining the parental perspective is also supported by Patterson-Price and Pass (2023), who identified a discrepancy between children's and parents' motivations for participation and expected outcomes in a community dance program: whereas the program emphasized the dance experience and engagement in artistic activity, a substantial proportion of parents instead expected participation to foster general life skills. International literature examining the potential developmental effects of dance on children through parents' perceptions indicates that parents associate regular dance participation with improvements in their children's mood and positive emotions (Darginidou et al., 2018). Similarly, in a qualitative study on the perceived developmental benefits of weekly dance classes, parents and children associated dance participation with social, emotional, physical, and cognitive benefits (Jackson, 2021). Parents have also perceived positive effects of dance in areas including motor development, posture, flexibility, sense of rhythm, attention, self-confidence, and socialization (Parseghian et al., 2025). Qualitative findings further suggest that parents identify skill development, the formation of friendships, and support for

self-regulation among the benefits of longer-term dance programs (Alon et al., 2023). In the Hungarian context, we are not aware of any study specifically examining parental perceptions; studies addressing the developmental effects of dance, including ballroom dance, generally foreground the perspectives of dancers rather than parents (Silkó & Láng, 2021).

## 2 AIM OF THE STUDY, RESEARCH QUESTIONS, AND HYPOTHESES

Various forms of parental support are essential for children's participation in extracurricular sport and artistic activities. Previous research has shown that parents perceive both benefits and burdens in relation to their child's participation in sports and dance, and that they also perceive potential developmental effects of dance across motor, cognitive, intrapersonal, interpersonal, and musical domains. However, considerably less is known about the motives that lead parents specifically to choose ballroom dance for their child, the sacrifices they make to support their child's participation, and the developmental effects they attribute to ballroom dance. Although international literature includes studies based on parental perceptions, these generally address dance participation more broadly or focus on a particular domain, whereas the Hungarian literature primarily provides findings based on dancers' own experiences.

In response to this gap, we formulated the following research questions:

1. What motivates parents to enroll their children in ballroom dance?
2. How important is it to parents that their child participates in dance competitions?
3. What sacrifices do parents make in order to support their child's participation in ballroom dance?
4. In which ability domains do parents perceive the greatest development associated with ballroom dancing?

Given their exploratory nature, no hypotheses were formulated for the first two research questions. For the third and fourth research questions, we formulated the following two hypotheses:

H1: Parents primarily report time-related, logistical, and financial burdens associated with ballroom dance (Wiersma & Fifer, 2008; Zinga et al., 2019).
H2: Parents perceive positive development in all of the ability domains examined in relation to ballroom dance (Alon et al., 2023; Darginidou et al., 2018; Parseghian et al., 2025).

## 3 METHODS

### 3.1 Participants

The participants were parents of children aged 8–12 who were learning ballroom dance. Data were collected using convenience sampling: the 77 participating parents were recruited via email and parent groups organized on social media, and the

sample therefore comprised parents who voluntarily responded to the invitation. The respondents' mean age was 41.12 years ($SD$ = 4.84), and women constituted 77% of the sample. In terms of educational attainment, 77% of participants held a higher-education degree. In the introduction to the questionnaire, participants were instructed that only one member of each parental pair should complete the survey; accordingly, our results concern 77 children, 64% of whom were girls, with a mean age of 10.26 years ($SD$ = 1.88). On average, the children had been learning ballroom dance for 3.00 years ($SD$ = 1.70) and had been participating in competitions for 1.50 years ($SD$ = 1.25).

### 3.2 Measures and Procedures

Data were collected using an online self-administered questionnaire. The instrument comprised both researcher-developed items and subscales from an adapted questionnaire (Tóth, 2001). The researcher-developed questions assessed demographic background variables, motivations for choosing ballroom dance, attitudes toward competition, and parental sacrifices. Several item formats were used, including ranking, frequency estimation, five-point Likert-type ratings, and open-ended questions. Researcher-developed items were necessary, as instruments used in studies of parental perceptions had a different focus (Alon et al., 2023; Darginidou et al., 2018; Patterson-Price & Pass, 2023) or were not yet available at the time of data collection (Parseghian et al., 2025).

