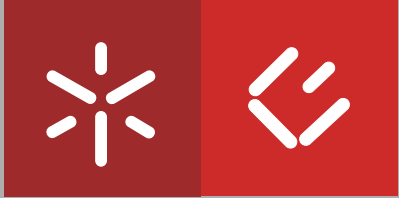


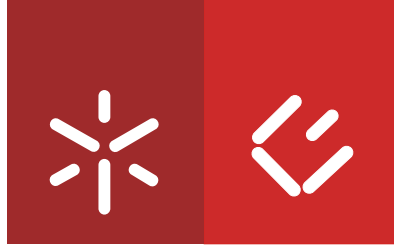


**Social Marketing intervention with children
and adolescents to fight the prejudice
towards boys who dance:
a quasi-experimental research**

Ana Cristina de Carvalho Cerqueira Lima da Silva

Universidade do Minho
Escola de Economia e Gestão





Universidade do Minho

Escola de Economia e Gestão

Ana Cristina de Carvalho Cerqueira Lima da Silva

**Social Marketing intervention with children
and adolescents to fight the prejudice
towards boys who dance:
a quasi-experimental research**

Tese de Doutoramento
Doutoramento em Marketing e Estratégia

Trabalho realizado sob orientação da
Professora Elisabete Maria Sampaio Sá
e do
Professor José Carlos Martins Rodrigues Pinho

DIREITOS DE AUTOR E CONDIÇÕES DE UTILIZAÇÃO DO TRABALHO POR TERCEIROS

Este é um trabalho académico que pode ser utilizado por terceiros desde que respeitadas as regras e boas práticas internacionalmente aceites, no que concerne aos direitos de autor e direitos conexos.

Assim, o presente trabalho pode ser utilizado nos termos previstos na licença abaixo indicada.

Caso o utilizador necessite de permissão para poder fazer um uso do trabalho em condições não previstas no licenciamento indicado, deverá contactar o autor, através do RepositóriUM da Universidade do Minho.

Licença concedida aos utilizadores deste trabalho



Atribuição-NãoComercial-SemDerivações
CC BY-NC-ND

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

ACKNOWLEDGMENT

To my parents, brother, family and friends, who shared with me their love and deep support for both personal and professional work.

To my supervisor and mentor professor Elisabete Sá, whose infinite wisdom and compassion has left an indelible mark on my academic career and my life. Her guidance helped me all along of the research and writing of this thesis, always giving me her patience, encouragement, motivation, enthusiasm and immense knowledge. She never left me behind even in the most difficult times and always congratulated me for all the achievements. She inspires my work every day and my professional aim is to be just a bit like she is professional, one day. I feel like there's still a lot to be said, but I do not have gentil and deserved words to describe what I feel and how grateful I am. Thank you for have indulging me with the pride of being your student!

To my supervisor professor José Carlos Pinho, for having believed in my potential and to demonstrate from the outset his interest in supervising my PhD. I'm deeply thankful for his support and for giving me his huge knowledge.

I owe a deep sense of gratitude to my dear professor Joaquim Silva, just for being the wonderful and generous person that he is. He is, as a matter of fact, the responsible for the choice of the Marketing field in my career, after my graduation. I am very thankful for all of his contributions for this thesis. He gave me his precious time, knowledge and acumen when I needed it most.

My sincere thanks also to professor Marco Escadas for offering me his knowledge in the quantitative part of my research. It helped me a lot.

And finally, to Daniel, a special man who never let me down, who believed and always believes in me and gave me the strength to never give up.

STATEMENT OF INTEGRITY

I hereby declare having conducted this academic work with integrity. I confirm that I have not used plagiarism or any form of undue use of information or falsification of results along the process leading to its elaboration. I further declare that I have fully acknowledged the Code of Ethical Conduct of the University of Minho.

Social Marketing intervention with children and adolescents to fight the prejudice towards boys who dance: a quasi-experimental research

Abstract

Many are the domains where gender inequality manifests and women are the ones most often under fire. This research focuses, however, on a less approached side of gender inequality: men's discrimination in dance. Although dance is proven to offer a myriad of physical, psychological, and social benefits for all genders, dance is frequently perceived as a feminine practice, resulting in a prevailing prejudice towards boys who dance, which makes it hard for them to join dance activities. Social Marketing has been presented as a promising framework to deal with different social problems, including prejudice. However, the effectiveness of Social Marketing is still difficult to establish, particularly since some Social Marketing interventions fail to use appropriate marketing terminology and tools. Thus, this investigation aims at both understanding better how prejudice towards boys who dance can be approached from a Social Marketing perspective, and to assess the effectiveness of a Social Marketing intervention designed to reduce the identified problem through Social Marketing benchmarks, targeting children and adolescents from 10 to 16 years old.

Considering the aims of the investigation, a mixed methods approach was deemed appropriate. A qualitative research was the first step to design a potentially effective intervention, consisting of in-depth interviews with 13 children and adolescents, eight parents and five teachers, and one exploratory intervention with 40 children. The qualitative data were collected in Braga (Portugal) and analysed using content analysis. A quantitative research was also carried out, comprising a quasi-experimental intervention with 436 children and adolescents from Braga (Portugal), which was used to measure Social Marketing's effectiveness. The descriptive analysis and PLS-SEM analysis were essential to, respectively, identify different relevant insights that suggest positive effects of Social Marketing intervention, and some effects of Social Marketing intervention in the relationships between explaining factors and intentions and outcome expectancies, based on the Theory of Planned Behaviour and the Social Cognitive Theory.

Keywords: Prejudice; Quasi-experimental; Social Cognitive Theory; Social Marketing Intervention; Theory of Planned Behaviour.

Intervenção de Marketing Social com crianças e adolescentes para combater o preconceito em relação aos rapazes que dançam: uma investigação quase-experimental

Resumo

Muitas são as áreas onde a desigualdade de género se manifesta e as mulheres estão maioritariamente debaixo de fogo. Esta investigação centra-se, contudo, no lado menos abordado da desigualdade de género: a discriminação masculina na dance. Embora a dança tenha comprovado oferecer uma panóplia de benefícios físicos, psicológicos e sociais para todos os géneros, a dança é frequentemente percebida como uma prática feminina, resultando num preconceito prevalente em relação aos rapazes que dançam, o que torna difícil para eles a participação em atividades de dança. O Marketing Social tem-se apresentado como um domínio promissor para lidar com diferentes problemas sociais, incluindo o preconceito. Contudo, a eficácia do Marketing Social ainda é difícil de se estabelecer, particularmente algumas intervenções de Marketing Social falham no uso de terminologia e ferramentas de marketing. Assim, esta Investigação, através de uma perspetiva de Marketing Social, visa compreender melhor o preconceito em relação aos rapazes que dançam, bem como avaliar a eficácia de uma intervenção de Marketing Social desenhada para reduzir o problema identificado através do uso dos benchmarks do Marketing Social, destinada a crianças e adolescentes dos 10 aos 16 anos de idade.

Considerando os objetivos da investigação, uma abordagem de métodos mistos foi considerada adequada. A pesquisa qualitativa foi o primeiro passo para desenhar uma intervenção potencialmente eficaz, incluindo entrevistas em profundidade com 13 crianças e adolescentes, oito pais e cinco professores, bem como uma intervenção exploratória com 40 crianças. Os dados qualitativos foram recolhidos em Braga (Portugal) e analisados através da análise de conteúdo. Uma pesquisa quantitativa foi também realizada, compreendendo uma intervenção quase-experimental com 436 crianças e adolescentes de Braga (Portugal), que foi utilizada para medir a eficácia do Marketing Social. A análise descritiva e a análise PLS-SEM foram essenciais para, respetivamente, identificar diferentes perceções relevantes que sugerem efeitos positivos da intervenção de Marketing Social, e alguns efeitos da intervenção de Marketing Social nas relações entre fatores explicativos e intenções e expectativas de resultados, com base na Teoria do Comportamento Planeado e na Teoria Social Cognitiva.

Palavras-chave: Intervenção Marketing Social; Preconceito; Quase-experimental; Teoria do Comportamento Planeado; Teoria Social Cognitiva.

Table of contents

Abstract	v
Resumo	vi
Table of contents.....	vii
List of Figures	xii
List of Tables.....	xiii
I. Overall introduction	1
1. Investigation background.....	1
2. Main research question and objectives	4
3. Ontology, epistemology and methodology	5
3.1. Methodological choices	8
4. Structure of the thesis	9
II. Essay 1	12
1. Introduction	12
2. Literature Review.....	14
2.1. Social Marketing	14
2.2. Social Marketing Benchmarks	16
2.3. Social Marketing Consumer Research.....	18
2.4. Attitude and Prejudice	19
2.4.1. Dance and prejudice in dance	21
3. Methodology	23
3.1. Research question, objectives	23
3.2. Sampling and sample profile	24
3.3. Data collection and analysis procedures	27
3.3.1. Interviews	27
3.3.2. Exploratory intervention.....	31
4. Results and discussion	33
4.1. Boys who dance: views of children and adolescents, parents and teachers.....	33
4.1.1. Attitudes towards dance	33
4.1.2. Attitudes towards boys who dance.....	36
4.1.3. Influences of the boys' decision to dance	39
4.2. Results: Exploratory Intervention.....	43
5. Conclusions and contributions for a Social Marketing intervention planning	45
III. Essay 2	48
Social Marketing benchmarks as basis to Social Marketing intervention to achieve gender equality in dance	48
1. Introduction	48

2. Literature Review.....	51
2.1. Social Marketing interventions	51
2.2. Behaviour change theories and methods	53
2.3. Online interventions	56
3. Methodology	58
3.1. Research questions, objectives and design	58
3.2. Design of the Social Marketing Intervention.....	59
3.2.1. Social Marketing Benchmarks	59
3.2.2. Components of the Social Marketing Intervention	64
3.2.3. Theories and methods applied to the Social Marketing intervention	67
3.3. Sampling and sample profile	69
3.4. Data collection and analysis	69
4. Results and discussion	72
4.1. Posters	72
4.2. Video 1	77
4.3. Video 2	82
4.4. Video 3	84
5. Conclusion and contributions for Social Marketing interventions	87
IV. Essay 3	89
Measuring the effect of a Social Marketing intervention to reduce prejudice in dance	89
1. Introduction	89
2. Literature Review.....	93
2.1. Theory of Planned Behaviour.....	93
2.2. Social Cognitive Theory	94
2.3. Theory of Planned Behaviour and Social Cognitive Theory	96
2.4. Prejudice towards boys who dance	97
3. Research Hypotheses.....	99
3.1. The effect of Social Marketing intervention on children's and adolescents' perceptions	99
3.1.1. Attitudes	100
3.1.2. Subjective norms towards dancing	100
3.1.3. Self-efficacy to perform dance activities	101
3.1.4. Intention to join dance activities	101
3.1.5. Outcome expectancies of joining dance activities	102
3.2. The effect of Social Marketing intervention on the relationships between explaining factors and Intention and Outcome Expectancies	102
3.2.1. Attitude and Intention to join dance activities	104

3.2.2. Attitude and Outcome Expectancies of joining dance activities	105
3.2.3. Subjective norms towards dancing and Intention to join dance activities	106
3.2.4. Subjective norms towards dancing and Outcome expectancies of joining dance activities	106
3.2.5. Self-efficacy to perform dance activities and Intention to join dance activities	107
3.2.6. Self-efficacy to perform dance activities and Outcome expectancies of joining dance activities	108
4. Methodology	109
4.1. Research design, questions and objectives	109
4.2. Sampling and Sample Profile.....	112
4.3. Data collection and analysis procedures	116
4.3.1. Covid-19 Pandemic.....	116
4.3.2. Pre-test of the questionnaire.....	117
4.3.3. Ethical Issues	118
4.3.4. Measurement procedures	118
4.4. Data Analysis	126
5. Results.....	127
5.1. Common Method Bias	129
5.2. The effect of Social Marketing intervention on children's and adolescents' perceptions	129
5.2.1. Attitudes towards boys who dance.....	130
5.2.2. Attitudes towards dance	139
5.2.3. Subjective norms towards dancing	144
5.2.4. Self-efficacy to perform dance activities	151
5.2.5. Intention to join dance activities	156
5.2.6. Outcome expectancies of joining dance activities	160
5.3. The effect of Social Marketing intervention on the relationships between explaining factors and Intention and Outcome Expectancies	166
5.3.1. Specifying the Original Model	167
5.3.2. Re-specifying of the Model.....	169
5.3.3. Estimating the Structural Model	174
5.3.4. MGA: Before and after Social Marketing Intervention.....	178
5.3.5. MGA: Boys and Girls	184
5.3.6. MGA: Children and Adolescents	191
6. Discussion of the results.....	198
6.1. The effect of Social Marketing intervention on children's and adolescents' perceptions	198
6.1.1. Attitudes towards boys who dance.....	198
6.1.2. Attitudes towards dance	200
6.1.3. Subjective norms towards dancing	201

6.1.4. Self-efficacy to perform dance activities	202
6.1.5. Intention to join dance activities	203
6.1.6. Outcome expectancies of joining dance activities	204
6.1.7. Summary of the effect of Social Marketing intervention on children's and adolescents' perceptions	205
6.2. The effect of Social Marketing intervention on the relationships between explaining factors and Intention and Outcome Expectancies	207
6.2.1. Explaining factors and Intention to join dance activities	207
6.2.2. Explaining factors and Outcome expectancies of joining dance activities.....	211
6.2.3. Summary of the effect of Social Marketing on the relationship between explaining factors and Intention and Outcome expectancies	216
7. Conclusion and contributions for the knowledge on the effectiveness of Social Marketing interventions	217
V. Limitations and suggestions for future research	221
VI. Overall concluding remarks.....	224
VII. References	228
VIII. Appendices	257
Appendix 1 - Questions to guide interviews by groups of interviewees	257
Appendix 2 - Data Saturation	258
Appendix 3 - Informed consent - Dance School	259
Appendix 4 - Informed consent	260
Appendix 5 - Control Form of the design of the Social Marketing intervention.....	261
Appendix 6 - Tests of Normality - Essay 2.....	262
Appendix 7 - Hypotheses, Literature Review and Exploratory Research	263
Appendix 8 - Questionnaire: Experimental Study	264
Appendix 9 - Questionnaire: Experimental Study (CONT.)	265
Appendix 10 - Questionnaire: Experimental Study (CONT.)	266
Appendix 11 - Questionnaire: Experimental Study (CONT.)	267
Appendix 12 - Questionnaire: Experimental Study (CONT.)	268
Appendix 13 - Harman's single factor test - Sample before the Social Marketing Intervention	269
Appendix 14 - Harman's single factor test - Sample after the Social Marketing Intervention.....	270
Appendix 15 - Tests of Normality - Essay 3 - Experimental Group.....	271
Appendix 16 - Tests of Normality - Essay 3 - Control Group	272
Appendix 17 - Tests of Skewness and Kurtosis.....	273
Appendix 18 - Results of Hypotheses testing of Control Group (before and after Social Marketing intervention)	274
Appendix 19 - Configural Invariance of Boys and Girls of Control group (before and after Social Marketing intervention).....	275

Appendix 20 - Results of Equality of Composite Mean Values and Variances using Permutation of Boys and Girls of Control Group (before and after Social Marketing intervention).....	276
Appendix 21 - Results of Hypotheses testing of Boys of the Control Group (before and after Social Marketing intervention).....	277
Appendix 22 - Results of Hypothesis testing of Girls of the Control Group (before and after Social Marketing intervention).....	278
Appendix 23 - Configural Invariance of Children and Adolescents of Control Group (before and after Social Marketing intervention).....	279
Appendix 24 - Results of Equality of Composite Mean Values and Variances using Permutation of Children and Adolescents of Control Group (before and after Social Marketing intervention)	280
Appendix 25 - Results of Hypotheses testing of Children of the Control Group (before and after Social Marketing intervention).....	281
Appendix 26 - Results of Hypotheses of Adolescents of the Control Group (before and after Social Marketing intervention).....	282

List of Figures

Figure 1 - Structure of the thesis.....	10
Figure 2 - Poster 1.....	66
Figure 3 - Poster 2.....	66
Figure 4 - Poster 3.....	66
Figure 5 - Poster 4.....	66
Figure 6 - Poster 5.....	66
Figure 7 - Video 1	66
Figure 8 - Video 2	66
Figure 9 - Video 3	66
Figure 10 - Conceptual model.....	103
Figure 11 - Study design and intervention flow	110
Figure 12 - Sample distribution by type of group and gender	115
Figure 13 - Sample distribution by type of group and level of child development	116
Figure 14 - Original Model	167
Figure 15 - Re-specified Model.....	174
Figure 16 - The MICOM procedure.....	179

List of Tables

Table 1 - Four Scientific Paradigms.....	6
Table 2 - Fundamental Beliefs of Research Paradigms in Social Sciences	7
Table 3 - Social Marketing Vocabulary.....	15
Table 4 - Dancers of the ADDBM from 2016 to 2020	24
Table 5 - Profile of the interviewees.....	26
Table 6 - Data coding	29
Table 7 - Coding Decisions	29
Table 8 - Code Saturation	30
Table 9 - Moments of the Exploratory Intervention	32
Table 10 - Attitudes towards dance	34
Table 11 - Attitudes towards boys who dance.....	36
Table 12 - Influencers of the boys' decision to dance	40
Table 13 - Behaviour Change Methods associated to Theory of Planned Behaviour and Social Cognitive Theory	54
Table 14 - Social Marketing benchmarks: Social Marketing intervention to reduce prejudice towards boys who dance	60
Table 15 - Components of the Social Marketing Intervention.....	65
Table 16 - Theories and methods applied to the Social Marketing intervention	67
Table 17 - Profile of the Children and Adolescents.....	69
Table 18 - Perceptions of the children and adolescents concerning the Posters	72
Table 19 - Boys' and Girls' perceptions about the poster that better describes dance as an activity for everyone	73
Table 20 - Children's and adolescents' perceptions about the poster that better describes dance as an activity for everyone	73
Table 21 - Most liked poster by boys and girls.....	74
Table 22 - Most liked poster by children and adolescents	74
Table 23 - Least liked poster by boys and girls	75
Table 24 - Least liked poster by children and adolescents	75
Table 25 - Perceived messages drawn from the Posters	76
Table 26 - Boys' and girls' perceptions about dance as a sport activity - after visualising Video 1.....	78
Table 27 - Children's and adolescents' perceptions about dance as a sport activity - after visualising Video 1	78
Table 28 - Elements/moments in Video 1 that support that dance is for both genders or just for girls	79
Table 29 - Messages conveyed by Video 2	82
Table 30 - Messages conveyed by Video 2: gender differences	83
Table 31 - Messages conveyed by Video 2: differences between children and adolescents	83
Table 32 - Type of dance boys and girls liked the most to try	84
Table 33 - Boys' and girls' perceptions about the type of dance they liked the most to try	84
Table 34 - Children's and adolescents' perceptions about the type of dance they liked the most to try.....	85
Table 35 - Gender attribution of dance styles - after visualising Video 3.....	85
Table 36 - Boys' and girls' perceptions about the gender attribution of types of dance - after visualising Video 3	85
Table 37 - Children's and adolescents' perceptions about the gender attribution of types of dance - after visualising Video 3.....	86
Table 38 - Sample size	113
Table 39 - Final sample size	113
Table 40 - Final number valid of questionnaires	113
Table 41 - Profile of the sample	114
Table 42 - Characteristics of the children and adolescents	115
Table 43 - Items of Intention construct.....	119
Table 44 - Items of outcome expectancies of joining dance activities' construct.....	120

Table 45 - Items of attitude towards dance's construct	121
Table 46 - Items of attitude towards boys who dance's construct.....	123
Table 47 - Items of subjective norms towards dancing's construct.....	125
Table 48 - Items of self-efficacy's construct	125
Table 49 - List of all of the constructs and items	127
Table 50 - Paired Samples Test results of attitudes towards boys who dance before and after Social Marketing intervention	131
Table 51 - Independent Samples Test of gender differences: attitudes towards boys who dance before and after Social Marketing intervention	133
Table 52 - Paired Samples Test results of boys' and girls' attitude towards boys who dance before and after Social Marketing intervention	135
Table 53 - Independent Samples Test of children and adolescents: attitudes towards boys who dance before and after Social Marketing intervention	136
Table 54 - Paired Samples Test results of children and adolescents: attitude towards boys who dance before and after Social Marketing intervention	138
Table 55 - Paired Samples Test results of attitudes towards dance before and after Social Marketing intervention	139
Table 56 - Independent Samples Test of gender differences: attitudes towards dance before and after Social Marketing intervention	140
Table 57 - Paired Samples Test results of boys' and girls' attitude towards dance before and after Social Marketing intervention	141
Table 58 - Independent Samples Test of children and adolescents: attitudes towards dance before and after Social Marketing intervention	142
Table 59 - Paired Samples Test results of children and adolescents: attitude towards dance before and after Social Marketing intervention	143
Table 60 - Paired Samples Test results of subjective norms towards dancing before and after Social Marketing intervention	145
Table 61 - Independent Samples Test of gender differences: subjective norms towards dancing before and after Social Marketing intervention	146
Table 62 - Paired Samples Test results of boys' and girls' subjective norms towards dancing before and after Social Marketing intervention	147
Table 63 - Independent Samples Test of children and adolescents: subjective norms towards dancing before and after Social Marketing intervention	149
Table 64 - Paired Samples Test results of children and adolescents: subjective norms towards dancing before and after Social Marketing intervention	150
Table 65 - Paired Samples Test results of self-efficacy to perform dance activities before and after Social Marketing intervention	151
Table 66 - Independent Samples Test of gender differences: self-efficacy to perform dance activities before and after Social Marketing intervention	152
Table 67 - Paired Samples Test results of boys' and girls' self-efficacy to perform dance activities before and after Social Marketing intervention	153
Table 68 - Independent Samples Test of children and adolescents: self-efficacy to perform dance activities before and after Social Marketing intervention	154
Table 69 Paired Samples Test results of children and adolescents: self-efficacy to perform dance activities before and after Social Marketing intervention	155
Table 70 - Paired Samples Test results of intention to join dance activities before and after Social Marketing intervention	156
Table 71 - Independent Samples Test of gender differences: intention to join dance activities before and after Social Marketing intervention	157

Table 72 - Paired Samples Test results of boys' and girls' intention to join dance activities before and after Social Marketing intervention	158
Table 73 - Independent Samples Test of children and adolescents: intention to join dance activities before and after Social Marketing intervention	158
Table 74 - Paired Samples Test results of children and adolescents: intention to join dance activities before and after Social Marketing intervention	159
Table 75 - Paired Samples Test results of outcome expectancies of join dance activities before and after Social Marketing intervention	160
Table 76 - Independent Samples Test of gender differences: outcome expectancies of join dance activities before and after Social Marketing intervention	161
Table 77 - Paired Samples Test results of boys' and girls' outcome expectancies of joining dance activities before and after Social Marketing intervention	162
Table 78 - Independent Samples Test of children and adolescents: outcome expectancies of join dance activities before and after Social Marketing intervention.....	163
Table 79 - Paired Samples Test results of children and adolescents: outcome expectancies of join dance activities before and after Social Marketing intervention.....	164
Table 80 - Factor loadings of the original model	168
Table 81 - Reliability and Validity of the Original Model	169
Table 82 - Measurement scales	170
Table 83 - Reliability and Validity of the Measurement Model	171
Table 84 - Discriminant Validity - Fornell-Larcker criterion	172
Table 85 - Discriminant Validity - HTMT (Heterotrait-Monotrait Ratio)	173
Table 86 - Standardised root mean square residual (SRMR) of the measurement model	173
Table 87 - Structural Model Measurement	175
Table 88 - Results of Construct Crossvalidated Commuality (CV-C) Q^2 and Construct Crossvalidated Redundancy (CV-R) Q^2	176
Table 89 - Results of Coefficient of determination (R^2) and Effect size (f^2)	177
Table 90 - Path coefficients of the structural model	177
Table 91 - Configural Invariance before and after Social Marketing Intervention of Experimental and Control groups	180
Table 92 - Results of Compositional Invariance Measurement using Permutation before and after Social Marketing intervention of Experimental and Control groups	181
Table 93 - Results of Equality of Composite Mean Values and Variances using Permutation before and after Social Marketing intervention of Experimental and Control groups	182
Table 94 - Results of Hypotheses testing of Experimental Group (before and after Social Marketing intervention)	184
Table 95 - Configural Invariance of Boys and Girls of Experimental Group (before and after Social Marketing intervention)	186
Table 96 - Results of Compositional Invariance Measurement using Permutation of Boys and Girls of both Experimental and Control groups (before and after Social Marketing intervention)	187
Table 97 - Results of Equality of Composite Mean Values and Variances using Permutation of Boys and Girls of Experimental Group (before and after Social Marketing intervention).....	188
Table 98 - Results of Hypotheses testing of Boys of the Experimental Group (before and after Social Marketing intervention)	189
Table 99 - Results of Hypothesis testing of Girls of the Experimental Group (before and after Social Marketing intervention)	190
Table 100 - Configural Invariance of Children and Adolescents of Experimental Group (before and after Social Marketing intervention)	192

Table 101 - Results of Compositional Invariance Measurement using Permutation of Children and Adolescents of both Experimental and Control Groups (before and after Social Marketing intervention).....	193
Table 102 - Results of Equality of Composite Mean Values and Variances using Permutation of Children and Adolescents of the Experimental Group (before and after Social Marketing intervention)	194
Table 103 - Results of Hypotheses of Children of the Experimental Group (before and after Social Marketing intervention)	196
Table 104 - Results of Hypotheses of Adolescents of the Experimental Group (before and after Social Marketing intervention)	197
Table 105 - Summary of verification of the research hypotheses for the effect of Social Marketing intervention on children's and adolescents' perceptions.....	205
Table 106 - The effects of Social Marketing intervention	206
Table 107 - Summary of the hypotheses testing that include the construct "Intention to join dance activities" .	211
Table 108 - Summary of the hypotheses testing that include the construct "Outcome expectancies of joining dance activities"	215
Table 109 - The effect of Social Marketing on the relationship between explaining factors and Intention and Outcome expectancies	216

I. Overall introduction

Social Marketing interventions reveal the enormous potential in addressing different types of social problems (Lefebvre, 2011). However, measuring the effect of interventions has been a major challenge (Gordon et al., 2006; Helmig & Thaler, 2010; Peattie & Peattie, 2003). This investigation is composed of three complementary essays. The first focuses on the exploration of a particular social problem, namely, the prejudice towards boys who dance. The second essay presents the process of designing a specific intervention based on the principles of Social Marketing for the identified social problem. The third one explores the measurement of the results achieved with the Social Marketing intervention. The experimental design is the basis of all research, which also used a qualitative methodology in an exploratory phase.