We were unable to identify a study that directly examined parents' motivations for enrolling their children in dance. We found only one study addressing which abilities parents expected their children to develop through participation in a dance course (Patterson-Price & Pass, 2023). The response options for the motivation item were informed by that study and by the first author's experience, as a ballroom dance teacher, of interactions with parents. A separate closed-ended item assessed how important parents considered competition. Another closed-ended question asked how many hours of dance per week parents regarded as optimal. The sacrifices parents made and the development they attributed to dance across different skill domains were each explored with an open-ended question.

To examine perceived developmental effects associated with ballroom dance in greater detail, the researcher-developed questions were supplemented with subscales from the *Learning Strengths Questionnaire* (Tóth, 2001). The questionnaire items were administered with the following instruction: "Please decide, for each statement below, to what extent you have observed development in your child with regard to the behavior described since they began learning to dance. Please select the response that best applies." Respondents indicated the degree of change on a four-point scale: not more characteristic of them, somewhat more characteristic of them, more characteristic of them, and much more characteristic of them.

Five subscales from the questionnaire were used. The logical–mathematical abilities subscale comprised nine items (sample item: "Enjoys activities that involve counting."), and the spatial abilities subscale likewise contained nine items (sample item: "Designs and draws patterns."). The interpersonal abilities subscale consisted of seven items (sample item: "Actively participates in group activities."), the intrapersonal abilities subscale of 11 items (sample item: "Accepts themselves as they are."), and the musical

abilities subscale of eight items (sample item: "Enjoys engaging with music."). The reliability of the *Learning Strengths Questionnaire* subscales was satisfactory (Cronbach's $\alpha$ = .86, .84, .84, .84, and .87, respectively).

Participation in the study was anonymous and voluntary. Only responses from parents of children learning ballroom dance were included in the analysis. The study was conducted in accordance with the relevant ethical principles. Data were analyzed using descriptive statistical procedures, and analyses of associations were also performed. Responses to the open-ended questions were subjected to content analysis and grouped into content categories based on semantic similarity.

## 4 RESULTS

The results are presented in the order of the research questions. We first describe parents' motivations for enrolling their children in ballroom dance and their attitudes toward competition, followed by the sacrifices parents make and, finally, parental perceptions of their children's development.

To examine parental motivations for enrolling a child in ballroom dance, we used a ranking question in which participants ordered several possible goals by importance (*Figure 1*). The most important motivation was providing a constructive use of the child's leisure time: 42% of respondents ranked this goal first. This was followed by improving endurance, which 29% of parents ranked first. Competition was the third most frequently top-ranked goal (12%); at the same time, however, 40% of parents placed it last, in sixth position. Parents likewise most often identified improving endurance (36%) and constructive use of leisure time (21%) as the second most important goals. The remaining ranks were distributed relatively evenly across the goals, with no values as pronounced as the first-place ranking of leisure-time use or the sixth-place ranking of competition.

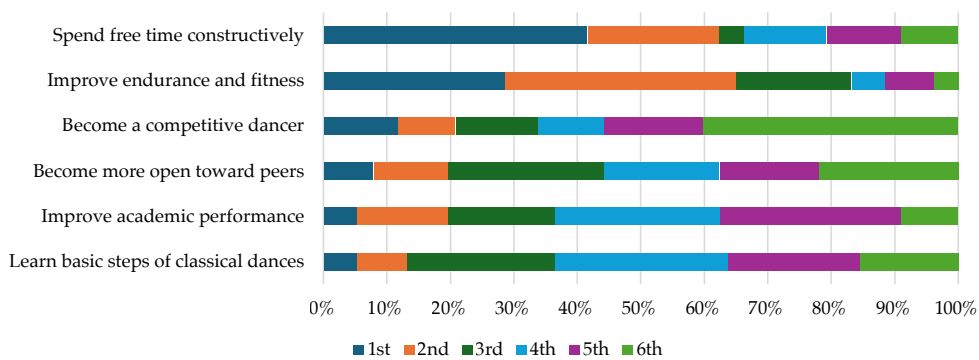


*Figure 1* Percentage distribution of the ranks assigned to goals for enrolling a child in dance classes