1. Investigation background

The first definition of Social Marketing was proposed by Kotler and Zaltman (1971) half a century ago. The authors consider that Social Marketing is much more than social advertising, defining it as “the design, implementation, and control of programs calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication, distribution, and marketing research” (Kotler & Zaltman, 1971, p. 5). Despite the many contrary opinions and debates regarding the expansion of the marketing concept to the social field (Bagozzi, 1975; Bartels, 1974; Luck, 1969) currently, Social Marketing is considered an established area of study and a consensus definition was proposed in 2013 by the International Social Marketing Association (ISMA), European Social Marketing Association (ESMA) and Australian Association of Social Marketing (AASM) stating that "Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good" (AASM, ISMA, ESMA, 2013, p. 1). Both researchers and practitioners have been using Social Marketing to address a diversity of social problems, such as, tobacco dependence (Almestahiri et al., 2017), obesity (Stead et al., 2007), drugs and alcohol dependence (Hastings et al., 2002), and bullying (da Silva et al., 2017).

In spite of the development and the greater consensus around the definition, there is still criticism and many doubts about the delimitation of the field and the assessment of Social Marketing interventions' effectiveness (Gordon et al., 2006; Helmig & Thaler, 2010; Peattie & Peattie, 2003). In order to clarify and establish the limits of the Social Marketing action, the literature proposes that the following

benchmark criteria should be considered when developing a Social Marketing intervention: i) it should aim behaviour change, which is used to design and evaluate interventions; ii) consumer research to understand the target audience should be carried out; iii) segmentation must be applied to the audience group based on attitudes or behaviours, iv) an exchange that is attractive and motivational must be proposed to the target audience; v) a marketing mix, i.e. product, price, promotion, and place should be planned, although adapted to the context; vi) the competition, i.e., behaviours that compete with the desired behaviour, should be analysed and understood; vii) there should be a customer orientation, in terms of designing the Social Marketing interventions according to customer needs, and viii) theories to sustain the development of interventions should be used (Almestahiri et al., 2017; Andreasen, 2002; French, 2009; Glenane-Antoniadis et al., 2003). These benchmark criteria aim to help the planning and implementation of marketing programs (Andreasen, 2002). Its effectiveness is the most important aspect of Social Marketing (Helmig & Thaler, 2010) and studies have been offering evidence that behaviour change in Social Marketing interventions is more effective when more benchmarks are designed (Almestahiri et al., 2017). Nevertheless, several Social Marketing programs still fail to use the benchmarks or only some of them are used (Almestahiri et al., 2017). This leads to the difficulty in measuring and comparing the effectiveness of Social Marketing, which is one of the gaps in this area (Gordon et al., 2006; Peattie & Peattie, 2003). Another gap is the lack of marketing terminology in social interventions, which have been making more difficult to identify Social Marketing in some actions implemented (Peattie & Peattie, 2003). Although Social Marketing targets a behavioural change, many of its interventions are based on assumptions instead of theory (Truong, 2014). Thus, the limited use of theory reveals another gap in Social Marketing (Almestahiri et al., 2017).

Measuring the effectiveness of Social Marketing is difficult and challenging (Andreasen, 2002) and this investigation intends to develop and implement a Social Marketing intervention that meet all the benchmark criteria to ensure and measure its effectiveness (Almestahiri et al., 2017). For that purpose, the study focuses on prejudice as the social problem to be addressed. Prejudice is a negative attitude (Allport & Kramer, 1946) with harmful consequences for human development (Abrams & Killen, 2014; Benner & Graham, 2013; Killen et al., 2011), for which Social Marketing seems to provide a promising framework as a way to reduce it (Campbell & Brauer, 2020).

A specific context in which prejudice is revealed and requires intervention is in dance, particularly in relation to boys who dance which (Garrett & Wrench, 2018; Risner, 2014; Sanderson, 1996, 2001). Dance, approached as a sports activity, has an important role in society's wellbeing, and gender should not be a drawback to practise any sport (Gard, 2003). However, there is research confirming the stigma

associated with boys who dance, who are viewed as effeminate, homosexual, and not real men (Craig, 2013; Risner, 2014). Besides the negative consequences of this prejudice (Risner, 2002a), the benefits that dance can offer for individuals' wellbeing can be prevented by the existence of such a prejudice that is a disincentive for those who could be interested in joining this activity (Buck & Turpeinen, 2016; Crawford, 1994).

The challenge of promoting positive attitudes towards dance and boys who dance, based on an intervention designed through Social Marketing benchmark criteria, is the test of its effectiveness. Based on theoretical frameworks offered by the Social Cognitive Theory (Bandura, 2001) and the Theory of Planned Behaviour (Ajzen, 1991), this research furthers the understanding about the development of prejudice, how prejudice prevails, and the elimination/reduction of prejudice through Social Marketing interventions. These two theories have been combined in different researches in order to predict human behaviour (Lubans et al., 2012; Luc, 2020). The Theory of Planned Behaviour (Ajzen, 1991), which focuses on predicting behavioural change by explaining intentions (Ajzen, 2015), has been used in recent years as a theoretical framework for designing behaviour change interventions (Bosnjak et al., 2020; Steinmetz et al., 2016). The underlying model considers three dimensions that are antecedents of the intention: attitude, subjective norms and perceived behaviour control (Ajzen, 1989, 1991). The Theory of Planned Behaviour has been a target for some criticism (Sniehotta et al., 2014), but it is still widely used (Castanier et al., 2013; David & Rundle-Thiele, 2018; Earle et al., 2020; Kothe & Mullan, 2014; Moan & Rise, 2011; Parkinson et al., 2018; Siuki et al., 2019; Tyson et al., 2014) due to its consistency in predicting behaviour from intention (Ajzen, 2015). Ajzen (2015) argues that there is evidence that changes in behaviours can be achieved through a large change in intentions. This investigation relies on this theory due to its adequacy to the purpose of clarifying the determinants of children's and adolescents' intentions to develop dancing behaviours. Concerning the Social Cognitive Theory (Bandura, 2001), it is a comprehensive theory of human behaviour that includes three factors that influence behaviours, namely, self-efficacy, outcome expectancies, and socio-structural factors (Bandura, 2001, 2002), and it has been used in different areas (Chiu et al., 2006).

Mainly due the sanitary challenges posed by the COVID-19 pandemic, this study followed an online design to reach the children and adolescents target of the research. The increasing use of the internet and the proliferation of digital communication (Bolotaeva & Cata, 2010; Talpau, 2014) allows a new way for social marketers to communicate with their target audience (Peattie, 2007), especially with young people who spend a large part of their time online (Chassiakos et al., 2016; Shatto & Erwin, 2016). For this reason, although there is little empirical research regarding online interventions (Cugelman et al.,

2011), some studies exist in the area of Social Marketing in online environment (Spears et al., 2018; van Kessel et al., 2016).

In the next section the formulated research questions and the main objectives of the research will be presented.

2. Main research question and objectives

The research aims to answer the following general research questions (RQ):

RQ1) What effect does a Social Marketing intervention have on reducing prejudice towards boys who dance?

RQ2) Does a Social Marketing intervention increase children's and adolescents' intentions and outcome expectancies related to dance activities?

One of the main objectives of the current study is to contribute to the Social Marketing field, by designing an intervention based on the benchmark criteria to assess its effectiveness. We aim at assessing the effectiveness of a Social Marketing intervention by exploring its influences on intentions and outcome expectancies and on their determinants.

This research proposes to measure the impact of a Social Marketing intervention designed to reduce prejudice towards boys who dance. Considering the children's and adolescents' sports choices, this investigation explores the relationship between the prejudice against dance and their preferences when they choose a sport or activity and their outcome expectancies. Based on the Theory of Planned Behaviour (Ajzen, 1991) and Social Cognitive Theory (Bandura, 2001), a research model was developed to test whether an intervention affects the views and perceptions of children and adolescents on this issue. To verify if Social Marketing increases children's and adolescents' intentions to join dance activities and their outcome expectancies of joining dance activities, these two theoretical approaches were deemed appropriate. The first one because it considers the prior conditionings of the intention where Social Marketing can intervene and the second because there is a great vicarious learning component regarding prejudice (Manikam & Russell-Bennett, 2016).

Social Marketing calls for the application of experiments (David & Rundle-Thiele, 2018). For this reason, this research applies an experimental design to verify the cause-effect relationship of an intervention that is evaluated by its influence on the variables of the model among an experimental and a control group of children and adolescents (Grant & Giddings, 2002; Saunders, Lewis, & Thornhill, 2007). The research was implemented within the Portuguese social educational context, and, because

randomization of groups was not possible, the research qualifies as a quasi-experimental study (Campbell & Stanley, 1963; Grimshaw, Campbell, Eccles, & Steen, 2000; Shadish, Cook, & Campbell, 2002).

In the next section, we define the basic philosophical assumptions of this investigation and the methodological procedures to gather and analyse the study's data.

3. Ontology, epistemology and methodology

Methodology represents the path followed by an investigator and involves a set of techniques and methods to guide the scientific research, dealing with general principles to get new knowledge (McGregor & Murnane, 2010). Understanding the methodology means to understand why some methods prevailed over others. Methodology is one of the elements of a paradigm (Sobh & Perry, 2006) that can be defined as a “shared belief within a community of researchers who share a consensus about which questions are most meaningful and which procedures are most appropriate for answering those questions” (Morgan, 2007, p. 53). Thereby, a paradigm comprises three elements, specifically: i) ontology, the reality; ii) epistemology, the relation between reality and the investigator; and the iii) methodology, i.e., the techniques used by the investigator to discover the reality (Sobh & Perry, 2006) (Table 1). A paradigm can take different philosophical assumptions. The choice of the research philosophy is related to how the investigator views the world, which will influence the research strategy and the methods chosen as part of it (Burrell & Morgan, 2017). In terms of the nature of knowledge, positivism and interpretivist are considered the two main paradigms that sustain opposing perspectives (Alharahsheh & Pius, 2020). For the positivism paradigm, the goal is to describe an experience or test a theory (Mackenzie & Knipe, 2006). Positivist researchers intend to develop and test hypothesis and cause effect relations (Grant & Giddings, 2002). Regarding the interpretivist paradigm, the goal is to understand and explain what happens (Burrell & Morgan, 2017) and to provide a theory or a set of meanings for the observations (Mackenzie & Knipe, 2006). Interpretivist, constructivism and critical theory are associated with qualitative research designs (Grant & Giddings, 2002; Sale et al., 2002; Sobh & Perry, 2006), while positivism is aligned with the quantitative approach (Grant & Giddings, 2002; McGregor & Murnane, 2010). A quantitative research demands the use of statistical techniques and resources, contrarily to the qualitative research, which aims to interpret the phenomenon (McGregor & Murnane, 2010).

Table 1 - Four Scientific Paradigms

Element	Positivism	Interpretivist/ Constructivism	Critical theory	Realism
Ontology	Reality is real and apprehensible.	Multiple local and specific “constructed” realities.	“Virtual” reality shaped by social, economic, ethnic, political, cultural, and gender values, crystallised over time.	Reality is “real” but only imperfectly and probabilistically apprehensible and so triangulation from many sources is required to try to know it.
Epistemology	Findings true – researcher is objective by viewing reality through a “one-way mirror”.	Created findings – researcher is a “passionate participant” within the world being investigated.	Value mediated findings – researcher is a “transformative intellectual” who changes the social world within which participants live.	Findings probably true – researcher is value-aware and needs to triangulate any perceptions he or she is collecting
Common Methodologies	Mostly concerns with a testing of theory. Thus, mainly quantitative methods such as: survey, experiments, and verification of hypotheses.	In-depth unstructured interviews, participant observation, action research, and grounded theory research.	Action research and participant observation.	Mainly qualitative methods such as case studies and convergent interviews.
Source: Sobh & Perry (2006, p. 1195)				

In social sciences, the existence of mutually exclusive paradigms is very limiting (Willmott, 1993) in practise. In this line, in addition to the positivist and non-positivist paradigms, the combination of qualitative and quantitative approaches suggests another paradigm, the pragmatism (Azorin & Cameron, 2010; Morgan, 2007; Tashakkori, Teddlie, & Teddlie, 1998). For the pragmatic paradigm, the focus is directed to producing useful knowledge (Feilzer, 2010; Morgan, 2007), using the best suitable methods for that goal, instead of being limited by the choice of methods based on epistemological beliefs (Johnson & Onwuegbuzie, 2004). In this sense, concerning research in the field of social sciences, the pragmatic paradigm very often suits the purposes of the research (Kaushik & Walsh, 2019). Table 2 presents the different perspectives regarding the fundamental beliefs of research paradigms for social sciences (Wahyuni, 2012). Thus, concerning the research methods, the following classification is proposed: mono method (qualitative or quantitative), multi-method (various quantitative and various qualitative), and mix methods (quantitative and qualitative) (Saunders et al., 2007).

Table 2 - Fundamental Beliefs of Research Paradigms in Social Sciences

Fundamental Beliefs	Research Paradigms			
	Positivism (Naïve realism)	Post-positivism (Critical Realism)	Interpretivism (Constructivism)	Pragmatism
Ontology: The position on the nature of reality.	External, objective and independent of social actors.	Objective. It exists regardless human thoughts and beliefs or knowledge of their existence, but is interpreted through social conditioning (critical realist).	Socially constructed, subjective, may change, multiple.	External, multiple, views chosen to best achieve an answer to the research question.
Epistemology: The view on what acceptable knowledge is based.	Only observable phenomena can provide credible data, facts. Focus on causality and law-like generalisations, reducing phenomena to the simplest elements.	Only observable phenomena can provide credible data, facts. Focus on explaining within a context or contexts.	Subjective meanings and social phenomena. Focus upon the details of situation, the reality behind these details, subjective meanings and motivating actions.	Either or both observable phenomena and subjective meanings can provide acceptable knowledge depending on the research question. Focus on practical applied research, integrating different perspectives to help interpret the data.
Axiology: The role of values in research and the researcher's stance	Value-free and etic. Research is undertaken in a value-free way, the researcher is independent of the data and maintains an objective stance.	Value-laden and etic. Research is value laden; the researcher is biased by world views, cultural experiences and upbringing.	Value-bond and emic. Research is value bond, the researcher is part of what is being researched, cannot be separated and so will be subjective.	Value-bond and etic-emic. Values play a large role in interpreting the results, the researcher adopting both objective and subjective points of view.
Research Methodology: the model behind the research process	Quantitative	Quantitative or Qualitative	Qualitative	Quantitative and qualitative (mixed or multimethod design)
Source: Wahyuni (2012, p. 70)				

Mixed methods research has been gaining supporters who consider that a certain phenomenon can be better known and explained through the use of more than one approach (Azorín & Cameron, 2010; Creswell, 2009). In fact, in recent years, the use of mixed-methods has been advocated (Feilzer, 2010) leaving behind the idea that qualitative and quantitative methods are rivals (Jick, 1979). The use of mixed-methods allows benefiting from the advantages of both methods. While the qualitative research helps deepening the knowledge about the problem, the quantitative research offers statistical analyses that

provide detailed assessment of the response patterns (McCusker & Gunaydin, 2015). From this perspective, the use of a qualitative methodology does not imply the exclusion of a quantitative methodology, or vice versa (Hesse-Biber, 2010). The objective of using mixed methods is to be able to rigorously combine the strengths of qualitative and quantitative approaches (Lopez-Fernandez & Molina-Azorin, 2011; McCusker & Gunaydin, 2015). In this study, a mixed method design was implementing regarding data collection and data analysis. In the next topic the methodological choices made are presented.

3.1. Methodological choices

In view of what was described above, this research follows a pragmatic approach (Morgan, 2007) and mixes qualitative and quantitative methods of data collection and analysis. The nature of research questions also influenced the choice of the investigation strategy, the data collection techniques and the data analysis (Rugg & Petre, 2007; Saunders et al., 2007; Wahyuni, 2012). To answer the study's research questions, both qualitative and quantitative methods are suitable (Hanson, Plano Clark, Petska, Creswell, & Creswell, 2005; Johnson & Onwuegbuzie, 2004). In the marketing area, it is suggested to adapt the methods within our reach to promote knowledge of the reality in the best possible way (Gummesson, 2005). Moreover, in the field of marketing, triangulation of methods have been considered important for theory, since it can reduce possible methods bias (Deshpande, 1983). Specifically regarding Social Marketing, some authors have been arguing that it should expand its field of action to other paradigms and methods, such as the mixed methods as an option (Gordon et al., 2016; Gordon & Gurrieri, 2014). The use of multiple methods can provide better opportunities to answer research questions and to assess the extent to which findings and inferences made may be trusted, and can be applied for several reasons, such as, triangulation, facilitation, complementarity, generality, aid interpretation, development, and expansion of the knowledge (Bryman, 2006; Jick, 1979; Tashakkori, Teddlie, & Teddlie, 1998). For example, the use of qualitative methods helps understanding better the relationships between variables tested in a quantitative study (Saunders et.al, 2007; Bryman, 2006). Thus, a study that uses mix-methods can combine and enhance the advantages of both methods (Wisdom et al., 2012). Through the use of mixed methods, we intended to take advantage of each method, complementing them (Azorin & Cameron, 2010; Creswell, 2009). In terms of the implementation of data collection (Lopez-Fernandez & Molina-Azorin, 2011) we adopted a sequential exploratory design, in which a qualitative data collection and analysis subsequently allows conducting and guiding quantitative data

collection and analysis (Creswell, 2009). The collection of qualitative and quantitative data occurred sequentially and not simultaneously (Creswell, 2009).

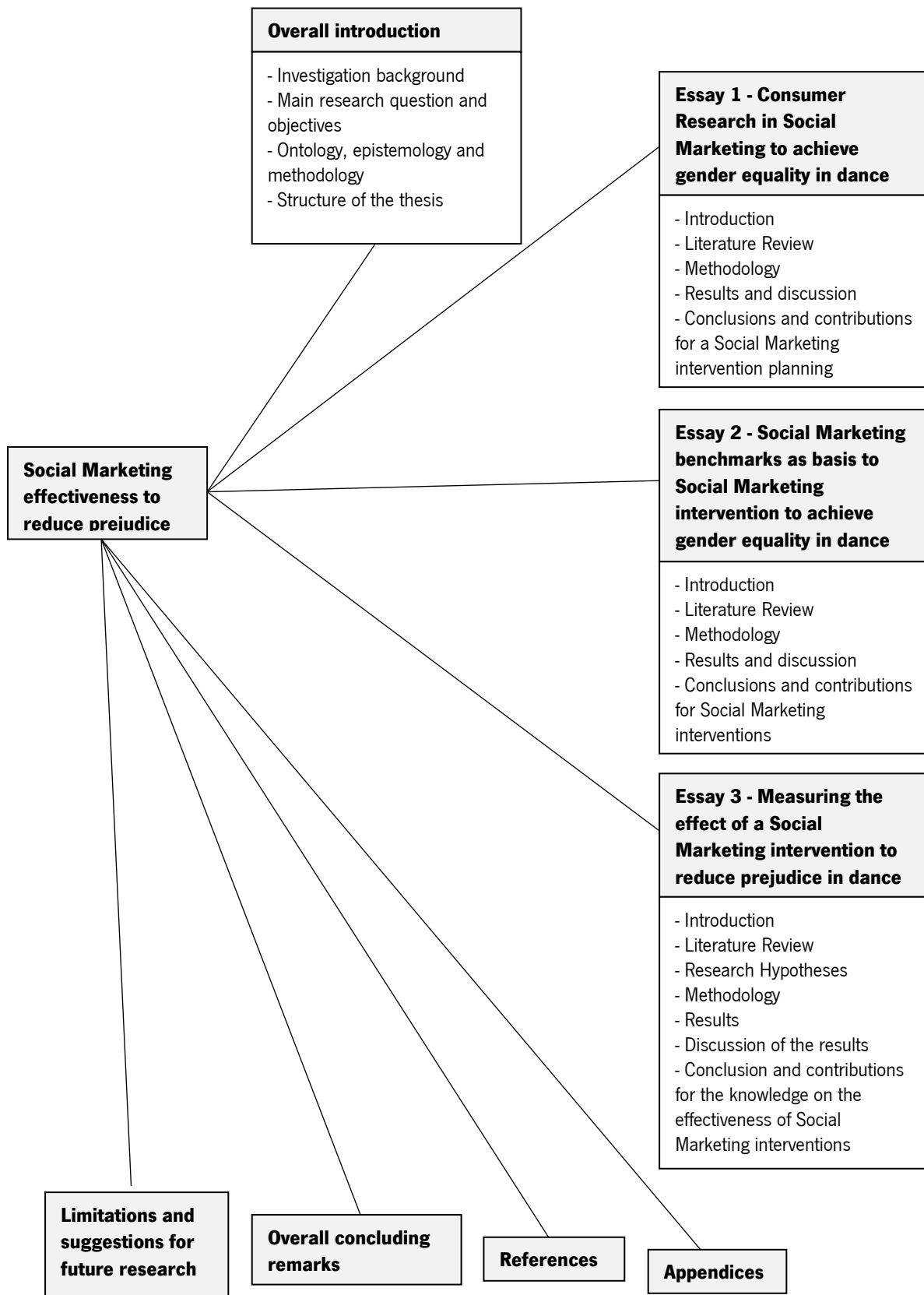
By using qualitative and quantitative approaches we could reach a deeper level of knowledge about the influences of marketing, namely, of a Social Marketing intervention (Park & Park, 2016). To understand how a Social Marketing intervention may affect the attitudes towards boys who dance, consumer research, through exploratory work, was necessary to gain familiarity with the problem (Stebbins, 2001). Thus, a qualitative exploratory study was carried out based on in-depth interviews with relevant stakeholders, including children and adolescents, parents and teachers. In addition to the interviews and still with exploratory purposes, an exploratory Social Marketing intervention was designed and implemented, with data being collected through observation. The methods used for consumer research aimed at understanding the target audience in this context and, for this reason, the study adopted a qualitative approach in this stage (Stebbins, 2001). Data were analysed using content analysis (Garrison et al., 2006). After the exploratory study, following a quantitative approach, a quasi-experimental study was implemented to measure the effectiveness of Social Marketing (David & Rundle-Thiele, 2018), by using descriptive analysis (Paired T-Test, Independent T-Test) and PLS-SEM analysis.

Our decision regarding the orientation and weight of the design (Lopez-Fernandez & Molina-Azorin, 2011) is the following: sequential design, collection first qualitative data and then quantitative data; and our priority is quantitative design. This decision is justified by the need of the qualitative work to prepare the design of the entire Social Marketing intervention, which has a relevant role in the intervention's success. To contribute to knowledge about the effectiveness of Social Marketing, the quantitative results of the experimental study are central.

4. Structure of the thesis

The current thesis includes three Essays and is divided into seven parts, as depicted in Figure 1. These three Essays are the result of two studies, a qualitative and a quantitative, as exposed in the previous section. The first part includes the general introduction that we have just presented. We dedicate this first part to a general framework providing a background of the entire investigation, presenting research questions and the objectives of the investigation. Within this overall introduction, the other part is dedicated to providing an overview of the methodology contextualized in its philosophical assumptions. Thus, we described and justified our ontological and epistemological positions, and then the methodological choices and methods used.

Figure 1 - Structure of the thesis



In the second part, we present the first Essay entitled: "Consumer Research in Social Marketing to achieve gender equality in dance". Here, after a brief introduction, we begin by exploring the concept of Social Marketing in a literature review and deepening into Social Marketing benchmarks criteria, followed by Social Marketing consumer research issues. Given the focus and context of our research, still in the literature review we approach prejudice and the specific case of prejudice in dance. After the literature review, we present in detail the methodology of the exploratory study, including the research questions and objectives, the research design, sampling and sample profile, and the data collection and analysis procedures. Next, we illustrate the results obtained both from the interviews and the exploratory intervention. Finally, we close the first Essay by presenting some conclusions, research limitations and future research directions.

The second Essay, which constitutes the third part of the thesis, is entitled "Social Marketing benchmarks as basis to Social Marketing intervention to achieve gender equality in dance". It begins with an introduction presenting the overview for this Essay. Then, we present the literature review, which includes the issues of Social Marketing interventions, behaviour change' theories and methods, and the online interventions. Similarly, to the structure of the first Essay, we then describe the implemented methodology in terms of research design. Then, the design of the intervention is presented followed by the discussion of the results. The conclusions, research limitations and directions for future studies represent the last part of this second Essay.

In the third Essay designated "Measuring the effect of a Social Marketing intervention to reduce prejudice in dance", after a brief introduction, we start with a review of the Theory of the Planned Behaviour and Social Cognitive Theory, which guided the empirical study. Based on the literature review and the results of first and second Essays, we then proceed to the presentation and explanation of the hypotheses and conceptual model. We continue to describe the research methods used, followed by the presentation of the results of data analysis of the quasi-experimental study. Then, we move on to the discussion of the results. The Essay ends by presenting a conclusion and contributions to knowledge on Social Marketing's effectiveness, and by addressing some research limitations and directions for future studies.

The final part of this thesis provides overall concluding remarks, describes the limitations of the study as a whole, and offers suggestions for future investigations.

II. Essay 1

Consumer Research in Social Marketing to achieve gender equality in dance

1. Introduction

Gender equality is one of the goals (goal 5) defined on the plan of action for people, planet and prosperity of the Sustainable Development Goals (SDGs) agreed at a United Nations General Assembly in September 2015 (United Nations, 2015). Also, the goal 10 of SDGs targets all forms of inequality and it is committed with the promotion of the social inclusion of all, including in terms of gender (United Nations, 2015). Many are the domains where gender inequality is manifest and women are the ones who are most often under fire (Koehler, 2016). For that reason, women's disadvantage may come quicker to our minds when gender inequality is mentioned. However, discrimination also affects men in some areas, dance being one example of this. Dance is a form of exercise that motivates a person to become physically active and that can be enjoyed throughout life (Ward, 2008). It helps to prevent excessive weight gain and cardiac risk and reduces stress, helps to increase life satisfaction, having better posture, stimulating creativity and increasing balance, coordination, and controlled movement (Hanna, 1995; Olvera, 2008; Ward, 2008). The access to such benefits may be hampered by gender discrimination (Buck & Turpeinen, 2016; Crawford, 1994). Gender should not be an impediment to practise any sport, including dance (Gard, 2003), but research shows that teasing, harassment, and aggression towards adolescent males who dance exist (Gard, 2003; Risner, 2014). Dance is viewed as a practice mainly for girls and boys who dance are frequently are portrayed as effeminate and, homosexual (Craig, 2013; Risner, 2014). Since male adolescents do not want to be associated with any activity which may be interpreted as feminine, they may be deterred from their wish to join dance activities (Garrett & Wrench, 2018; Sanderson, 1996, 2001). Literature shows that the stereotype of dance being a feminine activity (Jakubowska & Byczkowska-Owczarek, 2018; Richardson, 2018) can inhibit men from practicing this kind of activity (Clegg et al., 2019; Holdsworth, 2013). Thus, an approach is needed, not only to reach and attract young people who do not dance, but also to positively influence their attitudes and behaviours towards boys who dance. Social Marketing approach can be used as a tool to accomplish this purpose.

As suggested by Andreasen (2002), a Social Marketing intervention should follow several benchmark criteria to be effective. Customer research is one of such criteria, which establishes the first step to behaviour change, by focusing on the study of the audience and working as the basis for the following steps of the investigation. Therefore, the purpose of the exploratory study presented in this Essay was to

understand the perceptions about the problem better and gain insights about how to best approach the targets in order to promote attitude and behaviour change through a Social Marketing intervention. We used both qualitative interviews with targets of interest and an exploratory Social Marketing intervention to assess its operability and potential results. This study followed a qualitative approach aiming at exploring the answers to the following research question: How do children and adolescents and their direct influencers perceive dance, and what are their views and perceptions about boys who dance?

This essay starts by presenting the background of Social Marketing concept, moving to the identification and analysis of the Social Marketing benchmarks, with a special section dedicated to exploring the consumer research benchmark. The concepts of attitude and prejudice have also been revised, especially prejudice in dance. The methodological procedures, including the research questions and objectives, and the sampling process and sample profile will be presented, followed by the description of the data collection and analysis procedures. It will also put forward the presentation and discussion of the results of the interviews and exploratory intervention. Finally, in the concluding section, some conclusions and contributions for a Social Marketing intervention are set out, including some limitations of the research and suggestions for future work.

2. Literature Review

The literature review will cover the concept of Social Marketing in the first section. Given the importance of using Social Marketing benchmarks for the implementation of a successful intervention, in the second section of the literature review, these benchmarks will be detailed. Due to its relevance, in the following section the consumer research in the Social Marketing field will be approached in more detail. Prejudice will be the context in which we will analyse the effectiveness of Social Marketing, specifically, the prejudice concerning boys who dance. For this reason, in the last section of the literature review, we will address prejudice and, in a sub-section of it, dance and prejudice in dance.

2.1. Social Marketing

Social Marketing has seen substantial growth since the beginning of the twenty-first century, mainly due to the implementation of different Social Marketing interventions (Rundle-Thiele, 2015). However, the road to the acceptance of marketing in the social arena has been difficult. Following Kotler and Levy's (1969) suggestion to broaden the marketing concept, some authors, such as Bartels (1974) and Luck (1969), indeed considered that marketing should be restricted to business activities in order to keep its identity. Nevertheless, Social Marketing practices already existed before the discussion of the broadening of the marketing concept, having been used in the 1960s, mainly in the health area, although not under the name of Social Marketing (Andreasen, 2002; Glenane-Antoniadis et al., 2003).

In the social context and to attain social goals, marketing can be defined as “the adaptation of commercial marketing technologies to programs designed to influence the voluntary behaviour of target audiences to improve their personal welfare and that of the society of which they are a part” (Andreasen, 1994, p.110). Such adaptation entails some challenges, though. In terms of segmentation and targeting, for example, social marketers aim at targets that are harder to reach and to work with, and that tends to be ignored by commercial marketers (Andreasen, 2002). Additionally, although the majority of Social Marketing definitions are in line with those of commercial marketing (Andreasen, 1994; Dann, 2010; Hastings & Saren, 2003), some researchers argue that, in order to set the boundaries of its own field, Social Marketing should have its own terminology, with a bigger focus on behaviour change (Almestahiri et al., 2017; Janssen et al., 2013; Peattie & Peattie, 2003; Thackeray et al., 2012).

In this context, it seems necessary to reframe Social Marketing, not to be a different marketing, but as a different perspective to look at it (Peattie & Peattie, 2003), with its own specific vocabulary (Table 3). Social marketers often consider the adoption of an idea or behaviour by a specific target, or the behavioural offer as the product (Gordon, 2012).

Table 3 - Social Marketing Vocabulary

Social Propositions	Instead of Products
Costs of involvement	Instead of Price
Accessibility	Instead of Place
Social Communication	Instead of Promotion
Interaction	Instead of Exchange

Source: Peattie & Peattie (2003)

Thus, in Social Marketing, the Product's "P" is related to behaviours, products and services, and core benefits (Lahtinen et al., 2020; Lee & Kotler, 2011). Social Marketing focuses on new behaviours that people can perform in their daily lives, which can be promoted by offering tangible products, such as condoms to encourage safe sex, for instance, or/and services to persuade behaviour change, and benefits are the rewards that people will receive for changing their behaviour (Lee & Kotler, 2011; Lefebvre, 2011). In this vein, Social Marketing should include not only communication tools to encourage behaviour change, but also these products or services that make the proposal of behaviour change easier and more effective, although they may not be sufficient conditions (Thackeray et al., 2012). From a transaction costs-based perspective, the Social Marketing Price is related to the costs associated to adopting the desired behaviour, which can take different forms, namely, psychological, cultural, social, temporal, practical, physical and financial (Gordon, 2012; Peattie & Peattie, 2003). Tapp and Spotswood (2013) suggest that the costs are higher when people lack the necessary education or skills, making behaviour change more difficult. The persuasion to change behaviours will be easier when incentives are aligned with costs (Lefebvre, 2011). In Social Marketing, the Place's "P" is related to the concept of accessibility, meaning that the place strategy includes the opportunities created to perform the desired behaviour or to not perform the undesired behaviour (Lefebvre, 2011; Peattie & Peattie, 2003). Place is also related with channels by which behaviour change is promoted (Gordon, 2012). Thus, Social Marketing needs to create a favourable physical and social environment that allows the behaviour to change (Edgar et al., 2015). Regarding the Promotion's "P", it is the more visible and recognizable dimension and includes all the means that can be used to promote the behaviour change of the target audience (Gordon et al., 2006; Lefebvre, 2011). However, as Andreasen (2002) notes "campaigns that are purely communication campaigns are not Social Marketing" (p.7).

To sum up, Social Marketing has been establishing its own field and adopting its own terminology. Still, some authors, such as Andreasen (2002) and others, propose that several benchmarks should be

taken into account, in order to strengthen the field and increase the potential of developing successful Social Marketing Interventions, as it is described in the next section.

2.2. Social Marketing Benchmarks

To clarify the Social Marketing concept and in order to contribute to the development of a specific terminology (Almestahiri et al., 2017; Janssen et al., 2013; Peattie & Peattie, 2003; Thackeray et al., 2012), eight benchmarks have been proposed for developing, planning and evaluating Social Marketing interventions, namely: i) behaviour change; ii) consumer research; iii) segmentation; iv) exchange; v) marketing mix; vi) competition; vii) consumer orientation and viii) theory (Almestahiri et al., 2017; Andreasen, 2002; French, 2009). Although studies have been showing that behaviour change is more effective when more benchmarks of Social Marketing are considered when planning the intervention, a lack of the use of these benchmarks still prevails (Almestahiri et al., 2017), leading to one of the gaps in this area: the difficulty in reliably measuring the effectiveness of Social Marketing (Gordon et al., 2006; Helmig & Thaler, 2010; Peattie & Peattie, 2003), which is considered the most important aspect of Social Marketing (Helmig & Thaler, 2010).

Behaviour change. This benchmark is related with the behavioural change goal, one of the distinctive characteristics of Social Marketing and the accomplishment of this goal is a measure of Social Marketing's success (Andreasen, 2002). While some interventions aim directly at promoting some behaviour, which can be measured in terms of its increase (Kennedy et al., 2013), others aim simply at raising awareness to a specific social problem (McCausland et al., 2009; Schmidt et al., 2009) or at changing the beliefs about it (Bogueva et al., 2017; Schmidt et al., 2009). Social Marketing interventions can also enhance the self-efficacy to accomplish the desired behaviour (McCausland et al., 2009). A key to achieve a behavioural change is to determine behaviour change goals, through the definition of intermediate steps (French, 2009).

Consumer research. Gaining insights into the target audience is important because this knowledge can be used to develop relevant new interventions or to improve existing ones (Almestahiri et al., 2017; Andreasen, 2002; Kelly et al., 2003). Moreover, consumer research can be used as a pre-test of the elements of an intervention, as well as a control of how the intervention is rolled out (Stead et al., 2007). Interviewing is the most often used qualitative method in Social Marketing consumer research (Pettigrew & Roberts, 2011) as it allows the researcher to have close contact with the target audience to gather rich in-depth insights that can be used to make more relevant interventions (Brounéus, 2011; Mitchell & Jolley, 2012).

Segmentation. It is a strategic marketing tool to sub-divide the market into groups with homogeneous characteristics and attributes (Kotler & Armstrong, 2010). Contrarily to the traditional segmentation strategies, which are focused on a homogeneous need, audience segmentation looks for individuals which are more likely to adopt the behaviour (Andreasen, 2002; French, 2009). Segmentation is based on the most relevant attitudes or behaviours of the targeted group, rather than on traditional segmentation criteria, such as demographic characteristics. According to Andreasen (2002), this type of segmentation will ensure maximum efficiency and effectiveness in the use of scarce resources. Moreover, segmentation has been used to create messages tailored to the target audience (McCausland et al., 2009), which contributes to improve the effectiveness of a Social Marketing campaign (Huhman et al., 2008).

Exchange. Marketing is grounded in the concept of exchange (Bagozzi, 1975; Houston & Gassenheimer, 1987). For this reason, it is important to understand what incentives or halts one's behaviour, and social marketers need to propose an attractive offer to the target audience and minimize the costs of performing the new behaviour (French, 2009). For an exchange transaction to occur, the four P's are very important, working as boosters or barriers (Kotler & Armstrong, 2010).

Marketing-Mix. Even though marketing mix is short-term focused, while Social Marketing requires a long-term behaviour change (Gordon, 2012), the marketing mix model may offer relevant contribution to plan and assign more rigour and accuracy to the Social Marketing approach (Edgar et al., 2015). When marketing mix is regarded as a tool that can also be used in Social Marketing (Andreasen, 2002), the following elements must be considered by the social marketers: behaviours, products and services (product); incentives and costs (price); readjustment, access and opportunities (place); expansion, and communication through a multiplicity of ways (promotion). All these elements are important to the target audience (Lefebvre, 2011).

Competition. Competition regards the need to catch attention and acceptance of the desired behaviour when compared to the behaviour that is intended to be ceased or to be altered (Peattie & Peattie, 2003). Competition is, then, the benchmark related with behaviours that compete with the desired behaviour. It is recommended to pay close attention to the competition that the desired behaviour faces, when planning a Social Marketing intervention (Almestahiri et al., 2017; Andreasen, 2002). French (2009) suggests that the individual's ability to adopt the desired behaviour can be affected by both internal competition factors, which affect a person's behaviour directly, such as habit and addiction; and external competition, referring to factors that might be seeking the attention of the same target audience and causing the undesired behaviour.

Consumer Orientation. This is a benchmark proposed by French (2009), who considers that the consumer orientation perspective allows the social marketers to plan an intervention around the problem in hands. In other words, according to the researcher, individuals should not fit the needs of the proposed intervention, interventions should be designed to address a specific need or problem and to present a solution for its satisfaction instead.

Theory. In order to provide a valuable framework for the design and evaluation of Social Marketing interventions, it is important to use theory (Almestahiri et al., 2017). The inclusion of theory as a Social Marketing benchmark was proposed by Truong (2014). To understand how to influence people's behaviour, Social Marketing applies frameworks that are used in many other bodies of knowledge such as psychology, sociology, anthropology and communication theory. Therefore, Social Marketing incorporates theories and models that can help social marketers to understand the complex human behaviour. These theories include, for example, the Social Learning Theory, Social Cognitive Theory; Theory of Exchange, Health Belief Model, Theory of Planned Behaviour; and Social Norms Approach (Andreasen, 2002; Lefebvre, 2011; Luca & Suggs, 2013). In spite of the advantages of Social Marketing and its different interventions (Gordon et al., 2006), the application of theory (Lefebvre, 2011; Luca & Suggs, 2013; Truong & Dang, 2017) is still limited and more theories, with a critical approach and more conceptual frameworks are needed (Almestahiri et al., 2017; Chin & Mansori, 2018; David & Rundle-Thiele, 2018).

Because Social Marketing, as a concept, is about influencing human behaviour, it is important to understand the audience (Andreasen, 1994), which corresponds to the consumer research benchmark. In the next section, we deepen the discussion around this benchmark, which constitutes the nuclear focus of this first Essay.

2.3. Social Marketing Consumer Research

Consumer research is usually qualitative or quantitative (Hanson & Grimmer, 2007). As in commercial marketing, consumer research is also important in Social Marketing and it is part of its concept, such as it is defined by Kotler and Zaltman (1971): “the design, implementation, and control programmes calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication, distribution, and marketing research” (p. 12). The main goal of Social Marketing is the voluntary behavioural change (Dann, 2010). For this task, it is recommended to examine previous consumer knowledge and to conduct a primary consumer research (Bloom & Novelli, 1981; Malhotra & Peterson, 2001). Therefore, Social Marketing consumer research is useful to design and plan

interventions and to determine its objectives with the specificities of the targets in mind (Butler et al., 2007).

Concerning the methods for social consumer research, the majority of the studies use qualitative methods, followed by mixed methods, or quantitative methods (Truong, 2014). Qualitative consumer research is used as an exploratory approach to provide a deeper knowledge of a phenomenon (Calder, 1977). To this purpose, interviewing is the most used qualitative method in Social Marketing (Pettigrew & Roberts, 2011), since it allows the researcher to contact directly with the target audience in order to obtain useful insights to develop interventions. However, the mixed-methods and quantitative methods are gaining prominence and have been suggested as a path for future expansion of literature on Social Marketing (Truong, 2014).

Social Marketing uses the knowledge obtained through consumer research to guide behavioural change interventions, in terms of product creation, pricing, communication and distribution to reach the target audiences (Kotler & Zaltman, 1971). For these reasons, it is important to start a Social Marketing programme with a consumer research. Such research will also allow to deepen the knowledge about the social problem to address, which, in the case of this research is prejudice towards male dancers. In the next section, we will address prejudice, which is an area that has been approached from different perspectives, but where Social Marketing interventions are required (Campbell & Brauer, 2020).

2.4. Attitude and Prejudice

Attitudes have been targeted as object of study in social sciences, because of their ability to predict behaviour (Ajzen, 2001). Attitude can be defined as an “evaluation of an object, concept, or behaviour along a dimension of favour or disfavour, good or bad, like or dislike” (Ajzen & Fishbein, 2000, p. 3). Three attitude components can be identified: i) cognition, which includes responses that reflect beliefs and perceptions; ii) affection, reflecting emotions and feelings; and iii) conation, comprising behavioural inclinations, intentions, commitments, and actions (Ajzen, 1989).

Prejudice is generally considered an attitude (Allport, 1993) that occurs when someone sees other person or a group in a negative way, resulting in negative consequences for its targets, namely, spoken abuse, avoidance, bigotry, violence and genocide, i.e., attempt to destroy a person (Allport & Kramer, 1946). Prejudice is also defined as “a somewhat inherently human trait, the manifestation and eradication of which is found in the structure of relations and emotions between social groups around the world” (Zuma, 2014). Although the concepts of prejudice and stereotype are often interrelated (Devine, 1989),

it should be noted that prejudice is a negative attitude (Paluck & Green, 2009), while the stereotype includes beliefs that can be either positive or negative (Neto, 2020).

Human beings are not born prejudiced (Allport, Clark, & Pettigrew, 1954). Children start developing prejudice from the ages of six to 16, and this development is more expressive between the 12 and 16 years old (Allport & Kramer, 1946). Moreover, prejudice is learnt by children from adults and peers (Killen et al., 2011). Throughout their development, children constantly receive positive and negative information in accordance to their belonging group, in terms of gender, race, ethnicity, culture, religion, etc., which might be at odds with their own experience and social cognitive interpretations (Killen, 2007). For example, the messages received from adults and peer interactions and relationships during their social cognitive development, affect how prejudice emerges in children (Killen, 2007; Killen et al., 2011). In turn, social attitudes developed during childhood have implications for attitudes and behaviours in adulthood (Abrams & Killen, 2014). For this reason, prejudice should be fought in the early stages of the human development and not in adulthood, when prejudice is deeply rooted and it is very difficult to change it (Killen, 2007; Rutland & Killen, 2015).

At the same time that children learn prejudice, they are also a target of different forms of prejudice, being related with race/ethnicity or sexual preferences, overweight/obesity, or gender, in general (Ekehammar et al., 2003; Penny & Haddock, 2007; Powlishta et al., 1994). This is a very relevant problem because being the target of prejudice from an early age has negative consequences on the individual's psychological development (Benner & Graham, 2013; Killen et al., 2011). Discrimination is a consequence of attitudes of prejudice (Benner et al., 2015; Rodin et al., 1989) and victims of discrimination may experience social harm for exclusion, derogation, and unfair treatment (Rodin et al., 1989). Furthermore, prejudice is related to other social problems, such as exclusion, inequality, violence in intergroup relations and intolerance (Neto, 2020). Overtime, social exclusion provokes conflict, tension, depression, anxiety, loneliness, and, in extreme situations, chronic suffering (Killen, 2007; Killen et al., 2011; MacDonald & Leary, 2005).

Since consequences of prejudice are highly detrimental, it is essential to prevent it or to change its inherent attitudes and behaviours (Paluck & Green, 2009). Interventions can be designed to minimize the short- and long-term negative outcomes of prejudice (Killen et al., 2011). Social Marketing seems to be helpful for this task, since it can change attitudes and behaviours (Kotler & Zaltman, 1971). Although most research from Social Marketing field has been focusing on interventions related to health (Gordon, et al., 2006; Thackeray et al., 2012), Social Marketing can be applied to a wide range of social problems (Peattie & Peattie, 2009). The power of Social Marketing shown by health behaviour interventions (Gordon

et al., 2006), may, then, be expanded to other contexts, such as prejudice, in order to discourage behaviours deeply rooted in social norms and beliefs (Bogueva et al., 2017; Zitek & Hebl, 2007). This is in line with a recent research that suggests the incorporation of Social Marketing knowledge and tools into prejudice research (Campbell & Brauer, 2020).