To examine parental attitudes toward competition in greater detail, we asked both about the importance of competition and about the number of dance hours per week considered ideal. The responses indicated that only a minority of parents attached

high importance to participation in competitions: 22% considered it important or very important that their child compete in dance. By contrast, 45% tended not to regard this as a priority, while 33% held a neutral position. Regarding the ideal number of weekly dance hours, nearly half of parents considered two hours per week ideal (46.8%), while slightly more than one third considered three hours per week appropriate (36.4%). Four hours per week was selected by 15.6% of respondents, whereas only 1.3% regarded one hour per week as ideal. We also examined whether the perceived importance of competition was associated with the number of dance hours considered ideal. A moderately strong, statistically significant positive correlation was found between the two variables ($r = .49$, $p < .01$).

To examine the sacrifices made by parents, we used an open-ended question asking respondents to name the three factors that represented the greatest sacrifice for them in connection with their child's ballroom dance participation (*Table 1*). Content analysis of the 163 responses yielded three main categories: time and logistical commitments, financial burdens, and other responses. The results indicated that time and logistical commitments represented the greatest sacrifice, accounting for 58.9% of responses. Parents most frequently mentioned difficulties related to scheduling and organization, reduced family time, and reduced leisure time (34.3%; e.g., "time invested," "logistics," "lack of family time," "sacrificing my own time"). Time and organizational demands associated specifically with competitions (13.5%; e.g., "participation in competitions") and training sessions (11.0%; e.g., "transporting the child to training") also emerged as distinct issues. The second largest category comprised financial burdens, accounting for 36% of responses and including, among other things, the cost of private lessons, travel expenses, membership fees, and performance costumes (e.g., "financial burden," "paying for clothes and shoes," "the most expensive activity so far"). Other responses included stress, fatigue, maintaining the child's motivation, and friendships being pushed into the background (5.5%; e.g., "managing fatigue," "encouraging the child to persevere," "losing members of the friendship group").

*Table 1* Frequency distribution of response categories for parental sacrifices associated with the child's ballroom dance participation ($N = 163$)

| Category | Number of responses | Frequency (%) |
|---|---|---|
| 1. Time and logistical commitments | 96 | 58.9 |
| 1. a) Family time and leisure | 56 | 34.4 |
| 1. b) Competitions | 22 | 13.5 |
| 1. c) Training sessions | 18 | 11.0 |
| 2. Financial burdens | 58 | 35.6 |
| 3. Other responses (e.g., stress, fatigue) | 9 | 5.5 |

Parental perceptions of children's development were examined in two ways. First, in an open-ended question, parents were asked to identify three areas in which, in their view, their child had developed the most as a result of dance. Second, perceived changes were also measured in a closed-ended format using subscales of the Learning Strengths Questionnaire. A total of 219 responses were provided to the open-ended question and were classified into five main categories: cognitive, physical, interpersonal, intrapersonal, and musical domains (*Figure 2*).