In the next section, we will discuss a specific context where prejudice exists, the dance, specifically, the prejudice towards boys who dance.

2.4.1. Dance and prejudice in dance

Dance, as speech and writing, is a complex self-expression process which involves the use of left and right sides of the brain (Hanna, 1995). There are many styles of dance, such as ballet, contemporary, hip hop, jazz, traditional dance, and dance sport (Russell, 2013). Whether dance is an art or a sport is an old and ongoing debate (Guarino, 2015; Ingram, 1978). According to Guarino (2015), because dancers use their bodies in a physical and athletic way, dance can be compared to other conventional sports played by athletes. She also argues that there are dancers who train rigorously as Olympic athletes. Thus, in the context of this study dance is approached as a sport.

Different health benefits have been associated with a physical fitness program achieved through dance, such as, efficiency of the cardiorespiratory system; excessive weight prevention and reduction; flexibility in order to maintain or improve muscles; increased balance, coordination, and controlled movement; better posture and lower back pain; growth promotion; stress reduction and stimulation of creativity and increase life satisfaction (Yan et al., 2018; Hanna, 1995; Olvera, 2008). Ward (2008) also reinforces the idea that physical activity is a powerful weapon in preventing chronic diseases. The concept of dance movement therapy was presented by Levy (1988), who believes that body and mind cannot be separated and that changing the movement behaviour allows changing the psyche and promotes health and growth.

Additionally, there are some researches supporting the role of dance for wellbeing (Koch et al., 2014; Murcia et al., 2010). Dancing favours the mood (Zajenkowski et al., 2015) and allows social contact with others stimulating the psychosocial wellbeing (Hui et al., 2009). Consequently, dance can mitigate some negative behaviours such as bullying (Parault et al., 2007), which is a social problem with potentially long-lasting negative effects to health (Flannery et al., 2016; Yan et al., 2018). According to Parault et al. (2007), bullies present less aggressive behaviours when involved in dance, while from the victim's perspective, dance offers fantastic potentialities because it can be used to socialize and make new friends. In society wellbeing, Gard (2003) contends that gender, race, and other characteristics should not be

impediments to play any sport, including dance. Despite this, dance is an example where normative gender ideologies persist (Anderson et al., 2017; Holdsworth, 2013). Literature shows that the stereotype that dance is a feminine activity can inhibit men from practising this kind of activity (Clegg et al., 2019; Lehtikainen, 2006; Risner, 2002a; Sanderson, 2001). There is research that identifies some negative behaviours towards adolescent males who dance, such as teasing, harassment, and aggression (Gard, 2003; Polasek & Roper, 2011; Risner, 2014). Therefore, if dance offers physiological and psychological benefits for children's development (Connolly et al., 2011; Giguere, 2011) and also for older people who can improve balance and agility and reduce the risk of falling (Clifford et al., 2019; Hui et al., 2009; Ward, 2008), the benefits that dance can offer to people can be affected because of the existence of the prejudice (Clegg et al., 2019; Crawford, 1994).

Prejudice regarding boys who dance can be more evident in adolescence because male adolescents do not want to be associated with any activity which may be interpreted as feminine (Garrett & Wrench, 2018; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017; Sanderson, 1996, 2001). The study of Sanderson (2001) suggests that aesthetic attitudes to ballet after the age of 15 tend to reduce. Therefore, analysing the role of Social Marketing in mitigating this problem in young people is relevant.

Having presented the literature review, incorporating the theoretical concepts (Social Marketing) and the context of analysis (prejudice towards boys who dance), we will present the research methodology of the exploratory study included in this investigation in the next section.

3. Methodology

In this chapter we will describe the research design and the specific questions and objectives of the exploratory study. The following section describes the sampling process and presents the sample profile. Later, we will explain the methods used for data collection and analysis.

3.1. Research question, objectives

The first study developed within the present investigation follows an exploratory approach, with the purpose of deepening the knowledge of the problem object of the study and to increase the researchers' familiarity with its different dimensions (Saunders et al., 2007). As we mentioned earlier, by following a qualitative approach, this study aims at exploring the answers to the following research question: How do children and adolescents and their direct influencers perceive dance, and what are their views and perceptions about boys who dance? This knowledge is core for the development of a Social Marketing intervention, following the customer research benchmark criteria suggested by Andreasen (2002), which may help increasing the potential for Social Marketing effectiveness (Almestahiri et al., 2017). The study uses primary data, which were collected with the purpose of meeting the specific needs of the research in progress (Rabianski, 2003). This exploratory research comprised two components. First, the views and perceptions of the groups of interest, namely, children and adolescents, parents and teachers, were collected through interviews. Second, an exploratory Social Marketing intervention was planned and implemented with children. The specific objectives of the study are:

- a) to explore the perceptions of children and adolescents about dance;
- b) to understand the decision process and options related with activities that children and adolescents practise outside school and who influences it;
- c) to evaluate awareness and perceptions about the attitudes related to the prejudice towards boys who dance and their influences;
- d) to confirm whether prejudice indeed starts settling at young ages;
- e) to understand the dimensions of such prejudice, in terms of associations and influences;
- f) to explore the components of the Social Marketing intervention that could be used in the experimental study in terms of the tools and communication messages to achieve the reduction of the prejudice towards boys who dance;
- g) to explore the motivations and barriers to the proposed change;
- h) to identify bases for market segmentation.

3.2. Sampling and sample profile

This exploratory study was carried out in Braga (Portugal). Two main reasons were at the basis of such a decision. The first reason is related to accessibility, especially regarding the exploratory intervention, which involved volunteer dancers attending a school of dance from this location. Proximity was important to lower the logistics and financial implementation hurdles. The second reason is related to the fact that the surrounding region has shown steady growth in recent years in terms of number of dancers, which indicates that this location presents relevant dynamics in this area. In 2016 the ADDBM - *Associação de Dança Desportiva do Baixo Minho* (Baixo Minho Sports Dance Association), was created congregating all the dance clubs of the region of Minho, Portugal. The number of members of the Association has increased by 135% between 2016 and 2020. However, the Association's numbers highlight a considerable gender asymmetry. While the number of girls who dance has grown 169%, the number of males has grown only 62% in the same period (Table 4). This fact stresses the notion that dance is disproportionately more attractive to women and girls than to men and boys, which gives substantial support to the need of understanding why and if prejudice towards boys who dance has any role in it.

Table 4 - Dancers of the ADDBM from 2016 to 2020

Year	Girls who dance			Boys who dance			Total number of Dancers				
	Nr.	%	Annual Grow	Nr.	%	Annual Growth	Nr.	Growth	Growth 2016-2020	Girls' Growth 2016-2020	Boys' Growth 2016-2020
2016	62	68%		29	32%		91				
2017	99	73%	60%	37	27%	49%	136	49%			
2018	104	69%	5%	46	31%	10%	150	10%			
2019	136	77%	31%	40	23%	17%	176	17%			
2020	167	78%	23%	47	22%	22%	214	22%	135%	169%	62%

Source: ADDBM data base

Legend: ADDBM = Associação de Dança Desportiva do Baixo Minho

The use of sampling is necessary in every data collection technique when it is not feasible to study the whole population (Marshall, 1996). As such, a nonprobability sampling procedure was used to obtain a purposeful sample (Harsh, 2011; Ilker et al., 2016) of subjects of interest to interview, which would meet certain criteria. These criteria were not only easy accessibility and geographical proximity, but also other

characteristics such as gender diversity, practising and not practising dance and having influence on children's and adolescents' decision (Ilker et al., 2016).

Decisions regarding the age range of the children and adolescents were object of reflection. As previously mentioned, according to Allport and Kramer (1946), children start forming their prejudices from the age 6 to 16. Particularly regarding prejudice towards boys who dance, it shows higher evidence in adolescence when boys avoid being associated with any activity that may be associated with girls and interpreted as feminine (Garrett & Wrench, 2018; Sanderson, 1996, 2001). Because this is an exploratory study, which intended to understand better the attitudes towards boys who dance and to help the decision process concerning the experimental Social Marketing intervention, children and adolescents aged between 8 and 15 were included in the sample, which also included parents and teachers. The total number of interviews was 26. The study included 13 interviews with children and adolescents aged between 8 and 16, referred to as the group C (identified in the study with codes from C1, to C13), eight with parents, the group P (identified from P1, to P8), and five with teachers of children and adolescents within the same age range as the study's targets, the group T (identified from T1, to T5).

Although the interviews were conducted with three different groups, the central purpose of the exploratory study was to deepen the understanding about the attitudes related to prejudice towards boys who dance from the perspective of the children and adolescents. The interviews with parents and teachers aimed to compare their views with the ones of the group of children and adolescents. By including the parents' and teachers' perspectives, we intended to collect information from different angles and validate the data, through the data source triangulation (Breitmayer et al., 1993). These three different groups were considered relevant, for their role in the decision-making process regarding children's and adolescents' activities (Anderssen & Wold, 1992; Holdsworth, 2013). Moreover, there are studies about the support of parents in their children's and adolescents' activities since childhood, as well as other sources considered important for children and adolescents, such as teachers (Chua, 2015)

The average age of the interviewed children and adolescents was 13 years old. Girls account for 23% and boys for 77% of the sample. Children's and adolescents' sample is fairly similar in terms of number of dancers and non-dancers. As for the group of parents, the average age of the interviewees is around 40 years old and mothers are predominant in the sample (75%). The teachers' average age is 41 years old and they are predominantly female scholars teaching at primary, middle and secondary school levels (Table 5).

Table 5 - Profile of the interviewees

Interviewees codes	Practise of dance	Gender	Age
Children and adolescents			
C1	Dancer	Female	13
C2	Dancer	Male	14
C3	Dancer	Male	11
C4	Dancer	Female	15
C5	Dancer	Female	13
C6	Dancer	Male	8
C7	Dancer	Male	9
C8	Non Dancer	Male	12
C9	Non Dancer	Male	14
C10	Non Dancer	Male	14
C11	Non Dancer	Male	15
C12	Non Dancer	Male	15
C13	Non Dancer	Male	14
Parents			
P1	Mother	Female	43
P2	Mother	Female	47
P3	Mother	Female	34
P4	Mother	Female	40
P5	Mother	Female	40
P6	Mother	Female	41
P7	Father	Male	43
P8	Father	Male	31
Teachers			
T1	Special Education Teacher	Female	42
T2	Children and Adolescents Teacher	Female	29
T3	Children and Adolescents Teacher	Male	38
T4	Primary Teacher	Female	45
T5	High School Teacher	Female	52
Legend: C = Children and Adolescents; P = Parents; T = Teachers			

Regarding the exploratory intervention, as mentioned above, literature suggests that prejudice starts from the age of six (Allport & Kramer, 1946) and that prejudice towards boys who dance is more expressive between the age of 12 and 16 (Sanderson, 2001). However, considering the exploratory purpose of this first intervention, it was decided to implement it in a primary school, targeting children from the ages 6 to 10, to confirm the existence of prejudice at these early ages. In this intervention, 40 children, 19 boys and 21 girls, from one school of Braga (Portugal) participated.

In the next section we describe the data collection methods used, namely, for the interviews and the experimental intervention. As we introduce the data collection process, we will discuss the data analysis for each of these methods.

3.3. Data collection and analysis procedures

3.3.1. Interviews

To perform the Social Marketing consumer research, interviews were performed with the relevant stakeholders, between March and July, 2019. The interviews were purposively short to focus on relevant topics and to avoid tiredness, especially from children and adolescents, having had an average length of 10 minutes. The interviews followed a semi-structured script, including a set of core questions to guide the interviewer throughout the interviewing process (Brounéus, 2011; Mitchell & Jolley, 2012). The objective was to promote active listening and to grant some freedom to the interviewees in their answers and topics covered. Thus, the interviewer tried not to interrupt the interviewee, but as soon as possible, the interviewer returned to the previously thought questions (Brounéus, 2011).

The interviews with the three target groups started with more general questions, related to the activities that children's and adolescents' practise outside school hours. Then, issues related to attitudes towards dance were addressed, and only afterwards, the attitudes towards boys who dance were approached. Given the sensitivity of the topic, we intended that respondents would speak freely and spontaneously, and that they would not feel the need to provide desirable responses, to avoid the social-desirability bias (King & Bruner, 2000; Malhotra, 1988).

More specifically, the core topics/goals for the interviews were: i) to understand the options for the extra-school activities and their choice process; ii) to identify perceptions about dance; iii) to understand the existence of inhibiting or/and motivating factors in the decision process; iv) and to explore the existence of prejudice towards boys who dance and the source of such prejudice. Following the same objectives, the questions were adapted to each group of respondents. Appendix 1 presents the explicit sections to prompt opinions about dance and boys who dance.

The script was grounded by attitude constructs, since prejudice is considered a negative attitude (Paluck & Green, 2009). As previously discussed, prejudice is developed in childhood (Allport & Kramer, 1946), and parents, peers and the school environment contribute to its development (Miklikowska et al., 2019). So, in addition to attitudes, we intended to identify the influences on the attitude and, for that reason, the interview' script also considers some issues related to external inhibitor and motivational factors.

Data were obtained after consent from the parents of underage participants, and children and adolescents were only involved in a voluntary basis (Brounéus, 2011; Orb, Eisenhauer, & Wynaden, 2001; Saunders et al., 2007). We ensured that the interviewees' answers would remain confidential and would

be used only for research purposes (Brounéus, 2011). All the interviews were recorded and transcribed verbatim. No database was created with personal information capable to determine the identification of any participants involved in this investigation (Orb et al., 2001).

Regarding the qualitative data analysis, given the sensitive nature of the subject and the small number of interviews, it was decided to analyse each interview manually. A descriptive and exploratory analysis were made using qualitative content analysis, a commonly used strategy for analysing qualitative data (Schreier, 2014). Manual codification, geared by some a priori categories drawn from the literature was performed (Elo & Kyngäs, 2008; Harwood & Garry, 2003; Saldaña, 2013; Stemler, 2015). To illustrate credibility and trustworthiness of the analysis process (Noble & Smith, 2015; Whittemore et al., 2001), sample authentic quotes are provided in the results section. To ensure truth value (validity), the perspectives of the participants were presented clearly and accurately, avoiding, as much as possible, the biases stemming from the researchers' points of views and experiences (Lincoln, 1995; Noble & Smith, 2015). The adoption of clear and transparent decisions by the researchers throughout the process was a concern in order to ensure the trustworthiness of the results (Noble & Smith, 2015; Whittemore et al., 2001).

Still related to qualitative content analysis, the concept of meaning unit was used, since we conducted an exploratory study (Garrison et al., 2006). Meaning units, also known as content units and coding units, are defined as “the constellation of words or statements that relate to the same central meaning” (Graneheim & Lundman, 2004, p. 106). Thus, in our study, we created meaning units of the words, sentences or paragraphs connected by content and context (Graneheim & Lundman, 2004; Zoellner et al., 2012). Meaning units were identified throughout each interview and discussed among three researchers to guarantee consensus on coding (Bailey, 2020; Zoellner et al., 2012). The total of mentions for each meaning unit, hereafter identified as MU, was divided for each group of interviewees using the labels: “#C MU” (children and adolescents MU), “#P MU” (parents MU) and “#T MU” (teachers MU). More specifically, we counted the number of times each interviewee referred to a specific MU. Moreover, we counted the number of interviews that contained each MU and catalogued them with “#C” (Graneheim & Lundman, 2004), in order to assess the data saturation (Appendix 2). Table 6 summarises the data coding results.

Table 6 - Data coding

Themes	Categories	Sub-Categories	#C	#C MU	#C MU by category
Attitudes toward dance	Positive attitudes	Positive feelings: (Fun/Cool/ Good/Safe/ Happiness)	11	11	
		Physical and Psychological Benefits	7	7	
		Soft Skills: (Discipline/ Organization/ Socialization/ Relationships)	3	3	30
		Pride/ Be famous	3	4	
		Self-expression / Freedom	3	3	
		Competition	2	2	
	Negative attitudes	Boring	1	1	
		Physical Problems	2	2	5
		Don't like dance	2	2	
Attitudes toward boys who dance	Positive Attitudes	Dance is for everyone (for boys and girls)	6	6	11
		Physical benefits for boys	5	5	
	Negative Attitudes	Gender attribution of sports activities	10	29	
		Femininity and homosexuality	9	25	78
		Social exclusion/ harassment	8	24	
	Positive Influences	Parents	1	1	2
		Close Relatives	1	1	
	Negative Influences	Peers	9	11	
		Social Normative Pressure	7	7	19
		Close Relatives	1	1	

Legend: MU = meaning units; #C = nr. of children and adolescents who mention the codes within the theme; #C MU = children and adolescents meaning units.

Consistent with most qualitative content analyses, the analysis was not a linear process. Instead, it demanded several iterations until a stable coding structure was reached (Elo & Kyngäs, 2008; Stemler, 2015), (Table 7).

Table 7 - Coding Decisions

Themes	Codes extracted from the interviews	#C	#C MU
Attitudes toward dance	9	34	35
Attitudes toward boys who dance	10	57	110
TOTAL	19	91	145

Legend: #C = nr. of children and adolescents who mention the codes within the theme; #C MU = children and adolescents meaning units.

The fieldwork started with the interviews with children and adolescents, followed by parents and teachers. In our research, we considered having reached the saturation level of data collection when the insights obtained from the interviews had no significant changes to the code process (Guest et al., 2006),

since there is no new information or information is redundant (Saunders et al., 2018). To illustrate data saturation of data collection across each theme the total number of codes and the number of interviewees (the number of interviewees who mentioned that code) were quantified (Elo & Kyngäs, 2008), (Table 8). For the group of children and adolescents, the saturation level was reached at the ninth interview for attitude towards dance and at third interview for attitude towards boys who dance. For the group of parents and teachers, we did not intend to achieve the saturation level, because our goal with these interviews was to triangulate and complement the results of the interviews with children and adolescents (Breitmayer et al., 1993), therefore, the number of interviews was considered acceptable.

Table 8 - Code Saturation

Attitudes towards dance and boys who dance			
Interview nr.	Codes applied	New codes by interview	Accumulated
#C1	10	10	10
#C2	7	2	12
#C3	9	3	15
#C4	6	1	16
#C5	8	0	16
#C6	6	0	16
#C7	2	0	16
#C8	7	1	17
#C9	9	2	19
#C10	5	0	19
#C11	8	0	19
#C12	6	0	19
#C13	8	0	19
Total	91		
Legend: #C = nr. of children and adolescents who mention the codes within the theme.			

Although the number of mentions to positive aspects of dance largely outnumbered the negative ones, regarding the attitudes toward boys who dance, the analysis shows that there was a very strong consensus around the topics of gender attribution of sports activities and the association of boys who dance to homosexuality and femininity, and the consequent harassment, i.e., around the negative attitudes. The influence of peers was also a very relevant sub-dimension regarding the influencers. It is possible that not all topics that could have been explored, were uncovered with these 13 interviews, particularly because they were short in duration and light in the interaction. However, this easy consensus around few topics and the quick data saturation allows us to have a clearer view of the most prominent and spontaneous

ideas that children and adolescents associate to dance and to boys who dance and that will be discussed in the results section.

After the interviews, we designed an exploratory intervention to collect information about attitudes and behaviours in a real-setting context. The details of the data collection process and analysis are presented in the next subsection.

3.3.2. Exploratory intervention

An exploratory Social Marketing intervention was implemented as part of the Social Marketing consumer research. This exploratory intervention sought to debunk the idea that dance is a feminine activity, which, as the literature and interviews indicate, is deeply rooted in people's minds. It was also the purpose of this intervention, to influence boys to practise this sport; and try that boys and girls, who do not want to enrol in dance as a sport, at least respect the modality and, therefore, do not diminish or scorn this activity and anyone who practises it. This was an important goal, as the interviews also showed that there are some concerns about boys who dance being teased, harassed and even bullied, particularly by their peers. The exploratory intervention with observation was held in one school of Braga (Portugal), on April 8, 2019. The 40 children that participated were enrolled in Easter holidays' activities proposed by the school. This intervention took place in the school gymnasium and lasted 1 hour and 15 minutes. To implement the exploratory intervention a partnership with a dance school from Braga was established. From this dance school, nine boys and nine girls, dancing in couples, and five solo girls, dancing without a partner, participated in the activity, totalling 23 dancers, aged between 7 and 15. Dancesport, a federated competitive ballroom dancing sport, which is performed by both boys and girls, was selected as the dance style for the intervention, since in this research dance is considered a sports activity.

We sought the participants' parents' consent, and children were only involved in a voluntary basis. The confidentiality of the issues target of observation were guaranteed, including the answers of the questions that were requested to the group of children (Orb et al., 2001). We ensured the confidentiality of all records, including videos and pictures and verbal expressions and we committed to use the obtained data for research proposes, only (Brounéus, 2011). Parents were responsible for the registration of the children in school's activities, granting them permission to participate in each activity, including the dance initiative, which was added to the school's activities portfolio, within the scope of the exploratory intervention of this research. Unlike their parents and teachers, children did not know that dance was part of the activities proposed for the holiday week.

A participant observation was made, since the researcher coordinated the intervention with the purpose of collecting the children's responses to the stimuli (Rugg & Petre, 2006). The observation was direct and undisclosed because participants were observed directly and did not know that the investigator was studying them (Rugg & Petre, 2006). This participant observation was important to collect information, such as, nonverbal language, time spent on various activities and interactions created (Kawulich, 2005). The participant observation data was collected using videos, photos and field notes registered on the mobile phone (Rugg & Petre, 2006). The analysis sought to go beyond the mere description of the data, allowing the identification of the meaning, orientation and dynamics of each moment. We only made a record for future memory, to identify and describe behaviours that could be relevant to the design of the experimental intervention. The exploratory intervention was organized in four moments, described in Table 9.

Table 9 - Moments of the Exploratory Intervention

Moment	Issue	Description
1 st Moment	A presentation was given to children about dancesport, using some key questions. Later it was explained that it was a modality performed solo, in group or in pairs.	Key-questions to the audience: 1. Have you heard about dancesport? 2. Did you know that dance is also practised by boys? 3. Does anyone practise dance or practised once?
2 nd Moment	Presentation of the dancers, who were wearing dance clothes.	Girls' dancers were the first to enter in the gym and were organized by ages from the youngest to the oldest. Then, boys' dancers were invited in, following the same procedure of the girls.
3 rd Moment	Dance Demonstration and questions	Stage 1: Two couples with ages between 13 and 14 years old. At the end of the first dance the children were encouraged to make questions to the dancers. Stage 2: Couples with seven and eight years old were invited to dance. At the end of the dance the boys were asked by the investigator: "Why you chose dance as a sport?" Next questions were to the audience: - Did you know that dancers compete twice a month? - Did you know that if they dance well, they win medals? Stage 3: The solo dance girls gave a presentation and it was explained to the children that these girls danced individually because there are not enough boys for so many girls who practise dance.
4 th Moment	Dance Workshops of Samba and Chachacha	Samba workshop: - The boys were placed on one side and the girls on the other and the class began. - The dancers were mixed with the children. - After teaching the steps individually, children were invited to dance in couples (boy + girls) - In the end, a small competition was held. Initially the teachers were invited to choose the 12 best couples. - Then, in order to involve the children in voting/judging, they were invited to choose the best couple. Chachacha workshop: followed the same pattern as the first one.

4. Results and discussion

In this chapter we will present the results of the data analysis of the interviews and the exploratory intervention. We will find the children's and adolescents' perspectives about boys who dance, starting with the exploration of their perceptions about the dance itself. We identify negative attitudes towards boys who dance and also some influencers for those attitudes. These negative attitudes are mainly related to gender attribution of sports activities, with femininity, and homosexuality and with social exclusion/harassment. Interviews with parents and teachers were important to corroborate results and to verify whether these two groups shared the same opinions as the children and adolescents. In the case of influencers, unlike children and adolescents, parents and teachers identified fathers as a major influence of children's and adolescents' negative attitudes towards boys who dance.

4.1. Boys who dance: views of children and adolescents, parents and teachers

In this section, the presentation of the results is divided into four sub-sections. First, the attitudes towards dance in the perspective of the interviewed groups are analysed. Then, their perceptions about boys who dance are further explored. After the collection of these perceptions, the influences in the decision process for choosing dance as a sport activity, particularly, for boys, are also discussed.

As mentioned previously, besides the opinions of the children and adolescents interviewed, the perceptions of parents and teachers are also analysed along with the ones of the main target group to triangulate and clarify some opinions.

4.1.1. Attitudes towards dance

Before focusing on the attitude towards boys who dance, the interviewees shared what dance meant to them. The majority of participant children and adolescents was involved in dance activities and for this reason they pointed out several positive feelings. However, we found some insights conveying negative feelings from children and adolescents who were not involved in dance activities, adding evidence to previous suggestions in the literature (Garrett & Wrench, 2018; Jakubowska & Byczkowska-Owczarek, 2018). Parents and teachers, generally, highlight positive feelings and stress the role of dance in the development of soft skills, reinforcing the insights from the literature about dance benefits (Buck & Turpeinen, 2016; Connolly et al., 2011). Table 10 presents the results obtained, showing the number of interviewees that mentioned a particular topic (#C, #P, #T) and the number of times these topics were

mentioned, in total, considering that some interviewees referred to them several times (MU). This table and the following also offer exemplary quotes from the interviews.

Table 10 - Attitudes towards dance

Theme	#C	#C MU	#P	#P MU	#T	#T MU	Total	Total MU	Examples MU
Positive Attitudes									
Positive feelings: Fun/Cool/ Good/Safe/ Happiness	11	11	2	2	1	1	14	14	"I have a lot of fun." (C1) "For me, dance is a very cool activity." (C3) "I chose dance instead of football, because in football we can get hurt." (C6) "I feel happy because I am doing something that I like." (C3)
Physical and Psychological Benefits	7	7	1	1	5	5	13	13	"Children are already very concerned with the physical issue, and dance helps." (T5) "I think dance does people very well psychologically". (P7)
Soft Skills: Discipline/ Organization/ Socialization/ Peer Relations	3	3	1	1	5	8	9	12	"Dance helps me in organization." (C1) "Dance allows to be available to follow the rules of practise a sport which will then be reflected within the classroom." (T3) "Nowadays it's a bit difficult for people to socialize. (...) but dance is a space where everyone turns out to be the same." (T4) "Join dance groups helps a lot to know where individual' freedom ends and where the freedom of others starts." (T1)
Pride/ Be famous	3	4	0	0	0	0	3	4	"I'm proud to be in dance!" (C4) "If we dance, we can be famous." (C6) "I am proud when I speak to others about my competitions." (C5)
Self-expression / Freedom	3	3	0	0	0	0	3	3	"It is a way of expressing myself." (C4) "I feel very free." (C1)
Competition	2	2	0	0	0	0	2	2	"As in other sports, competition is what motivate dancers to dancing". (C10)
Negative Attitudes									
Physical Problems	2	2	0	0	0	0	2	2	"The chance of suffering a serious injury dancing is greater than in other modalities/sports". (C9)
Don't like dance	2	2	0	0	0	0	2	2	"I don't like to dance. It is not my style." (C10)
Boring	1	1	0	0	0	0	1	1	"Dance is boring!". (C9)
Legend: C = children and adolescents; P = parents; T = teachers; MU = meaning units; #C = nr. of children and adolescents who mention the codes within the theme; #P = nr. of parents who mention the codes within the theme; #T = nr. of teachers who mention the codes within the theme; #C MU = children and adolescents meaning units; #P MU = parents meaning units; #T MU = teachers meaning units.									

4.1.1.1. Positive attitudes

When asked what they feel about dance, some participants highlight several benefits, representing six main categories: i) positive feelings, such as fun, cool, good, safe, and happiness; ii) soft skills, such as, discipline, organization, socialization, and peer relations; iii) physical and psychological benefits, iv) pride/be famous; v) self-expression/freedom; and vi) competition.

Positive feelings: Fun/Cool/Good/Safe/Happiness. These positive feelings are mentioned by children who are involved in dance activities. These feelings are related with the ability to dance to potentiate mood changes in people, as the literature indicates (Zajenkowski et al., 2015). Due to the generally positive feelings that dance offered to the practitioners, the interviewed children and adolescents who are dancers feel happy, in line with studies that associate dance to well-being (Koch et al., 2014; Murcia et al., 2010).

Physical and psychological benefits. This category includes the perceptions related with the physical and psychological benefits provided by dance, corroborating the previous studies about this kind of benefits in dance (Yan et al., 2018; Hanna, 1995; Hui et al., 2009; Levy, 1988; Ward, 2008).

Soft Skills. Some insights from interviewees reveal that the practice of this activity favours the development of some soft skills, such as: i) discipline; ii) organization; iii) confidence; iv) concentration; v) socialization; and vi) peer relations. These more abstract aspects are also related to the benefits of dance and were mentioned mainly by teachers. These two categories also meet what is described in the literature (Hanna, 1995; Hui et al., 2009)

Pride/Be famous. This category indicates that children and adolescents who dance feel proud of being dancers. Being famous and being able to show their achievements are also motives of pride. This result indicates that dancers tend to be passionate about the activity, as previous studies suggest (Rip et al., 2006; Bond & Stinson, 2007). Moreover, this result supports the idea that dancers get personal satisfaction, enhanced by appreciation from an audience (Bond & Stinson, 2007).

Self-expression/Freedom. As it is mentioned in the literature, the insights from the interviews suggest that dance is considered a way of self-expression and provides a feeling of liberty to express emotions (Hanna, 1995; Ritter & Low, 1996).

Competition. This category puts dance at the sports level, being in accordance with literature. However, as it will be approached in the next section, there are children and adolescents that believe that dance is an art, not a sport. This discussion has also been debated in the literature (e.g., Guarino, 2015; Ingram, 1978).

4.1.1.2. Negative Attitudes

Children and adolescents who practise dance and parents and teachers did not show any negative attitudes towards dance. However, some of the interviewed children and adolescents who do not practise dance, do not refer to its benefits and claim to dislike this sport. These insights are not enough to indicate the existence of a prejudice concerning dance, but they suggest that these children and adolescents do not identify themselves with the dance activity. There are opinions about dance being boring and a sport that can bring physical problems. These evidences corroborate the suggestions from the literature about the existence of negative attitudes towards dance (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2002a).

4.1.2. Attitudes towards boys who dance

When interviewees express their perceptions about the involvement of boys in dance activities, some are positive, but mainly negative attitudes are revealed (Table 11).

Table 11 - Attitudes towards boys who dance

Theme	#C	#C MU	#P	#P MU	#T	#T MU	Total	Total MU	Examples MU
Positive Attitudes									
Physical benefits	5	5	0	1	5	7	10	13	"Making sport" (C9) "Strengthen the physique." (C9)
Dance is for everyone (for boys and girls)	6	6	1	1	0	0	7	7	"There is no problem with practicing dance, be it by boys or girls." (C4) "Dance is for boys, just like it is for girls. Dance is a sport for everyone". (C8)
Negative Attitudes									
Gender attribution of sports activities	10	29	8	16	4	5	22	50	"People think that dancing is only for girls." (C3) "I think especially boys are the ones who do not join so much dance, because they think that is something only girls should do, as if there is no place for boys dancing." (C1) "There are more girls than boys practising dance, because people think that football is only for boys and dance is only for girls." (C5) "When a girl is born, she is going to practise ballet or when a boy is born, he is going to practise football. (C2)
Femininity and homosexuality	9	25	7	14	6	9	22	48	"A boy practicing dance will end up with a lot of girl tics, if you know what I mean." (C11) "I think we still have a very macho society and I think they still look at dance as a very feminine thing". (T1) "Boys may think that if they dance, they will be less men". (C1) "I'll be honest! They are... how can I say... they are... sissies! In my opinion". (C9) "There is still the stigma that only goes to dance activities who has homosexual tendencies". (P2)

Theme	#C	#C MU	#P	#P MU	#T	#T MU	Total	Total MU	Examples MU
Social exclusion/harassment	8	24	4	10	3	3	15	37	"Boys think that if they go to the dance their friends will make fun of them." (C12) "I do not tell to all people that I am a dancer, because they will harass me and say 'this boy is a girl'". (C3) "Boys are afraid of bullying" (P3)

Legend: C = children and adolescents; P = parents; T: teachers; MU = meaning units; #C = nr. of children and adolescents who mention the codes within the theme; #P = nr. of parents who mention the codes within the theme; #T = nr. of teachers who mention the codes within the theme; #C MU = children and adolescents meaning units; #P MU = parents meaning units; #T MU = teachers meaning units.

4.1.2.1. Positive attitudes

Regarding their feelings about boys who dance, some participants assume a positive attitude, referring two main reasons: i) the physical benefits and ii) the idea that dance is for everyone.

Physical benefits. When asked about the good things associated with boys who dance, some of the interviewed children and adolescents recognize the physical benefits that the practice of dance can offer to boys, such as the opportunity to get involved in a physical activity, or taking part in a sport that promotes agility and strength. All the interviewed teachers agree with this view, considering dance as an activity with important physical health benefits, in accordance to what is advocated by the literature (Hanna, 1995; Olvera, 2008; Ward, 2008).

Dance is for everyone (boys and girls). Some of the participant children and adolescents also believe that dance should be open to everyone and, for that, being a boy or a girl has little relevance regarding dance activities. In other words, some children and adolescents have a positive attitude towards the boys who dance, showing no gender association. In fact according to some authors gender should not be an impediment to the practice of any sport (Buck & Turpeinen, 2016; Gard, 2003). It was interesting to see, that some interviewees project this gender equality attitude, while others present a completely different attitude, as the next topic shows.

4.1.2.2. Negative Attitudes

While the previous topic highlights the lack of prejudice regarding boys who dance, most opinions collected in this research reveal the opposite attitude. It is important to note that some interviewees did not refer directly to their own opinion, but provided examples of people they know or recall stories that they heard about or situations that they witnessed to express their perceptions about the topic. The negative attitudes towards boys who dance mentioned by the participants were categorised in three

topics, comprising 80 meaning units, namely: i) gender attribution of sports activities; ii) femininity and homosexuality; and iii) social exclusion or harassment.

Gender attribution of sports activities. This is the prevailing topic arising from the expressed opinions of the participant children and adolescents, about boys who dance. The idea that there are some activities that suit girls better than boys and the other way around, was also expressed by all the interviewed parents and some of the teachers. In fact, according to Lever (1978) in the beginning of twentieth century educators associated competitive sports to boys and restrict gymnastic exercises and dance to girls. This historical association can also contribute to prejudice. It is also noticed that dance is considered a weak and fragile activity, characteristics often associated with women (Jakubowska & Byczkowska-Owczarek, 2018). This also suggests the association to the idea that dance is normal for girls and not for boys. For example, there is the idea that some sports are more suitable for boys and other for girls, and for that reason, our reality is that most boys play football and other ball sports and girls, for example, dance, supporting the evidences existent in literature (Jakubowska & Byczkowska-Owczarek, 2018). Our research adds evidence to the existence of a gender bias in dance, confirming the results of other studies about dance being perceived as an activity for girls (Buck & Turpeinen, 2016; Garrett & Wrench, 2018; Risner, 2014). An example of the existence of this inequality of gender is the fact that some girls who dance in couple (ballroom dancing) fear the day they would need to put aside the dancing shoes for not having a partner or never get to find a dance partner (P2). While the feminization of certain roles in society has been relatively achieved, in the road to meet the fifth United Nations' Sustainable Development Goals (United Nations, 2015), this study offers evidence that the reverse is not equally true, particularly regarding dance. Attitudes that associate dance to girls, and boys who dance to girls or homosexuals, opening opportunities for be bullying, are recognized by the interviewees and the judgment of significant others may reinforce such prejudice.

Femininity and homosexuality. Related to the previous topic, some interviewed children and adolescents convey the idea that dance has a feminine connotation which leads to a tendency to transfer feminine traits to the boys who dance. This result is also consistent with the findings in literature that show that male adolescents are reluctant to be associated with any activity which may be interpreted as feminine (Clegg et al., 2019; Holdsworth, 2013). Corroborating the literature, the results of the interviews offer support to the idea that if boys do not practise ball sports, like football, they may be considered "sissies" (Risner, 2002b, p. 86).

When we explored the factors that are perceived as inhibiting boys from joining dance activities, some children and adolescents also refer to the association to homosexuality. However, some of the interviewed

children and adolescents used the word “feminine” suggesting fear to speak openly about homosexuality regarding boys who dance. For example, one of the interviewed girls asked softly and with a low tone of voice if she could use the word “gay”: “gays, can I say it?” (C5). Parents, on the other hand, touch this topic with a more open mind, reinforcing that sexual orientation is an underlying topic regarding boys who dance. In fact, the results show a noticeable social prejudice, deeply rooted in society, associating boys who dance to homosexuals and dance to a girly activity. Both parents and teachers convey these ideas. These findings are in line with some studies that also found this perceived association of boys who dance with homosexuality and femininity (Craig, 2013; Lehtikainen, 2006; Polasek & Roper, 2011; Risner, 2002b, 2002a).

Social Exclusion and Harassment. This category, which was mentioned by the majority of children and adolescents, stands out as a reflection of the negative attitudes towards boys who dance. The interviewed children and adolescents mention that boys who dance suffer from social exclusion, teasing, bullying and harassment. The interviews with parents and teachers confirm this result, which is also aligned with previous research (Gard, 2003; Polasek & Roper, 2011; Risner, 2014).

Results seem to suggest that attitudes towards boys who dance are rooted in social and cultural beliefs about gender roles regarding some activities, being dance considered a sport or an activity mostly for girls, in accordance with existent research (Clegg et al., 2019; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017). However, the study also intended to know if there are any external influences that may lead boys to walk away from dance that may be unrelated to any kind of prejudice. The next section identifies these influences, but prejudice continues to have a top place in the discussion.

4.1.3. Influences of the boys’ decision to dance

The results show that some interviewed children and adolescents are able to choose their sports or activities outside school according to their own preferences and interests. For example, some children and adolescents indicate that they consider their future competence needs and because of that they may prefer to enrol in an activity that allows them to develop a foreign language, like English classes, for example, “*because I think it's very important for me, to be able to travel*” (C2); or just “*because I wanted to speak English*” (C5). Concerning dance, on the one hand, some interviewed children and adolescents that practise dance justify their choice by saying that “*I always liked to dance*” (C1), or that they “*always had a way for dance*” (C2). On the other hand, other children and adolescents make clear that their preferences are very much influenced by others, which is particularly salient in the case of boys choosing to dance as a sports activity. It was possible to identify some negative influences, namely, the peers,

parents, close relatives and social normative pressure, which can inhibit boys to join dance activities (Table 12), even though, in some cases, parents, and especially, mothers and close relatives are also the ones who influence positively.

Table 12 - Influencers of the boys' decision to dance

Theme	#C	#C MU	#P	#P MU	#T	#T MU	Total	Total MU	Examples MU
Positive Influences									
Parents	1	1	2	2	0	0	3	3	"Me and my husband saw that he had a way to dance and we decided to take him to an experimental class." (P1)
Mother	0	0	3	3	0	0	3	3	"My son loves football, but I don't have time to take him to two activities. So, I decided to put him in dance because at school he does not have dance and football, he already can play all the time and anywhere".
Close Relatives	1	1	0	0	0	0	1	1	"I chose dance because my cousins were joining dance activities and I decided to do an experimental class to see how it was like", (C3)
Negative Influences									
Peers	9	11	6	8	2	2	17	21	"My friends say quite often that my dance partner is "gay" (...) but I say he just does what he likes to do" (C5). "He was sick and tired of hearing negative comments from peers, so he left dancesport". (P3) "I think peers in adolescence have a lot of influence on the opinion about something". (T1)
Social Normative Pressure	7	7	3	4	4	7	14	18	"I am afraid to ask boys to join dance activities, maybe because I am afraid of their answer. They can say no and start laughing at me and making jokes because (...) I should know that dance is not for boys and I should not even ask that question" (C4). "I remember some years ago there was not even that. It was unthinkable for a man to go dancing and put make-up or suntan... this was unthinkable". (P2) "Boys are more into breakdance". (C6) "Maybe hip hop for boys is funnier." (P6) "A ballet dancer and is not looked at in the same way as a breakdance dancer." (T1)
Parents	0	0	2	2	1	1	3	3	"The parents. Without a doubt, it is the parents who influence." (T2).
Fathers	0	0	4	6	2	3	6	9	"I think it is the father that has more tendency to influence boys to do other kinds of sport, like football" (P5) "I've heard a father saying that he wouldn't let his son go to the ballet because of the tics" (T2).
Close Relatives	1	1	0	0	1	1	2	2	"There is this prejudice in terms of 'family men' and it is natural that an uncle or a cousin can have this kind of influence" (T1).

Legend: C = children and adolescents; P = parents; T = teachers; MU = meaning units; #C = nr. of children and adolescents who mention the codes within the theme; #P = nr. of parents who mention the codes within the theme; #T = nr. of teachers who mention the codes within the theme; #C MU = children and adolescents meaning units; #P MU = parents meaning units; #T MU = teachers meaning units.

Peers. In the opinion of the majority of the interviewed children and adolescents, the main negative influence comes from their peers. This category includes peers who are not dancers. Peers seem to have the ability to constrain their male friends' intention to join dance activities, by making jokes and expressing negative and mean comments, in a way that boys wanting to dance start being aware and even afraid of the social negative effects of such a choice, as discussed in the previous section. The majority of the interviewed parents and teachers are also aware of this negative influence from the peers. Thus, the influence of peers is, sometimes, linked to a strong negative attitude towards boys who dance resulting in the previously mentioned exclusion and harassment. Additionally, their negative influence on the intention of boys dancing is also linked with the negative attitudes related to questioning the boys' sexual orientation, particularly coming from other boys. Peer pressure has also been mentioned by other studies as one of the perceived support deficit experienced by boys who dance (Lehikoinen, 2006; Polasek & Roper, 2011; Risner, 2002b, 2002a).

Social Normative Pressure. There seems to be a prevailing perspective, among the interviewees of the three groups, which is rooted in the past, that real man must stay away from certain kinds of dance, at least. In other words, not only is there a separation of sports by gender, but the same is true in some types of dance (Jakubowska & Byczkowska-Owczarek, 2018). Indeed, the existing norms about masculinity have become a form of pressure for the existence of this prejudice, leading to the fact that boys do not want to experience dance (Lehikoinen, 2006). Moreover, there are dance styles that are more associated with a normative view of masculinity, and for this reason, they are more appealing to boys (Holdsworth, 2013). For example, there is evidence that ballet and ballroom dancing are associated with femininity and homosexuality being more suitable for girls (Jakubowska & Byczkowska-Owczarek, 2018; Richardson, 2018).

Parents. As influencers of the children's and adolescents' activities choice, one boy mentioned the positive influence of his parents on the decision to go to dance. Both the group of parents and the teachers also recognise this influence of the parents, that can be positive or negative. When it comes to decide their children's and adolescents' extra-school activities, some teachers believe that the major influence comes from the parents. The literature also reveals the importance of parental support in the choice of activities of their children and adolescents since childhood (Anderssen & Wold, 1992; Chua, 2015; Holdsworth, 2013). However, some parents do not allow or support their children (boys) to join dance because of the social and cultural beliefs about gender roles and activities. These results suggest that parents, maybe due to prejudice, inhibit or block their children and adolescents from trying dance. These

insights are in line with previous studies that stress the importance of challenging the parents prejudices (Risner, 2002a).

Results suggest, however, that the father figure can have a more important role as a negative influencer for boys who would like to dance. Some teachers and parents mentioned that there is the idea of “machismo” and fear that their son will become less man. This reinforces the idea of gender roles and the attitude towards dance related with the association with homosexuality. Our results add evidence to previous literature related to the father’s disapproval (Biswal, 2019; Lehtikainen, 2006; Polasek & Roper, 2011; Risner, 2002b). Conversely, the results suggest that mothers tend to be more supportive of their sons’ choice to dance, even though some kind of prejudice can still be noticed. These results suggest that the influence of children’s and adolescents’ mothers on choosing dance is more significant than from fathers, as other studies also indicate (Biswal, 2019; Lehtikainen, 2006).

Close relatives. There is also evidence from the group of interviewed children and adolescents and teachers that close relatives influence children’s and adolescents’ options. Close relatives can act as a role model and exert a positive influence in the decision process, and, in other cases, can support dance, but try to dissuade boys from choosing certain styles. For example, a nine-year-old boy participating in the study states that he wanted to practise ballroom dance, but his sisters, (23 and 29 years old), tried to convince him to join hip hop activities, instead. This boy, however, insisted in joining the style of dance he liked the most (ballroom dancing) and his mother enrolled him in ballroom dance activities. This story presents another example of the power of close relatives in the decision-making process and adds more evidence that mothers may be more supportive of their sons’ preferences. Close relatives can also act as a negative influence in the decision process regarding dance activities. One of the interviewed teachers justifies that there is still the idea of the “man” in families, which could inhibit boys to dance. The study of Risner (2002b) also describes the importance of family members role and, especially in the case of boys who dance, in line with our results.

The exploratory interviews allowed us to obtain insights about the prevalence of a prejudice towards boys who dance or boys who have the intention to choose this activity. The results uncovered personal, but also social and cultural issues working together to crystallise the idea that dance is feminine, and boys should play boys’ sports. Such an idea translates a prejudice that is detrimental at several levels. Boys are deprived from the physical and mental benefits of dance, and they may be impelled to comply with other’s opinions when making their choices regarding activities they would like to practise. Additionally, if they make the decision to follow their preferences regarding dance, they may be teased and excluded by peers.

As these ideas represent relevant others' beliefs and create strong pressure to a conformity behaviour, they may invoke doubts in boys about the strength of their intention to join dance (Clegg et al., 2019). In this context, prejudice is acting as a barrier to boys' involvement in dance (Clegg et al., 2019), and lead to limited boys' participation in dance (Ferdun, 1994). Moreover, if dances brings benefits for children and adolescents, including boys, it is fundamental a research that offers solutions to convince more boys to dance (Buck & Turpeinen, 2016).

This study also included an exploratory intervention, with the main purpose of observing the children's and adolescents' reaction to dance and trying to anticipate the changes that can be made concerning the prejudice against boys who dance. The results of the intervention are presented in the next section.

4.2. Results: Exploratory Intervention

First, we delivered a talk about dancesport, using some key questions. Children were asked if they had heard about this sport before. Only six children out of 40 had heard about dancesport, and only two girls practised ballet. It is important to mention that the majority, including boys and girls, stated that they did not know that dance could be also done by boys.

When girl dancers entered in the room, we could observe that the children made comments in a low tone of voice and looked surprised by the clothing and shoes. Then, when the boys dancers were invited into the room, children watched them very closely showing admiration. When the dancers started the dance demonstration, children were very quiet and paying attention, and looked astonished. At the end of the first dance, children were encouraged to make questions to the dancers, but none of them wanted to intervene. At the end of this first demonstration, it was referred that these two couples were champions since 2017 to 2018 and one of them will represent Portugal in the Junior World Championship in 2019. We observed the children's facial expressions (open mouth) and some sounds ("wow") revealing some surprise and amazement.