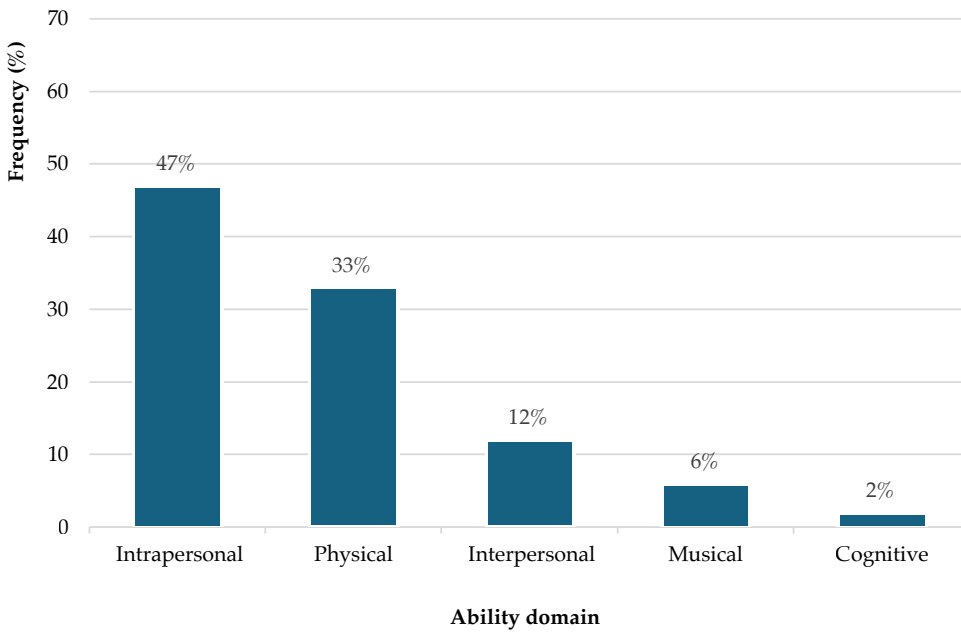


*Figure 2* Distribution of responses to the open-ended question regarding development across children's different ability domains ($N = 219$)

Based on the distribution of the responses, parents most frequently mentioned intrapersonal development, primarily perceiving increases in self-confidence, self-regulation, perseverance, and independence. This was followed by physical development, particularly improvements in endurance, posture, and motor coordination, and then by development in interpersonal skills. Spontaneous mentions of musical development were less frequent, while cognitive development was mentioned least often.

The closed-ended measures provided a more nuanced picture of how development in different ability domains was perceived (*Table 2*). Parents perceived the greatest development in intrapersonal abilities ($M = 3.00$), followed by interpersonal abilities ($M = 2.91$) and spatial abilities ($M = 2.69$). Development in logical–mathematical abilities was rated as more moderate ($M = 2.46$), while musical abilities received the lowest mean score ($M = 2.38$). In absolute terms, however, the latter value cannot be considered low.

*Table 2* Means and standard deviations of parent-perceived development on the subscales of the Learning Strengths Questionnaire

| Scale | Number of items | Mean (composite scale – max. 4) | Standard deviation (composite scale) |
|---|---|---|---|
| Logical–mathematical | 9 | 2.46 | 0.64 |
| Spatial abilities | 9 | 2.69 | 0.71 |
| Interpersonal | 7 | 2.91 | 0.66 |
| Intrapersonal | 11 | 3.00 | 0.60 |
| Musical | 8 | 2.38 | 0.70 |

Differences in the degree of perceived development across the ability domains were examined using repeated-measures analysis of variance. Because Mauchly's test indicated a violation of the sphericity assumption ($W = .71$, $\chi^2(9) = 25.92$, $p = .002$), the degrees of freedom were adjusted using the Greenhouse–Geisser correction ($\varepsilon = .88$). The analysis indicated a significant difference among the five ability domains, $F(3.51, 266.79) = 31.47$, $p < .01$. To examine differences between individual ability domains more precisely, pairwise comparisons with Bonferroni correction were conducted. Parents rated development in intrapersonal and interpersonal skills as the strongest; these two domains did not differ significantly from one another ($p = .76$). Perceived development in spatial abilities was lower than in these two domains ($p < .001$ and $p = .008$, respectively), but higher than in logical–mathematical ($p = .006$) and musical abilities ($p = .001$). No significant difference was found between the logical–mathematical and musical domains ($p = 1.00$).