Moving on with dance demonstrations, the three couples (between seven and eight years old) were invited to dance. At the end of the demonstration, the boy dancers were asked by the investigator why they chose dance as a sport. They shared with the observing children that their choice was mainly because it is a fun activity.

Then, the audience was also asked questions, namely: "Did you know that dancers compete twice a month? And if they dance well, they will get medals?" The children were stunned and a boy was even curious to know if the medals were made of gold.

After the dance performances, the samba workshop began and all children, both boys and girls, except for two boys, were receptive at first. After some persuasion from their teacher, these two reluctant boys also agreed to attend the workshop. After teaching the steps individually, the girls, who were more receptive to try the dance steps, were asked to invite a boy to dance. Children were quickly organized in couples. At the end, a small competition was held in which the teachers from the school initially chose the 12 best couples. Then, in order to involve the children in voting/judging, they chose the best couple.

At the end of the Samba workshop, the Chachacha workshop began, following the same pattern as the first one. At this time all children agreed to participate and as they wanted to be the winners of the contest, the involvement was much bigger and the children began to enjoy the dance.

Surprisingly, at the end of both workshops, children asked for another dance performance from the dancers, which shows that the close contact with the dancers, the fun of the activity, the motivation from the competition and the fact that all the girls and boys from the school got involved, allowed to observe a behavioural pattern that contrasts with the negative perspective about boys who dance conveyed by the exploratory interviews. Unlike the initial shyness that restricted verbal interaction in the questioning session with the dancers, at the end of the activity, children started questioning the dancers spontaneously to know how often they practise; and how long they have been dancing, for example.

This exploratory and very small intervention had yet another interesting consequence. Two boys came to the dance teacher saying that they would like to start dance activities in her dance school. Although it is not possible to attribute this intention to the exploratory intervention, since the children's intention was not known previous to the activity, this is still a noteworthy result.

This exploratory intervention was useful for planning the experimental intervention, allowing to test strategies to deal with the target audience, as well as collecting feedback on the messages conveyed and improving future messages. Additionally, it allowed determining the duration of the intervention. Another aspect also had to do with the possibility of identifying the main role models for children and adolescents, since the intervention included dancers with different ages and a dance teacher.

5. Conclusions and contributions for a Social Marketing intervention planning

Consumer research is very important in the area of Social Marketing, and understanding the target of an intervention is the first step for a well-planned and potentially effective intervention (Bloom & Novelli, 1981; Malhotra & Peterson, 2001). In fact, consumer research is one of the eight benchmarks of Social Marketing, considered as a necessary condition to improve Social Marketing interventions' effectiveness (Almestahiri et al., 2017). Social Marketing is a framework that should not be restricted to the health area (Peattie & Peattie, 2009), but that can also be applied in other areas related to social problems, such as prejudice (Campbell & Brauer, 2020). Thus, this qualitative exploratory research, carried out through qualitative interviews and an exploratory intervention, had the purpose to make an advance concerning the knowledge about the target audience and testing some materials and messages of Social Marketing intervention strategies to fight prejudice against boys who dance. It was fundamental to implement this consumer research through an exploratory approach based on qualitative methods, because it provided relevant and serious insights upon the next steps of the study that could be built (Stebbins, 2001). Furthermore, it allowed us to get a better knowledge about the target (Kotler & Zaltman, 1971), and to outline the Social Marketing benchmarks (Almestahiri et al., 2017).

The main conclusions of this exploratory study are in line with the evidence of the existing literature, which offers additional confidence that it can be used to support future Social Marketing interventions. First, we studied the attitude towards dance and found that children and adolescents who dance have a positive view of it, contrary to children and adolescents that do not practice dance, corroborating the evidences in literature (Garrett & Wrench, 2018; Jakubowska & Byczkowska-Owczarek, 2018). In relation to the attitudes towards boys who dance, the result is not surprising. We identified negative attitudes towards boy dancers, in accordance with previous research (Clegg et al., 2019; Gard, 2003; Klapper, 2017; Polasek & Roper, 2011; Risner, 2002b, 2002a, 2014; Sanderson, 1996, 2001).

Categories of prejudice against boys who dance have been identified, which can be followed in other types of prejudice. The categories are in accordance with evidence found in literature, such as: i) gender attribution of sports activities (Gard, 2003; Garrett & Wrench, 2018; Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 1996, 2001), ii) femininity and homosexuality (Craig, 2013; Richardson, 2018; Risner, 2002b, 2002a), and iii) social exclusion/ harassment (Polasek & Roper, 2011; Risner, 2014). Gender attribution of sports activities is one of the main categories of prejudice and focuses on gender roles. Thus, this evidence will be relevant for future studies related to the reduction of prejudice and also for other research of gender roles. Furthermore, the gender equality goal is an ongoing struggle that, fortunately has been going through many advances. However, the need to flatten the gender

inequalities is still present in many developed societies (Carmel, 2019). Usually, the existence of gender prejudices in different situations, fall on the need to balance the role of women comparing with men (Koehler, 2016). However, women are not the only target of discrimination and this study focus on the less visible and, maybe consequently, less approached, men discrimination regarding specific activities, as dance.

In this research dance is approached as a sport, which has multiple benefits that many men and boys may not have the opportunity to benefit from, due to the prejudice surrounding boys who dance (Buck & Turpeinen, 2016; Crawford, 1994). Thus, our study is innovative in the sense that we intend to balance the role of men with the role of women, and this exploratory study presented in this first Essay had the main goal to obtain insights and deeper knowledge of the problem and of the targets, in order to develop a Social Marketing instrument capable of reducing the problem.

We identify categories of influences concerning prejudice regarding boys who dance, namely: i) peers; ii) close relatives; and iii) social normative pressure. Peers are those who have the most negative influence on boy's decision relating dance confirming the role of peers on this age range (Lehikoinen, 2006; Polasek & Roper, 2011). We also found the existence of masculinity norms that create a social pressure about attitudes towards boys who dance (Biswal, 2019; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017; Lehikoinen, 2006; Polasek & Roper, 2011). The role of parents, especially fathers, although not mentioned by children and adolescents, was stated and reinforced by parents and teachers, as being a negative influence on the attitude towards boys who would like to dance, also adding to the existing evidence in the literature (Buck & Turpeinen, 2016; Polasek & Roper, 2011; Risner, 2002b, 2002a).

Regarding motivation to the proposed change, in the interviews we identified some suitable tools to achieve prejudice reduction such as: i) create opportunities for children and adolescents to try dance lessons; ii) develop campaigns in schools; iii) use advertising/media; iv) presenting dance shows; v) presenting talks/meetings to give voice to boys who dance; vi) presenting dance shows with boys; vii) offer availability regarding dance lessons in schools; viii) online dance lessons; ix) make different types of dance known; x) make boys who dance known; xi) posters; xii) presenting dance rewards; xiii) and videos online with boys dancing. .

In terms of segmentation, consumer research allowed to identify two groups that need intervention, namely, children and adolescents and parents, especially the fathers. However, since prejudice should be fought in earlier ages (Allport et al., 1954) and particularly because the prejudice concerning boys who dance is more expressive between the age of 10 and 16 years old (Sanderson, 2001) a future Social Marketing intervention should give priority to children and adolescents. This focus should, not only be

able to empower the boys who want to dance, but also to decrease, if not banish, the negative pressure caused by peers who want to opt for a different sport. This decision does not exclude the need to achieve the parents' target as a complementary work. Moreover, future consumer research can be done to study the target of fathers, as important influencers in prejudice.

As the children and adolescents target was considered a priority, and being the school the place where discrimination manifests the most, this should be elected as the ideal place for behaviour change to occur, as is also suggested by some authors (Huhman et al., 2008). Specifically referring to the exploratory intervention held at a school in Braga, we identified challenges for its application, too. For example, this exploratory intervention was very important to coordinate the planning of the intervention with the school activities; it is critical to select the messages to convey to the audience carefully; it is necessary to determine duration of the intervention, since attitudes and behaviours are difficult and take time to change; and it is important to identify relevant main role models.

To summarise, the consumer research findings allowed us to conclude that the prejudice towards boys who dance exists and an approach to solve this social problem is necessary. The consumer research allowed us to achieve a better understanding of the problem, to make the segmentation, to define the main target, and it provided important insight for the design of a Social Marketing intervention.

The study is not without limitations, though. Qualitative studies are especially useful for exploratory studies, when there is a need to understand the phenomenon better. Although the interviews allowed a deeper knowledge about the phenomenon, the number of respondents was limited and it would be of interest to expand this research to other cities in Portugal or, more importantly, to other countries, since culture plays an important role in the development and persistence of prejudice (Allport et al., 1954).

Another limitation of the study is related to the nature of the topic and the difficulty to obtain unbiased responses. Although participants were informed that their responses would be confidential, the cultural environment associated with this topic may have led to some providing socially desirable responses. Moreover, some respondents tended to report not their own opinions but the opinions and ideas of others, and reporting second hand information. Nevertheless, the existence of the prejudice towards boys who dance was verified and we identified a very close alignment with previous research made in different contexts.

III. Essay 2

Social Marketing benchmarks as basis to Social Marketing intervention to achieve gender equality in dance

1. Introduction

The application of marketing concepts and tools to social issues has generated conflicting opinions (Bagozzi, 1975; Bartels, 1974; Dann, 2010; Kotler & Zaltman, 1971). Despite these discussions, Social Marketing has been used to understand individual behaviour change (Dann, 2010), to design interventions (Andreasen, 2002) and to address different social problems such as smoking, violence, bullying, drinking alcohol and others (Peattie & Peattie, 2009; Thackeray et al., 2012). Health has been the major focus for Social Marketing (Gordon et al., 2006). However, as a social change strategy, Social Marketing must expand its focus beyond the health context (Bogueva et al., 2017; Gordon et al., 2006; Peattie & Peattie, 2009; Thackeray et al., 2012). Gender inequality is a social problem that also needs intervention (United Nations, 2015) and for this reason it can be considered an opportunity to apply Social Marketing interventions and to evaluate its effectiveness outside the scope of the health area. Dance is an example where gender inequality is revealed, specifically targeting boys (Jadranka et al., 2012), who, unlike girls, are often victims of prejudice, (Gard, 2003; Risner, 2014; Sanderson, 2001). Social Marketing has been presented as a promising framework to deal with prejudice (Campbell & Brauer, 2020). Thus, it is appropriate and relevant to design a specific Social Marketing intervention to fight the problem of the prejudice towards boys who dance (Garrett & Wrench, 2018; Sanderson, 1996, 2001).

While the literature describes a lot of Social Marketing interventions, not much attention has been granted to measuring their effectiveness (Almestahiri et al., 2017; Gordon et al., 2006; Helmig & Thaler, 2010; Peattie & Peattie, 2003). To increase the odds of being effective, a Social Marketing intervention should follow several benchmark criteria (Almestahiri et al., 2017; Andreasen, 2002; French, 2009). Thus, in this Essay the design of a Social Marketing intervention, following the benchmarks, to influence individual behaviour in relation to prejudice concerning boys who dance, is presented. Designing an intervention of Social Marketing based on benchmarks is relevant from a theoretical and practical perspective (Almestahiri et al., 2017). From a theoretical perspective, it contributes to add knowledge about the assessment and measurement of the Social Marketing effectiveness (Almestahiri et al., 2017). In practical terms, the design of the intervention may represent a critical moment for the creation of a

successful intervention that tackles a damaging social problem (Almestahiri et al., 2017; Andreasen, 2002; French, 2009).

The use of theory and critical approaches to theory have been considered limited in the Social Marketing field (Almestahiri et al., 2017). Also, the deficiency of the use of marketing terminology in social interventions has hampered the identification of such actions as being Social Marketing (Peattie & Peattie, 2003). To support the data analysis and to underpin the research findings, we apply two theories that support the proposed Social Marketing intervention carried out in this research: the Theory of Planned Behaviour (Ajzen, 1991), and the Social Cognitive Theory (Bandura, 2001). These two theories suit the purposes of the research. First, the Theory of Planned Behaviour allows to explore the antecedents of the intention where the Social Marketing can intervene. More specifically, it tries to explain and predict how human intentions become behaviours and it is grounded on three independent determinants of intentions: attitude, subjective norms, and perceived behaviour control (Ajzen, 1991). Social Cognitive Theory allows to frame the vicarious learning component regarding prejudice and includes factors that influence behaviours, namely: self-efficacy, outcome expectancies and socio-structural factors.

Social Marketing presents an opportunity to understand individual behaviour change and to design interventions that should be tested in practice (Morris & Clarkson, 2009). Because Social Marketing benchmarks and interventions' effectiveness are related, further empirical investigation is required (Rundle-Thiele, 2015). This investigation aims to contribute to these issues. The specific contribution of this second Essay is the design of a Social Marketing intervention aiming at reducing prejudice towards boys who dance and increasing children's and adolescents' intention to join this activity. The thoughtful and careful planning of such an intervention is a critical piece of the Social Marketing strategy, which has great implications for its success. So, this component of the study aims at answering the following research questions: 1) How do behaviour change theories and methods help to design an intervention aiming at reducing prejudice towards boys who dance and what is the role of Social Marketing benchmarks in the planning of a Social Marketing intervention? 2) How do children and adolescents perceive the Social Marketing persuasive messages designed for an intervention?

This Essay starts by presenting the background of Social Marketing interventions, reviewing behaviour change theories and methods and discussing the online context for Social Marketing interventions. After the literature review, the methodology describing the research questions, objectives and design, including a proposal of the design of the intervention and the discussion of the intervention development and implementation, is presented. The sampling, sample profile and procedures followed for data collection and analysis are also included in the methodology. Then, the results of the analysis of the participants'

perceptions about the tools used in the intervention and their discussion are put forth. Finally, in the concluding section, some suggestions for future research are set out.

2. Literature Review

In the first section of the literature review, we present a background of Social Marketing interventions. Then, we move to describing useful behaviour change theories and methods for the intervention's implementation. The third subsection of the literature review is dedicated to online interventions, which was the implementation mode applied in this research.

2.1. Social Marketing interventions

The main goal of Social Marketing is the voluntary behavioural change in a targeted audience capable of promoting benefits to the broader society (Dann, 2010). This goal is achieved by adapting commercial marketing tools to influence behaviours of target audiences (Andreasen, 1994). Social Marketing interventions can exert its influence at three levels, namely: downstream, as a direct intervention on individuals; midstream, which is an interface between an upstream and downstream perspective, by including organizations and communities capable of supporting desirable behaviours; and upstream, to influence policy and decisions makers, and these levels require interventions with different strategies and stakeholders' support (Almestahiri et al., 2017).

Social Marketing interventions have been focusing in many different contexts, to promote a wide range of beneficial behaviours such as, breastfeeding, energy conservation, recycling, water store, physical activity; hygiene habits, immunizations, taking supplements and general health; but also to prevent behaviours with negative consequences such as alcohol and drug abuse, heart disease, hypertension, sexually transmitted diseases, infectious disease, hazards and injury, radiation exposure, smoking, mental health, malnutrition and fraud, violence, and rape (Thackeray et al., 2012). The study of Gordon et al. (2006) concluded that Social Marketing interventions showed effectiveness for different target groups, such as children, young, adults, ethnic minorities, and disadvantaged groups, and in different locations like schools, workplace, church, community and family.

Prejudice is a negative attitude (Paluck & Green, 2009) that can assume different forms, targeting issues such as race/ethnicity, sexual preferences, overweight/obesity and gender (Ekehammar et al., 2003; Penny & Haddock, 2007; Powlishta et al., 1994). It leads to negative consequences for its targets (Allport & Kramer, 1946), such as discrimination (Benner et al., 2015; Rodin et al., 1989) and exclusion, derogation, and unfair treatment (Rodin et al., 1989). These negative consequences justify interventions to prevent prejudice (Paluck & Green, 2009) and to minimize its effects (Killen et al., 2011). Social Marketing is a promising framework to this task (Campbell & Brauer, 2020), since it can change attitudes and behaviours (Kotler & Zaltman, 1971).

Different forms of prejudice are still rooted in society and continue to be target of research (Albuja et al., 2019; Bogueva et al., 2017; Brandt & Crawford, 2019; Crawford & Brandt, 2020; Meleady et al., 2017; Verkuyten et al., 2020). Dance is a context where some negative behaviours towards male children and adolescents still exist, such as teasing, harassment, and aggression (Gard, 2003; Polasek & Roper, 2011; Risner, 2014), due to the existing normative gender associations, which often place dance into the feminine domain (Holdsworth, 2013; Richardson, 2018). Interventions to reduce prejudice in dance can be an opportunity to extend Social Marketing to an issue outside the health context (Gordon, et al., 2006; Thackeray et al., 2012).

Measuring Social Marketing has been a challenge for several reasons: first, because the label Social Marketing is not always used in such interventions (Andreasen, 2002; Glenane-Antoniadis et al., 2003); second, there is a limited use of theory supporting the interventions (Almestahiri et al., 2017); third, most interventions of Social Marketing do not use its own terminology (Thackeray et al., 2012); finally, as the health behaviours have been the main concern for Social Marketing interventions, there is little evidence of its effectiveness in different areas (Peattie & Peattie, 2009). As such, research capable of identifying the existence of marketing strategies in behavioural change programs still lacks (Thackeray et al., 2012; Wettstein & Suggs, 2016).

Literature suggests that the use of Social Marketing benchmarks throughout the planning of the interventions can contribute for Social Marketing effectiveness and consequently, may affect positively the effectiveness of the intended behaviour change (Almestahiri et al., 2017; Parkinson et al., 2018). Such planning is very relevant because Social Marketing intervention's success is related to the achievement of the desired behavioural change, rather than only the change of intentions, attitudes, and awareness (Gordon et al., 2016).

Other recommendations to increase the effectiveness of interventions, have been provided, such as: i) the use of meta-analysis to better understand and find the factors that promote effectiveness (Almestahiri et al., 2017); ii) the clarification of the purpose of the intervention and the benefit received by the public (Thackeray et al., 2012); iii) the use of programs to positively manage the emotions of the target audience (Parkinson et al., 2018); iv) the test of theories/models that could explore Social Marketing as a weapon to influence environmental change rather than individual change, since with the focus on the individual only it is difficult to identify common factors that allow the effectiveness of interventions (Truong & Dang, 2017); v) the use of ethnographic research methods to complement the use of surveys (Truong & Dang, 2017); vi) and the application of Social Marketing through experiments (David & Rundle-Thiele, 2018).

The Social Marketing field uses theories and models to help the understanding of the human behaviour. The next section will present some of these behaviour change theories and methods, focusing particular attention on the Theory of Planned Behaviour and the Social Cognitive Theory.

2.2. Behaviour change theories and methods

Although Social Marketing seems to provide an appropriate framework to understand individual behaviour change and to design interventions to achieve it, it is necessary to test those interventions in practice (Morris & Clarkson, 2009). However, interventions to change behaviour are typically complex and extremely difficult to plan (Kok, 2014; Steinmetz et al., 2016). As Kok (2014) states “if the behaviour change was easy, it would have already happened” (p. 167). To make matters even harder, the reduced description of interventions offers a barrier to the scientific processes (Michie et al., 2009). To evaluate the effectiveness of an intervention it is essential to specify its details to allow its replication, which would not be possible without a described and standardized process (Abraham & Michie, 2008; Michie et al., 2013). For these reasons, it is important to connect behaviour change theories with behaviour change methods (Steinmetz et al., 2016).

There are different and heterogeneous behaviour change theories that try to explain the motivation for changing the behaviour and for maintaining the new behaviour without relapses (Webb et al., 2010). Behaviour change methods are also designated by theory-based methods and involve techniques or processes capable of modifying one or more determinants of a given behaviour (Abraham & Michie, 2008; Kok et al., 2016). According with Hardeman et al. (2002), the effectiveness of the interventions should be promoted using different techniques in accordance with the theoretical purpose.

In order to know how to match theory and behaviour change methods, some authors propose several techniques that can be used for each theory (e.g. Abraham & Michie, 2008; Kok, 2014). Social Marketing uses different theories and models to help understanding the complex human behaviour (Lefebvre, 2011). The Theory of Planned Behaviour (Ajzen, 1991) and Social Cognitive Theory (Bandura, 2001) are two of those theories. The Theory of Planned Behaviour includes three dimensions, attitude, subjective norms and perceived behaviour control, which are antecedents of the intention (Ajzen, 1991). This theory has been used in recent years as a suitable framework for designing behaviour change interventions in different contexts, such as public health (Albarracín et al., 2005; Tyson et al., 2014), nutrition (Kothe & Mullan, 2014), hygiene (Yardley et al., 2011) and physical activity (Steinmetz et al., 2016). Interventions that use the Theory of Planned Behaviour as a theoretical framework aim at changing attitudinal, normative, and/or control beliefs, and consequently, at increasing the intention to perform the behaviour

(Steinmetz et al., 2016), especially when there is not any particular motivation to change the behaviour (Hardeman et al., 2002). Regarding Social Cognitive Theory, it is a theory of human behaviour rooted in social systems, which includes three factors that influence behaviours: self-efficacy, outcome expectancies, and socio-structural factors (Bandura, 2001). It has been used in different areas in several interventions (Chiu et al., 2006), such as nutrition (Lubans et al., 2012), physical activity (Martin et al., 2011), and psychosocial area (Stacey et al., 2015). Interventions that use Social Cognitive Theory aim to change self-efficacy beliefs and behaviour and have been using specific methods such as persuasive communication, vicarious experience and physiological feedback compatible with successful performance (Bandura, 2002). Social Cognitive Theory has also been used when interventions target people that already want to change their behaviour, whereas the Theory of Planned Behaviour have been mostly used in interventions with people who still have no intention of changing behaviour or when such intention is very low (Hardeman et al., 2002). Thus, Social Cognitive Theory is appropriate for designing interventions for motivated individuals, while the Theory of Planned Behaviour is adjusted to the design of interventions that do not include motivated individuals, which positions the Theory of Planned Behaviour as more preventive (Hardeman et al., 2002). Table 13 summarises six different groups of methods associated to the Theory of Planned Behaviour and Social Cognitive Theory that are presented by Kok et al. (2016), namely: i) methods at individual level; ii) methods to change attitudes, beliefs, and outcome expectations; iii) methods to change social influence; iv) methods to change skills, capability, and self-efficacy and to overcome barriers; v) methods for changing environmental conditions; and vi) methods to change social norms. For each method to be effective, Kok et al. (2016) propose some parameters, which must be taken into account when planning effective interventions.

Table 13 - Behaviour Change Methods associated to Theory of Planned Behaviour and Social Cognitive Theory

Methods and Definitions	Theory	Parameters of effectiveness - conditions that must be satisfied in practical applications for the method to be effective
Methods at individual level		
<u>Modelling</u> - providing an appropriate model being reinforced for the desired behaviour.	SCT	Attention, remembrance, self-efficacy and skills, reinforcement of the model, identification with the model, use of a coping model instead of a mastery model.
<u>Belief selection</u> - using messages designed to strengthen positive beliefs, weaken negative beliefs, and introduce new beliefs.	TPB	Requires investigation of the current attitudinal, normative and efficacy beliefs of the individual before choosing the beliefs on which to intervene.
<u>Active learning</u> - Encouraging learning from goal-driven and activity-based experience.	SCT	Time, information, and skills.
<u>Feedback</u> - Giving information to individuals and environmental agents regarding the extent to which they are accomplishing	SCT	Feedback needs to be individual, follow the behaviour in time, and be specific.

Methods and Definitions	Theory	Parameters of effectiveness - conditions that must be satisfied in practical applications for the method to be effective
learning or performance, or the extent to which performance is having an impact. <u>Reinforcement</u> - Providing reinforcement: linking a behaviour to any consequence that increases the behaviour's rate, frequency or probability. <u>Facilitation</u> - Creating an environment that makes the action easier or reduces barriers to action.	SCT SCT	Reinforcement needs to be tailored to the individual, group, or organization, to follow the behaviour in time, and to be seen as a consequence of the behaviour. Requires real changes in the environment instead of in the perceptions of the environment. Requires the identification of barriers and facilitators and the power for making the appropriate changes. Facilitating conditions on one environmental level are usually dealt with by intervening on a higher environmental level.
Methods to Change Attitudes, Beliefs, and Outcome Expectations		
<u>Anticipated regret</u> - Stimulating people to focus on their feelings after unintended risky behaviour, before any losses actually materialize.	TPB	Stimulation of imagery; assumes a positive intention to avoid the risky behaviour.
Methods to Change Social Influence		
<u>Information about others' approval</u> - Providing information about what others think about the person's behaviour and whether others will approve or disapprove of any proposed behaviour change.	TPB	Positive expectations are available in the environment.
<u>Resistance to social pressure</u> - Stimulating building skills for resistance to social pressure.	TPB	Commitment to earlier intention; relating intended behaviour to values; psychological inoculation against pressure.
<u>Shifting focus</u> - Prompting hiding of the unpopular behaviour or shifting attention away from the behaviour.	TPB	Preferably shift focus to a new reason for performing the behaviour.
Methods for Change of Environmental Conditions		
<u>Modelling</u> - Providing an appropriate model being reinforced for the desired action.	SCT	Appropriate models will vary by level, including group members and organizational, community, and policy change agents.
Methods to Change Skills, Capability, and Self-Efficacy and to Overcome Barriers		
<u>Guided practise</u> - Prompting individuals to rehearse and repeat the behaviour various times, discuss the experience, and provide feedback.	SCT	Subskill demonstration, instruction, and enactment with Individual feedback; requires supervision by an experienced person; some environmental changes cannot be rehearsed.
<u>Enactive mastery experiences</u> - Providing increasingly challenging tasks with feedback to serve as indicators of capability.	SCT	Requires willingness to accept feedback.
<u>Verbal persuasion</u> - Using messages that suggest that the participant possesses certain capabilities.	SCT	Credible source.
<u>Set graded tasks</u> - Setting easy tasks and increase difficulty until target behaviour is performed.	SCT	The final behaviour can be reduced to easier but increasingly difficult sub-behaviours.
Methods to Change Social Norms		
<u>Behavioural journalism</u> - Using by the mass and local media of appropriate role-model stories of behaviour change based on authentic interviews with the target group.	SCT	Adequate role models from the community and elicitation interviews to describe the behaviour and the positive outcome.
Source: Adapted from Kok (2016)		
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory		

As Table 13 shows, persuasive messages are not the only method to successfully change behaviour, instead, there is a range of techniques to achieve such a goal (Hardeman et al., 2002).

Because of the increasing use of online tools, especially in pandemic time, in the next subsection, we will go a little deeper into online interventions' issues.

2.3. Online interventions

The widespread of the Internet opens untapped opportunities for marketers (Bolotaeva & Cata, 2010; Talpau, 2014). Online tools are providing the chance to engage more easily the target audiences (Lefebvre, 2007), and challenge how Social Marketing campaigns should be carried out in order to successfully influence voluntary behaviours (Cugelman et al., 2011). Online Interventions have been used effectively in some contexts, as for example, to tackle ethnic prejudice (Simonovits et al., 2017), to promote smoking cessation (Taylor et al., 2017), to improve sun safety (Cleary et al., 2014), to achieve drugs' consumption cessation (Tait et al., 2013), or healthy weight (McConnon et al., 2007) and to mitigate mental disorders (Andersson & Titov, 2014). However, there is still much to explore in terms of the potential of the internet for Social Marketing as the Internet is gradually replacing the old media (Peattie, 2007). Moreover, there is still not enough evidence that computer-based interventions are better than other types of interventions (Taylor et al., 2017). In fact, there is some evidence that online interventions are more effective regarding private or sensitive issues, since face-to-face interactions with participants can be more uncomfortable, which influence the processing of the information received (Steinmetz et al., 2016). Furthermore, from a practical perspective, online interventions allows to lower the costs and reach larger audiences, comparing with offline interventions (Cugelman et al., 2011; Steinmetz et al., 2016). However, online interventions may be more viable if they target individual-level behaviour change (Cugelman et al., 2011).

The current teenage generation was born and raised with access to the internet and is familiarized with new technologies (Peattie, 2007; Shatto & Erwin, 2016). Nowadays, children and teenagers spend a considerable amount of their time online and digital communication integrates their lives at school and out of school, contributing to their social identity (Chassiakos et al., 2016; Spears et al., 2018). Thus, the Internet is viewed as an important channel to communicate with adolescents both for commercial and Social Marketing purposes (Peattie & Peattie, 2003). For this reason exploring Social Marketing interventions in a digital environment for young targets' audience started to be investigated in some contexts such as, fighting cyberbullying (Spears et al., 2018) and promoting physical activity (van Kessel et al., 2016). In fact, campaigns that use the online channel may be allowing the adaptation to the

language and behaviour of children and young people, enabling the effectiveness of these campaigns (Spears et al., 2018). Despite some criticism regarding online learning (Dong et al., 2020), it can be useful to engage children and teenagers in problem-solving initiatives (Arnott & Yelland, 2020). The using of online campaigns in school' initiatives regarding the prevention/combat of problems is also referred to as adding value to achieve the objectives (Spears et al., 2018).

After the literature review, the methodology used to plan a Social Marketing intervention and to gather subjective feedback about the materials used, is presented. The research design, questions and objectives of the research are also specified in this section.

3. Methodology

This chapter presents the research questions, objectives and design of the component of this research concerning the planning and application of the Social Marketing intervention and the collection of subjective feedback from the targets to the communication material conveying the persuasive messages used. The design of the Social Marketing intervention and its development and implementation are presented, including the Social Marketing benchmarks and theories and methods applied to the different components of the intervention. Decisions regarding sampling and sample profile, data collection and analysis will be presented after.

3.1. Research questions, objectives and design

Base on the results of the first study aiming at deepening the knowledge of the target to approach the problem under study, which constitutes the Social Marketing's consumer research benchmark , and taking into account the remaining benchmarks and the behaviour change theories used to support this research, this second Essay reports the planning and development of the design of a Social Marketing intervention to tackle the prejudice regarding boys who dance (Jadranka et al., 2012; Risner, 2002a). Considering that there is a lack of theory use in Social Marketing interventions (Almestahiri et al., 2017; Rundle-Thiele et al., 2019) this component of the research has the specific aim of exploring the answers to the following research questions: 1) How do behaviour change theories and methods help to design an intervention aiming at reducing prejudice towards boys who dance and what is the role of Social Marketing benchmarks in the planning of a Social Marketing intervention? 2) How do children and adolescents perceive the Social Marketing persuasive messages designed for an intervention?

To answer these questions, first the Social Marketing benchmarks are revisited and behaviour change theories and methods are identified, creating the bases for the Social Marketing intervention development. Following a qualitative approach, the perceptions of children and adolescents selected to take part of the experimental study were collected through open-ended questions of an online control form, after being exposed to the Social Marketing intervention materials. Such an approach aimed at attaining the following specific objectives of this component of the research:

- a) to use the guidelines and frameworks of behaviour change theories and methods that suit the focal social problem, to define specific intervention applications;
- b) to describe the creation process of a Social Marketing intervention based on the benchmark criteria and behaviour change theories and methods;

- c) to identify the targets' interpretation of the Social Marketing intervention communication materials;
- d) to make a preliminary exploration of the changes in the attitudes of children and adolescents towards boys who dance, after their interaction with the intervention components.

3.2. Design of the Social Marketing Intervention

This section describes in detail the Social Marketing benchmarks followed in order to design the intervention. Furthermore, the behaviour change theories and methods applied and the components of the Social Marketing intervention are also specified.

3.2.1. Social Marketing Benchmarks

As suggested by the literature, the use of Social Marketing benchmarks increases the potential of success of a Social Marketing intervention (Andreasen, 2002; David & Rundle-Thiele, 2018; French, 2009; Wettstein & Suggs, 2016). Thus, by using the benchmark criteria, we aim to design, plan and apply a Social Marketing intervention with the purpose of changing the children's and adolescents' prejudice towards boys who dance (Risner, 2002b, 2002a, 2014; Sanderson, 2001). The specific aspects of the benchmarks of the intervention are detailed in Table 14 which were planned taking into consideration the results of the exploratory study reported in the first Essay.

Behaviour change. Considering the limited resources and time and the Covid-19 pandemic context in which the Social Marketing intervention took place, it was not expected to be possible to attain a complete and radical change of the behaviours associated to the prejudice regarding boys who dance. Instead, the main purpose was to change the underlying beliefs, norms and intentions that will drive this behaviour in the future (Andreasen, 2002). Behavioural intentions of practising dance activities in the future should result from the changes in perceptions of children and adolescents regarding boys who dance. Thus, the approach used has the potential to impact future behaviours by reducing the prejudice regarding boys who dance as well as to support positive behaviours related with boys who dance that should translate into the increased numbers of boys involved in dance activities.

Table 14 - Social Marketing benchmarks: Social Marketing intervention to reduce prejudice towards boys who dance

	Benchmark criteria	Application
1. Behaviour change	The intervention seeks to change behaviour	Impact on future behaviours (reduce prejudice regarding boys who dance) as well as supporting positive behaviours (increase de number of boys involved in dance activities).
2. Consumer research	Consumer research to understand target audiences at the outset of interventions (Essay 1) to routinely pre-test intervention elements before they are implemented.	As in typical consumer research, this Social Marketing consumer research includes qualitative interviews and pre-testing of materials and the intervention. Social Marketing intervention's elements were pre-tested with the target group.
3. Segmentation	Audience segmentation looks for the target of opportunity, or those most likely to adopt the behaviour.	The Social Marketing intervention has children and adolescents (boys and girls) aged between 10 and 16 as the target audience. The activities and materials were tailored to that specific group.
4. Exchange (Interaction instead of Exchange)	Include the understanding of what individuals need to give up in order to obtain benefits.	When the costs outweigh the benefits, the practise of dance is less appealing. The Social Marketing intervention aims to reduce prejudice so that these social costs (e.g., bullying, social exclusion, harassment) are reduced and, thus, are less than the benefits of practising dance (e.g., social and physical benefits, health issues, social inclusion, soft skills).
5. Marketing Mix	Examines and uses an appropriate mix of methods to achieve the goals.	All four Ps of the marketing mix should be considered in the development and implementation of the Social Marketing intervention:
	<i>Social Propositions</i> instead of Product	i) Social Propositions: awareness and acceptance of the actual norm that: - dance is also for boys; - boys who dance are also successful in their lives; - prejudice regarding boys who dance is not acceptable.
	<i>Costs of involvement</i> instead of Price	One of the costs is that those who are not against boys who dance are associated with the negative perceived attributes of the boys who dance (e.g. homosexual, female). So, by implementing the Social Marketing intervention, the purpose is to reduce this negative attitude in order to reduce those costs.
	<i>Accessibility</i> instead of Place	The Social Marketing intervention was implemented in two schools of Braga (Portugal).
	<i>Social Communication</i> instead of Promotion	Promotional activities were developed in collaboration with two dance schools of Braga (Portugal) and proposed to the targets by their schools, through curricular activities, enabled by the main teacher of each class. Materials used for social communication include posters and videos.
6. Competition	Competition refers to other behaviours that compete with the desired behaviour.	The Social Marketing intervention compares the physical demands of football (the favourite sport of Portuguese boys) with the physical demands of dance.
7. Consumer Orientation	Formative research is conducted to identify consumer characteristics and needs, based on market and consumer research.	Consumer orientation was the base to understand children's and adolescents' physical activities preferences and their ideas about these activities.
8. Theory	Developing a targeted intervention for the audience must be based on theories.	The underpinning theories used to design the Social Marketing intervention are the Theory of Planned Behaviour (Ajzen, 1991) and Social Cognitive Theory (Bandura, 2001).
Source: Adapted from (Almestahiri et al., 2017; Andreassen, 2002; French, 2009; Gordon et al., 2006; Peattie & Peattie, 2003)		

Consumer Research. The consumer research assumes an important role in this phase of designing and planning the Social Marketing intervention strategy, involving the qualitative exploratory research that was reported in the first Essay, being considered a primary formative research (Xia et al., 2016). The Social Marketing consumer research sought to make needs assessments and used qualitative interviews to understand better the target and their beliefs. It was also an opportunity to pre-test some of the materials used in the main intervention. However, since all the Social Marketing intervention elements should be pre-tested with the target group (Xia et al., 2016), we collected feedback on the materials developed for the experimental intervention from five children and adolescents aged 10 to 16 years old and also collected the opinions of two teachers.

Segmentation. According to literature, prejudice starts developing from age six and this development is more expressive between the age 12 and 16 years old (Allport & Kramer, 1946). Prejudice towards boys who dance is more evident in adolescence and after the age of 15 this prejudice tends to reduce (Sanderson, 2001). The insights of the consumer research corroborate the findings from previous studies, providing evidence of a more expressive existence of prejudice in ages between 10 and 16 years old. The insights of the exploratory research, reported in the first Essay also indicate that prejudice concerning boys who dance does not exist or is less expressive under the age of 10. Furthermore, the dance school that provided the resources for the exploratory intervention also indicated that it is more difficult to attract boys from the ages of 11 to 16 years old to dance activities. One possible explanation for this could be the importance of peer opinion in this range of ages, as suggested by the exploratory study, justifying the selection of this target for the Social Marketing intervention. Therefore, it was considered relevant to include in the study children and adolescents from the age of 10, when prejudice starts settling, although less expressively, to the age of 16, since several 15 years old children and adolescents reach this age at the end of the school year, when the Social Marketing intervention was implemented.

To better describe our target, the school cycle of the Portuguese Education System of the respondents was used as a proxy to distinguishing children from adolescents, namely, children predominantly attend the school's 2nd cycle, aged from 10 to 12 years old, and adolescents enrolled in the school's 3rd cycle, aged from 13 to 16 years old (Draucker et al., 2017; Varni & Limbers, 2009). This distinction was based on the PedsQL™ (Pediatric Quality of Life Inventory) which distinguishes children, aged from eight and 12 years old, from adolescents, aged from 13 to 18 years old (Draucker, Nutakki, Varni, & Swigonski, 2017; Snyder Valier et al., 2017; Varni et al., 1999). Thus, each school's cycle incorporates individuals more homogeneous in terms of development, and for this reason we did not use the direct age of the participants.

The Social Marketing intervention targeted both boys and girls within the mentioned age range, with the purpose of reducing prejudice in both genders, as peer pressure was found to be relevant in accordance to the literature (Lehikoinen, 2006; Polasek & Roper, 2011; Risner, 2002b, 2002a). However, for boys, the aim was also to increase their intention to practise dance as a sports activity. Although results of consumer research found other targets where the prejudice regarding boys who dance also exists, such as parents, particularly fathers, we decided to focus only on children and adolescents, electing as a priority to fight prejudice in childhood, as it is very difficult to change it in adulthood, when prejudice is deeply rooted (Killen, 2007; Rutland & Killen, 2015).

Exchange. In terms of exchange, the social costs (e.g., bullying, social exclusion, harassment) associated with the practice of dance are normally perceived as high compared to the benefits of practising dance (e.g., social and physical benefits, health issues, social inclusion, soft skills). When the costs outweigh the benefits, practising dance is less appealing, and Social Marketing has a relevant role in reverting the situation. Therefore, the Social Marketing intervention aimed to reduce prejudice so that these social costs are lowered and may be perceived as less than the benefits of practising dance. To achieve exchange, we intended to motivate the target audience to participate voluntarily on the Social Marketing intervention and offered them something beneficial in return, namely: i) a program highlighting the positive benefits of dancing; ii) the chance to participate in appealing dance activities; and iii) inspirational role models in the form of testimonials.

Marketing-Mix: Social Propositions (instead of Product). Consumer research allowed to determine the marketing mix components. As for the social propositions (product), they consisted in raising awareness and motivating acceptance that dance is also for boys; boys who dance also have success in their lives, and prejudice regarding boys who dance is not acceptable. These three propositions operationalize the desired behaviour change in the target audience.

Marketing-Mix: Costs of involvement (instead of Price). Costs are different from person to person (Peattie & Peattie, 2003) and costs associated with the prejudice regarding boys who dance can take different forms. Both the exploratory research and previous studies show that these costs include the fact that boys who dance are viewed as effeminate, homosexual, and not real men (Craig, 2013; Risner, 2002b, 2002a; Sanderson, 2001) and suffer bullying, teasing, harassment, and aggression (Gard, 2003; Polasek & Roper, 2011; Risner, 2014). The idea that if someone is not against the boys who dance they can be associated with their characteristics, seems to prevail (Sanderson, 2001). With the implementation

of the Social Marketing intervention, it is expected to reduce this negative attitude in order to reduce these costs.

Marketing-Mix: Accessibility (instead of Place). As a result of the consumer research, the school emerges as the ideal place for behaviour change to occur and as the place where discrimination manifests the most, confirming suggestions from previous findings (Huhman et al., 2008). Thus, schools were the context chosen for the application of the Social Marketing intervention. The objective was that the school and the teachers acted as the promoters of the intervention together with the children and adolescents, in line with what has been done in previous studies (Huhman et al., 2008). Other reason to choose schools as the place for the intervention was found in consumer research reported in the first Essay, namely, the fact that most schools do not promote dance activities as a school sport or in physical education classes, which has a strong influence in children's and adolescents' preferences and choices, as suggest by the literature (Gard, 2003; Holdsworth, 2013). The introduction of dance in schools as well as the promotion of dance lessons (Jadranka et al., 2012) are also referred in the literature as a way to make the attitude towards boys who dance more positive, and this intervention can be a step forward. As the concept of accessibility includes the access and opportunities created to perform the desired behaviour or to not perform the undesired behaviour (Lefebvre, 2011; Peattie & Peattie, 2003), we chose the city of Braga, because it is located in a region that has several dance schools, so there are conditions for the behaviour change to take effect after the Social Marketing intervention.

Marketing-Mix: Social Communication (instead of Promotion). Based on the results of the conducted consumer research, several elements of social communication based on persuasive messages were developed in collaboration with two dance schools of Braga (Portugal). These elements, described in detail in the next section, were presented to the targets in the school context, through curricular classes, enabled by the main teacher of each class. The materials used were posters, which aimed to raise awareness for the fact that boys also dance and conveying messages against prejudice, and videos where boys who currently dance and former boy dancers tell their stories and where different types of dance, and boys performing them, are shown. Also, a video with dance lessons was proposed to the targets.

Marketing-Mix: Competition. Football is the most popular sport in Portugal (Martins & Cró, 2018; Peixoto & Sousa, 2020), and for this reason in terms of physical activity it is the main competitor to dance. Based on consumer research results and the literature, football is considered a more physically demanding and masculine sport than dance and there is the idea that boys should play football and girls should dance (Jakubowska & Byczkowska-Owczarek, 2018). There is a rooted idea that boy and girl sports

should be different (Lee, Fredenburg, Belcher, & Cleveland, 1999). For this reason, the physical demands of football, the favourite sport of Portuguese boys, and the physical demands of dance are compared in the Social Marketing intervention, showing that dance is not feminine and it is also physically challenging.

Consumer Orientation. The Social Marketing intervention was grounded in a consumer orientation, seeking to understand the audience views (French, 2009). Different research methods, including interviews, an exploratory intervention and secondary data, were used to understand the preferences for physical activities of targets and their ideas about those activities.

Theory. The underpinning theories used to design the Social Marketing intervention are the Theory of Planned Behaviour (Ajzen, 1991) and Social Cognitive Theory (Bandura, 2001). To verify if Social Marketing reduces prejudice and increases children's and adolescents' intentions to join dance as a sport, these two theories are considered appropriate. On the one hand, the Theory of Planned Behaviour explores the antecedents of intentions to perform a behaviour and allows to identify the particular components where Social Marketing can provoke changes. The Social Cognitive Theory, on the other hand, frames the vicarious learning component regarding to behaviours, both positive and negative, as prejudice. In the section “3.2.3. Theories and methods applied to the Social Marketing intervention” we will present the methods applied with both of these theories as background.

3.2.2. Components of the Social Marketing Intervention

Based on the literature review and the results of the exploratory research presented in the first Essay, the intervention uses techniques of Social Marketing interventions, namely posters, role models, dance lessons and dance presentation, through online tools with materials in digital format. Table 15 provides an overview and the key objectives of the Social Marketing intervention.

Table 15 - Components of the Social Marketing Intervention

Module	Overview	Key Objective
1. Poster Presentation (Figure 2 to Figure 6)	Children and adolescents got access to five posters. Each poster shows boys dancing alone, in couples or in group. Each poster has one message: - 1 and 2: "Stop Prejudice"; - 3 and 4: "Stop Prejudice, dance is also for men"; - 5: "Stop Prejudice, boys dance too";	At the end of the visualisation of the posters, children and adolescents will start to be aware that dance is not only for girls, it is for everyone and that it is necessary to stop the prejudice.
2. Video 1 - "Dance is for all" (Figure 7)	Children and adolescents got access to a video with testimonials from men and boys that currently dance or are former dancers: one ballet dancer, one former dancesport dancer, one former dancer, football player and football coach, one dancesport dancer, and one dance teacher.	At the end of the visualisation of the video, children and adolescents got contact with role models that are currently dancers or were dancers before. They received first-person feedback about what dance means to them, the benefits of dance and also the problems that they had to face due to the existence of the prejudice regarding boys who dance.
3. Video 2 - "Dance, a physical activity" (Figure 8)	Children and adolescents got access to two informative videos with different messages: 1. Dance is a physical activity; 2. Dance can be practised in solo, couple or group; 3. Examples of the different types of dance; 4. Dance can also be a competitive sport; 5. Don't forget: Dance is for boys, Dance is for girls, Dance is for all; 6. Respect who dances; 7. If you haven't had the courage so far, sign up to dance lessons	At the end of the visualisation of the video, children and adolescents would be aware that dance is a physical activity, that dance can be practised in solo, couple or group and there are many dance styles. Moreover, it reinforces the messages of the posters. The second video was about the importance of starting to be aware that dance is not only for girls and the prejudice should not exist. The messages also aimed to encourage the enrolment in dance activities.
4. Video 3 - "Dance Lessons" (Figure 9)	Children and adolescents were invited to participate in three online dance lessons, namely: 1. HipHop; 2. Ballet; 3. Dancesport (samba and chachacha);	The objective of this video was to encourage the experimentation of dance lessons. At the end of the visualisation of the video, children and adolescents would be aware of this physical activity. The choice of the modalities to be presented in the video 3 with dance lessons was also the subject of reflection. There is evidence that when dance is considered as a sport it is more desirable for boys (Clegg et al., 2019). Thus, we chose ballroom dancing as the main modality, as it is called "dancesport". We also chose this type of dance because it is a modality practised by both boys and girls, meeting the message that was conveyed by the other means, such as, "dance is for all", "Boys dance too", and dance is not only for girls". In addition to ballroom dancing, we also chose breakdance and ballet, to contrast with two very different types of dance in terms of style (Gunn, 2016; Sanderson, 2001).
5. Fill in a control form	Children and adolescents were asked to fill in a control form.	The objective was to obtain individual feedback from the children and adolescents about the messages of all the materials used in the Social Marketing intervention and accessed in an online class with the supervision of the teacher, namely: posters, videos and dance lessons.

Source: Structure adapted from (Rundle-Thiele et al., 2013)

Figure 2 - Poster 1



Figure 3 - Poster 2



Figure 4 - Poster 3



Figure 5 - Poster 4



Figure 6 - Poster 5



Figure 7 - Video 1



(visualise the video)

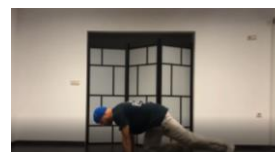
Figure 8 - Video 2



(visualise the video)

Based on The Skinny (2015); DanceSportTotal (2019); Official World of Dance (2018); Kvantaster (2018).