## 5 DISCUSSION

The aim of the present study was to explore the considerations that guide parents of children learning ballroom dance in selecting this form of movement for their child, the sacrifices they make to sustain participation, and the developmental effects they perceive in their children.

Among the motivations for enrolling children in ballroom dance, parents considered constructive use of the child's leisure time to be the most important, followed by improving endurance. This finding is consistent with the literature suggesting that parents often frame children's participation in extracurricular activities in terms of personal development, social experiences, and constructive use of leisure time (Wiersma & Fifer, 2008). More specifically, our findings on dance indicate that

developmental and educational considerations are prominent in parents' choice of ballroom dance, which is consistent with approaches that conceptualize dance not merely as a performance-oriented activity but also as a context for self-expression and personal development (Bolvári-Takács, 2009; Paxmann, 2016; Silkó & Láng, 2021).

The findings concerning parents' attitudes toward competition are consistent with the polarized pattern that emerged from the enrollment motivations. Of the six goals, competition was the third most frequently ranked first in importance, yet it was also the goal most often ranked last, in sixth position. A similar pattern emerged from the item that more directly examined attitudes toward competition. Although some respondents considered participation in competitions important, for the majority it did not represent a central goal. This further supports the interpretation that, for a substantial proportion of families, ballroom dance is not primarily viewed as a results-oriented pathway but as an activity that serves the child's development, meaningful engagement, and enjoyment. At the same time, parents who placed greater importance on competition also regarded a higher number of weekly dance hours as ideal; in other words, a more competition-oriented perspective was associated with acceptance of more intensive participation. This is consistent with international findings on dance suggesting that the degree of parental commitment and the intensity of participation may be closely related (Zinga et al., 2019).

Our findings on parental sacrifice indicate that the burdens associated with ballroom dance are primarily temporal, organizational, and financial in nature; thus, our first hypothesis (H1: Parents primarily report time-related, logistical, and financial burdens associated with ballroom dance) was supported. Parents most frequently mentioned the time invested, difficulties of scheduling and organization, and reductions in family time and leisure time, followed by financial burdens. This is largely consistent with findings on the experiences of parents of young athletes, which indicate that parental support often requires substantial investments in time, organization, and financial resources (Wiersma & Fifer, 2008), as well as with findings concerning the families of young competitive dancers, in which costs and the difficulty of coordinating everyday life were similarly prominent (Zinga et al., 2019). Our findings therefore suggest that the structure of parental sacrifices associated with ballroom dance resembles that described in the international literature in other sports and dance contexts. At the same time, parents continue to support their children's participation despite these demands, suggesting that the perceived benefits of the activity may offset the burdens involved.

In examining parental perceptions of children's development, both the open- and closed-ended data indicated particularly strong development in intrapersonal and interpersonal skills. Parents primarily perceived improvements in self-confidence, self-regulation, perseverance, independence, social cooperation, and connectedness. This closely aligns with theoretical and empirical findings emphasizing the intrapersonal and interpersonal developmental potential of dance (Borowski, 2023; Narikbayeva et al., 2025; Nesbit et al., 2025; Schwender et al., 2018). A distinctive feature of ballroom dance is that personal self-regulation and interpersonal coordination are simultaneously important, making it a particularly favorable context for the development of self-control, emotional regulation, cooperation, and relational trust. In this respect, our findings are also consistent with evidence that longer-term experience in partnered dance may be associated with empathic concern and greater attunement to one's partner (Wu et al.,

2023). In the open-ended responses, the second most frequently mentioned domain was physical development, particularly improvements in endurance, posture, and motor coordination. This is consistent with findings suggesting that dance may support the development of motor skills, coordination, balance, and physical fitness (Dubecz, 2009; Polgár & Szatmári, 2011; Rétsági et al., 2011).

It is noteworthy, however, that whereas the cognitive dimension was less prominent in the open-ended responses, spatial abilities received relatively high ratings in the closed-ended measure, followed, albeit to a lesser extent, by logical–mathematical abilities. This may suggest that parents spontaneously emphasize the more directly observable social and physical changes, whereas a more structured measure is better able to capture perceived cognitive development. This interpretation is consistent with findings linking dance to visuospatial processing and, more indirectly, to mathematical abilities (Fargier et al., 2026; Fischer et al., 2011; Pálinkás-Molnár & Bernáth, 2020; Xie et al., 2020).

Nevertheless, logical–mathematical and musical abilities received the least emphasis in parents' perceptions. This is particularly noteworthy for the musical domain, as the theoretical background outlined above suggests a close relationship between ballroom dance and musical processing, especially in rhythm perception, beat perception, and music–movement synchronization (Nguyen et al., 2024; Wang et al., 2024; Yu et al., 2026). Our findings indicate that while parents perceive musical development, they consider it a less pronounced benefit of ballroom dance. Logical–mathematical development was likewise rated more moderately, even though the literature includes findings emphasizing associations between dance- and movement-based experiences as well as spatial-numerical or mathematical performance (Fargier et al., 2026; Fischer et al., 2011; Xie et al., 2020). This may indicate that certain transfer effects are less apparent to parents than changes in personality or physical functioning, and increasing awareness of these effects could open further opportunities for communication and pedagogy. Overall, parents perceived development in every ability domain examined, although to varying degrees; our second hypothesis (H2: Parents perceive positive development in all of the ability domains examined in relation to ballroom dance) was therefore also supported.

## 6 LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Several limitations should be considered when interpreting the findings of the present study. First, the sample size was relatively small, which limits the generalizability of the results; this limitation is further compounded by the use of convenience sampling. The sample composition was also uneven, with women and more highly educated parents overrepresented among respondents, which may likewise have influenced the findings.

A further limitation is that the study relied on a self-report questionnaire; the findings therefore reflect parents' subjective perceptions and cannot be regarded as objective evidence of children's actual development. Parental judgments provide important information, but they may be accompanied by interpretive biases, selective attention, or expectancy effects. Accordingly, the present findings primarily show which developmental benefits parents associate with ballroom dance rather than objective measures of changes in children's abilities.

The range of measurement instruments represents another limitation. The researcher-developed questions were not validated, which also weakens the generalizability of the data obtained from them. Moreover, although these questions and the selected subscales of the Learning Strengths Questionnaire were suitable for exploring parental perceptions, the complexity of the phenomenon calls for a more nuanced approach. Future research should employ a broader range of instruments, including more detailed measures of attitudes and motivation, as well as scales that more specifically assess social and emotional functioning. The ranking method used to examine parental motivation, for example, is suitable for identifying relative preferences but does not provide information about the absolute importance of individual motivations. The use of Likert-type scales should therefore be considered to enable a more differentiated examination of motives.

The inclusion of qualitative methods would also be particularly valuable in future studies. Interviews or focus groups could provide deeper insight into how parents interpret their child's participation in ballroom dance, the personal experiences and family considerations underlying their decisions, and how they connect dance with their beliefs about their child's development. Such studies could also provide a more nuanced understanding of the meanings and expectations underlying the questionnaire data.

Another promising direction for future research would be to examine how parental perceptions are influenced by informational or awareness-raising activities that draw attention to the broader transfer effects of dance education. It is possible that certain developmental effects already partly identified in the literature, for example in musical or mathematical domains, are less salient to parents; more explicit communication of these effects could therefore alter expectations and attitudes related to dance. Finally, there is a particular need for further research examining the transfer effects of dance education through objective, multi-method approaches. Such studies could contribute to a more precise understanding of the domains in which the developmental effects of ballroom dance may emerge, the mechanisms through which they operate, and the conditions under which they are most likely to occur.

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