Figure 9 - Video 3



(visualise the video)

Based on Nationale Opera & Ballet (2020); Palco de Estrelas (2020); Passion4dancing (2017, 2019).

Note: All the materials were produced specifically for the purpose of this research. The intervenients in the Video 1 accepted to participated in the production of this video for the purposes of research and for future publication. Permission to use and publish the images used in the posters was guarantee by the owner (Appendix 3).

3.2.3. Theories and methods applied to the Social Marketing intervention

Table 16 summarises the behaviour change objectives of the planned Social Marketing intervention and makes the connection between behaviour change theories (Theory of Planned Behaviour and Social Cognitive Theory) and behaviour change methods (Kok, 2014). All the components were presented in online activities where children and adolescents were together, with the supervision of the respective teachers.

Table 16 - Theories and methods applied to the Social Marketing intervention

Change objectives	Methods	Theory	Application at Social Marketing Intervention
Attitude: Reduce prejudice regarding dance and towards boys who dance	Modelling	SCT	Some role models were presented to the target group (Video 1), to encourage identification and serve as copying models: 1) Ballet male dancer who conveyed the following message: <i>“Before joining dance activities, I used to say that dance is only for girls, I didn't want to join dance lessons because everyone was going to make fun of me... Then, as I was always at home dancing, my mother insisted that I go to an experimental class”</i> ; 2) Football male coach and former dancesport dancer, who shared: <i>“I was a football player and I thought football was for strong men, and when I tried a dance class, I can say that I don't know which is the most demanding sport... So, dance is for the strong people it's not for the weak”</i> . 3) Male dance teacher: <i>“the human being, when unaware, denies it before going to check if it is really like it looks”</i> .
	Belief selection	TPB	The exploratory investigation (Essay 1) allowed to understand the current attitudinal, normative and efficacy beliefs of the target audience helping the experimental intervention to focus on the beliefs that needed a higher intervention. In the posters 1 to 5 and Videos 1 and 2, the messages are designed to: a) strengthen positive beliefs: “boys dance too”; “dance is a sport”; b) weaken negative beliefs that dance is only for girls and boys who dance are weak; c) introduce new beliefs: “dance is also for men”.
	Active learning	SCT	On Video 2, the target was encouraged to learn from goal-driven and activity-based experience, providing, for example, information that: 1) There are different dance styles; 2) Dance can be also a sport.
	Verbal persuasion	SCT	On video nr.2, some messages such as “we should respect who practises dance and other types of sport or art” were delivered. On the posters, the messages “Stop to prejudice” with messages of boys who dance in solo, couple and in group were also presented as verbal persuasion.
Attitude: Recognize that advantages of not having	Anticipated regret	TPB	It was intended to stimulate children and adolescents to focus on their feelings after unintended prejudice regarding boys who dance and to assume a positive intention to avoid prejudice regarding boys who dance.

Change objectives	Methods	Theory	Application at Social Marketing Intervention
prejudice towards dance and about boys who dance outweigh disadvantages			<p>1) Former male dancesport dancer: <i>"I am a finalist of a mechanical engineering course; I am the vice president of a student association with 8.000 students and dance has given me a very important ability: the ability to deal with people"</i>;</p> <p>2) Male dancesport dancer: <i>"I participated in a football tournament at my school, and I also was one of the best players and my friends at the end of the game said to me that it looked like I was dancing with the ball, which allowed me to score a lot of goals"</i>.</p>
Self-Efficacy: Express confidence in ability to dance.	Active learning	SCT	The learning from goal-driven and activity-based experience was implemented by providing, for example, online dance lessons and information about the existence of different dance styles.
	Facilitation	SCT	The availability of free access to experimental dance activities acted as a facilitator to reduce the barrier to experimentation.
Social Influences: Demonstrate that peers support or should support who does dance.	Information about others' approval	TPB	<p>On Video 1 information about what others think about males who want to dance is stressed:</p> <p>1) Male dance teacher: <i>"Dance is seen as a female sport just as football is seen as a male sport and it should not be like this"</i>.</p> <p>2) Football male coach and former dancesport dancer: <i>"I was a football player and I thought football was for strong men, and when I tried a dance class, I can say that I don't know which is the most demanding sport. So, dance is for strong people it's not for weaker"</i>.</p> <p>It was also intended to reduce the concern about whether others will approve or disapprove any proposed behaviour change.</p> <p>1) Male dancesport dancer: <i>"I participated in a football tournament at my school, and I also was one of the best players and my friends at the end of the game said to me that it looked like I was dancing with the ball, which allowed me to score a lot of goals"</i>.</p> <p>2) Male dance teacher: <i>"most men and boys who are going to try a dance class are a little confused because they like what they see and this was not the idea they had configured that dance was only for girls"</i>.</p> <p>In this way, were created positive expectations in the environment.</p>
Intentions: Of joining dance activities	Shifting focus	TPB	On Video 1, the focus is shifted to a new reason for performing the behaviour, for example, the male dance teacher says <i>"I challenge football players and other athletes to come to a dance competition class and see if it is for the weak"</i> .
	Verbal persuasion	SCT	On Video 2, some messages such as "and if you haven't had the courage so far, sign up!" are delivered as a call to action.
Outcome Expectancies: Positive consequences of joining dance activities	Reinforcement	SCT	On Video 1, some messages link a behaviour to consequences that may increase the behaviour's rate, frequency or probability, such as: "When I dance, I feel free"; "Dance gives me good memories"; "Dance helps me to abstract from everyday problems"; and "Dancing gave me the ability to deal with people".
Source: Adapted from (Kok, 2014)			
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory			

3.3. Sampling and sample profile

The sample to apply the design of the Social Marketing intervention included participants of two schools, from the city of Braga (Portugal). It was a convenience sample that was chosen considering the geographical proximity and data accessibility (Ilker et al., 2016), as well as the willingness of the schools' Board to participate in the study. Decisions regarding the age range of the participants were made considering the segmentation benchmark, resulting in the selection of children ($n = 172$) and adolescents ($n = 264$) aged between 10 and 16 years old. In total, 436 young people took part of the Social Marketing intervention (Table 17). Of the total participants ($n = 436$), 52,5% are girls and 47,5% are boys.

Table 17 - Profile of the Children and Adolescents

Characteristics	Frequency	Percent (%)
Gender		
Male	229	52,50
Female	207	47,50
Year of Birth		
2004	15	3,40
2005	78	17,90
2006	85	19,50
2007	99	22,70
2008	81	18,60
2009	78	17,90
School Year		
Children	172	39,45
Adolescents	264	60,55

In the next section we describe the data collection methods used, namely, to gather the subjective opinions of the participants regarding the components of the experimental intervention. The performed data analysis is also described.

3.4. Data collection and analysis

Initially, the Social Marketing intervention was planned to take place in the physical classroom. However, due to the Covid-19 pandemic, the school classes migrated to the online environment and the contents of the Social Marketing intervention had to be converted to the digital format. The online format allowed an intervention in a formal online class, where each children and adolescent accessed individually the material (Steinmetz et al., 2016) with the supervision of a teacher. The Social Marketing intervention was delivered by the investigator and supported by the teachers of the selected classes and was held

between 25 May and 23 June of 2020. The Social Marketing intervention was carried out on different days for each class, due to the specific planning of classes. It was implemented after the consent from the parents of children and adolescents (Appendix 4), who were only involved in a voluntary basis (Brounéus, 2011; Orb et al., 2001; Saunders et al., 2007). We ensured the confidentiality of the data and the its use for research purposes only (Brounéus, 2011). No database with personal information of any participant was created in this investigation (Orb et al., 2001). The teachers and the investigator maintained a permanent contact by e-mail and by instant messaging and voice calling, during the whole Social Marketing intervention.

In order to ensure that the children and adolescents got, in fact, involved in the Social Marketing intervention, some controls were added, specifically by asking the children and adolescents to fill in a form with their feedback about the Social Marketing intervention materials. Although there were some initial concerns about the problems that the application of an online intervention could bring to the study, it turned out to be an opportunity to collect individual feedback through these forms. Often, group interventions inhibit children and adolescents from expressing their opinion out of fear of peer reaction, but this format allowed them to provide their feedback about each material, without such concern (Steinmetz et al., 2016).

The online control form filled in for each phase of the Social Marketing intervention, included both close and open-ended questions (Appendix 5), aiming at collecting the participants' perceptions about the materials used and the activities proposed, while also confirming the involvement with the content of the intervention. Participants who did not respond to the control form were excluded from the study. Though these control forms it was possible to collect spontaneous reactions and assess the perceptions about the messages of posters, videos and dance lessons of the online intervention. The online control form was filled by children and adolescents immediately after the end of the Social Marketing intervention. We used the online survey software Qualtrics to implement the questionnaire.

The control form was built around five groups of questions. The first group intended to characterize the sample in terms of age, gender, school, classroom, individual class number and school year. The second group included questions about the posters, more specifically: three close-ended questions in which children and adolescents should identify the poster that, in their opinion, better described that dance is an activity for everyone, identify the poster that they liked the least, identify the poster that they liked the most; and one open-ended question that asked participants about the message they got from visualising the posters. In the third group of questions, the participants were asked about the Video 1, including: i) one close-ended question, where children and adolescents were asked to identify who can

practise dance; one open-ended question, to assess if they saw the Video 1, where they should identify a moment in the Video 1 that to justify their previous answer; and one open-ended question where children and adolescents were asked about the moment, they enjoyed the most during the Video 1. The fourth group of questions were about Video 2 and intended to measure children's and adolescents' attitudes about dance as a physical activity, as a sport and the types of dance, assessed through one question with a 5-point Likert scale anchored with *1=strongly disagree* and *5=strongly agree*. The fifth, and last group of questions, was about the performed online dance lessons, including: one close-ended question to identify the type of dance that they liked the most; and one final close-ended question that asked to identify who can practise each of the presented types of dance.

More specifically, the core topics/goals for the control form were: i) to control whether children and adolescents participated in the entire Social Marketing intervention, having seen all the materials made available; ii) to explore perceptions about the materials of the Social Marketing intervention; iii) to identify perceptions about dance; and iv) to explore the existence of prejudice towards boys who dance.

Regarding the qualitative data analysis, given the importance of each sentence, it was decided to analyse each open-ended question manually. For that, a descriptive analysis was made using qualitative content analysis (Schreier, 2014). Categories drawn from de literature (Elo & Kyngäs, 2008; Harwood & Garry, 2003; Saldaña, 2013; Stemler, 2015) and from the results of the exploratory study (Essay 1) allowed the manual codification. To ensure the trustworthiness of the results, we described all the decisions that were taken (Noble & Smith, 2015; Whittemore et al., 2001). In the first moment we counted the number of children and adolescents who mentioned a certain category (#C) and also the number of times the children and adolescents referred to that category (#C MU), thus cataloguing the meaning units (Graneheim & Lundman, 2004; Zoellner et al., 2012). We concluded that all the participants mentioned each category only one time, thus the number of #C is the same of the #MU per category. However, several children and adolescents mentioned different categories. In this case we counted the number of categories mentioned by each child and adolescent.

Regarding the closed-ended questions, which included multiple choices, and 5-point Likert scales, the data were analysed using the software Statistical Package for Social Sciences (SPSS 26.0).

4. Results and discussion

In this second Essay the results section focuses on the subjective responses to the Social Marketing intervention components, namely the posters, the videos and the online dance activities, collected through the above-mentioned online control form.

4.1. Posters

The participants' perceptions about the materials used in the Social Marketing intervention were collected after the implementation of the intervention. As mentioned before, besides the images showing boy dancers, the posters contained three messages, namely, "Stop the Prejudice", "Stop the Prejudice, dance is also for men", and "Stop the Prejudice, boys dance too". Children and adolescents were asked about the poster that best describes that dance is an activity for everybody and about their preferences about the posters in terms of which one they liked the most the one they liked the least. Table 18 summarises the results of children's and adolescents' perceptions. The results show a great degree of consistency particularly concerning the most and least liked posters, which provides additional guarantee that answers were not random and the participants indeed observed the materials and the messages they intended to convey.

Table 18 - Perceptions of the children and adolescents concerning the Posters

Better describes that dance is an activity for everyone			The poster they liked the most			The poster they liked the least		
	n	%		n	%		n	%
Poster 4	148	33.90	Poster 4	136	31.20	Poster 1	237	54.40
Poster 3	115	26.40	Poster 3	101	23.20	Poster 5	62	14.20
Poster 5	77	17.70	Poster 2	82	18.80	Poster 2	60	13.80
Poster 2	56	12.80	Poster 5	69	15.80	Poster 4	43	9.90
Poster 1	40	9.20	Poster 1	48	11.00	Poster 3	34	7.80
Total	436	100.00	Total	436	100.00	Total	436	100.00

Poster that better describes that dance is an activity for everybody. Taking into account the five posters that children and adolescents observed, the poster nr.4 (33,90%) is the one that is perceived as better describing dance as an activity that everyone can practise, followed by the poster nr.3 (26,40%), poster nr.5 (17,7%), poster n°2 (12,8%) and poster nr.1 (9,2%). Both fourth and third posters included a group of dancers, where several boys and girls appear, with the message "dance is also for boys", which may

justify why more participants considered that it describes the idea that dance is an activity for all, contrarily to the posters that included only boys or, in the case of the second poster, a dance couple with a boy.

Considering the differences between boys' and girls' perceptions, while the poster nr.4 had the larger number of girls considering that this is the poster that better describes that dance is for everyone (40,58%), for boys this preference is divided between two posters, namely, poster nr.4 (27,95%) and nr.3 (27,07%), (Table 19). However, the second choice for girls was also the poster nr.3 (25,60%). One possible explanation could be the fact that both posters nr. 4 and nr. 3 have boys and girls dancing, contrary to the posters nr.1 and nr.5 where only boys are presented. Poster nr.2 contains one picture of one boy dancing and one couple, where the girl appears on her back.

Table 19 - Boys' and Girls' perceptions about the poster that better describes dance as an activity for everyone

	Boys			Girls	
	n	%		n	%
Poster 4	64	27.95	Poster 4	84	40.58
Poster 3	62	27.07	Poster 3	53	25.60
Poster 5	42	18.34	Poster 5	35	16.91
Poster 2	33	14.41	Poster 2	23	11.11
Poster 1	28	12.23	Poster 1	12	5.80
Total	229	100.00	Total	207	100.00

Regarding the differences between children and adolescents (Table 20), poster nr.4 had the larger number of adolescents considering that this is the poster that better describes that dance is for everyone (35,98%). As for children, their preference is divided between two posters, namely, poster nr.4 (30,81%) and nr.3 (27,33%). However, the second choice for adolescents was also the poster nr.3 (25,76%). One possible explanation could be the fact that both posters nr.4 and nr.3 have boys and girls dancing with different ages and genders.

Table 20 - Children's and adolescents' perceptions about the poster that better describes dance as an activity for everyone

	Children			Adolescents	
	n	%		n	%
Poster 4	53	30.81	Poster 4	95	35.98
Poster 3	47	27.33	Poster 3	68	25.76
Poster 5	33	19.19	Poster 5	44	16.67
Poster 1	21	12.21	Poster 2	38	14.39
Poster 2	18	10.47	Poster 1	19	7.20
Total	172	100.00	Total	264	100.00

Most liked poster. Regarding the preferred poster, participants liked the most posters nr.4, nr.3 and nr.2 (31,20%, 23,20% and 18,80%, respectively). In the case of boys, the distribution of the preferences among these top three posters (Table 21) is fairly similar (25,33%, 22,71%, and 21,83%, respectively). This ranking of preferences matched the one of girls, but with larger differences between them (37,68%, 23,68%, and 15,46%, respectively). There seems to be a positive association of girls with the poster where more girls appear. Moreover, participants' preferences fell on the posters where boys and girls appear, contrarily to posters where only boys are portrayed (posters nr.1 and nr.5, with 11,00% and 15,80%, respectively). These results suggest that children and adolescents understood the importance of considering dance as an activity for all and not only for girls. It is also interesting to notice that the poster that children and adolescents liked the most (poster 4) was also the one that they perceived as conveying better the idea that "dance is an activity for everyone".

Table 21 - Most liked poster by boys and girls

	Boys			Girls	
	n	%		n	%
Poster 4	58	25.33	Poster 4	78	37.68
Poster 3	52	22.71	Poster 3	49	23.67
Poster 2	50	21.83	Poster 2	32	15.46
Poster 5	38	16.59	Poster 5	31	14.98
Poster 1	31	13.54	Poster 1	17	8.21
Total	229	100.00	Total	207	100.00

When comparing children's and adolescents' poster preferences (Table 22), we verify that, while children were divided between posters nr.4 and nr.3, adolescents show a clear preference for poster nr.4, although they also place poster nr. 3 in second in their ranking. This can be justified by the fact that in this poster there are more visible dancers (noticeable by the beard of two of the boys).

Table 22 - Most liked poster by children and adolescents

	Children			Adolescents	
	n	%		n	%
Poster 4	46	26.74	Poster 4	90	34.09
Poster 3	40	23.26	Poster 3	61	23.11
Poster 2	35	20.35	Poster 2	47	17.80
Poster 1	26	15.12	Poster 5	44	16.67
Poster 5	25	14.53	Poster 1	22	8.33
Total	172	100.00	Total	264	100.00

Least liked poster. In general terms, the poster that both boys and girls liked the least was poster nr.1, with 45,41% and 64,25%, respectively (Table 23).

Table 23 - Least liked poster by boys and girls

	Boys			Girls	
	n	%		n	%
Poster 1	104	45.41	Poster 1	133	64.25
Poster 5	41	17.90	Poster 2	24	11.59
Poster 2	36	15.72	Poster 5	21	10.14
Poster 4	32	13.97	Poster 3	18	8.70
Poster 3	16	6.99	Poster 4	11	5.31
Total	229	100.00	Total	207	100.00

The fact that the poster nr.1 does not reveal the identity of the dancers, since the dancers' faces have been cut, may suggest that somehow the identification with the represented character was lost. An observation that can still be made and which may also be interesting to further investigate is whether this result is motivated by the fact that there is a male ballet dancer, contrary to the other posters. This could suggest that different types of dance activate different perceptions about boys who dance, a suggestion that was also found in the exploratory study's results presented in Essay 1 and in previous studies (Jakubowska & Byczkowska-Owczarek, 2018). As for the comparison of the preferences of children and adolescents (Table 24), we verify that both children and adolescents liked the poster nr.3 the least.

Table 24 - Least liked poster by children and adolescents

	Children			Adolescents	
	n	%		n	%
Poster 1	82	47.67	Poster 1	155	58.71
Poster 2	30	17.44	Poster 5	39	14.77
Poster 5	23	13.37	Poster 2	30	11.36
Poster 4	22	12.79	Poster 4	21	7.95
Poster 3	15	8.72	Poster 3	19	7.20
Total	172	100.00	Total	264	100.00

In addition to these perceptions obtained through close-ended questions, it was also relevant to investigate how participants perceived the message conveyed by the posters. Thus, through an open-ended question these perceptions were collected. Meaning units of the words, sentences or paragraphs connected by content and context were collected from the participants' answers (Graneheim & Lundman, 2004; Zoellner et al., 2012). The categories were agreed among the three investigators to guarantee

consensus on coding (Bailey, 2020; Zoellner et al., 2012). Thus, the label “#C MU” indicates the total of participants’ mentions for each meaning unit. Table 25 contains a categorization of the perceptions expressed by the participants: i) dance is for everyone (for boys and girls); ii) a call to end the prejudice against boys who dance; and iii) people should be against social exclusion/harassment. Additionally, there is also a category to include all the answers of those suggesting that the posters were pretty indifferent because they just do not like dance.

Table 25 - Perceived messages drawn from the Posters

Categories	#C MU	Exemplary quotes
Dance is for everyone (for boys and girls)	444	<i>"Dance or any other sport is not just for girls or boys, it is for everyone, everyone who likes to do sports".</i> <i>"For example, if any boy I know practises dance I will respect it because there is no harm".</i> <i>"Dance can be practised by boys and girls".</i> <i>"Dance is for everyone regardless of gender".</i> <i>"Dance is a sport for all people".</i> <i>"Dancing is also for men!"</i> <i>"Dance is not just for women."</i>
A call to end prejudice against boys who dance.	50	<i>"The world has to stop the prejudice against boys who dance".</i>
People should be against social exclusion/harassment	37	<i>"People should not discriminate boys for practicing dance";</i> <i>"The message I get is that you don't have to be afraid of what people are going to think".</i>
Don't like dance.	2	<i>"I don't like dancing but I respect the opinion of all of them."</i>
Did not answer	24	
Did not know what to answer	4	<i>"I don't know."</i>

Legend: #C MU = children and adolescents meaning units.

Dance is for everyone (for boys and girls). The results suggest that the first key objective of the Social Marketing intervention could have been accomplished, since the majority of the interpretations (83%) of the messages conveyed by the posters, is that dance is for everyone, either girl or boy (#C MU = 444). These results contrast with the ones obtained in the exploratory study (Essay 1), where the difference among genders regarding dance was very marked. The fact that the children and adolescents understood and retained the main message of the poster does not mean an immediate change of the rooted beliefs. However, the awareness that dance is an activity that can be practised regardless of gender is the first step to equalizing the participation of any gender in any activity, and contributes to fighting the gender asymmetry and role attribution that perpetuate the gender inequality that requires intervention (Gard, 2003; United Nations, 2015).

A call to end prejudice against boys who dance. Other key objective of the Social Marketing intervention was to increase the consciousness about the need to stop the prejudice regarding boys who dance. Some statements made by the children and adolescents suggest that the exposure to the intervention materials was able to convey the idea that it is important to fight the prejudice towards boys who dance, indicating that participants internalized the message "stop the prejudice!". Moreover, these results also suggest that participants recognize the existence of this prejudice, adding evidence to the extant literature (Risner, 2002a). In addition, these statements also suggest that the participant children and adolescents recognize the importance of intervening in this type of prejudice. The need of intervention for this prejudice was also confirmed in the literature (Sanderson, 2001).

People should be against social exclusion/harassment. The participants also recognize the need to reduce prejudice, considering its negative consequences, such as discrimination, social exclusion and bullying, which are well described in the literature (Gard, 2003; Risner, 2014). In the same vein, some children and adolescents stressed that everyone should feel free to choose whether they practise dance or not and no one should be ashamed or afraid to do what they want or like. These results are very relevant because participants were not asked specifically about this topic, but it seems that the messages conveyed by the Social Marketing communication tools attracted this spontaneous feedback when participants were asked about the 'lesson' they take from the posters.

Don't like dance. A negative attitude towards dance was also mentioned, in which two male participants stated that they do not like dance as a sport. However, they mentioned that they are not against those who dance and they respect the dancers. This can also be a positive feedback coming from the Social Marketing intervention.

Twenty-four children and adolescents did not answer to this question and four children and adolescents mentioned that they do not know the answer. However, the results of the visualisation of the posters by the children and adolescents indicate that the majority understood the message, which was simple, to focus on the need to reduce prejudice against boys who dance, hoping that boys who want to dance see their intention increased and the ones who do not, at least respect those that make that choice.

4.2. Video 1

After the visualization of the Video 1 participants were asked to identify who can practise dance, among three choices: i) girls; ii) boys; or iii) boys and girls. The results presented in Table 26 were almost unanimous with an expressive 98,9% of the participants saying that the dance is both for boys and girls.

Table 26 - Boys' and girls' perceptions about dance as a sport activity - after visualising Video 1

Dance is for:	Boys			Girls	
	n	%		n	%
Girls	5	2.18	Girls	0	0.00
Boys	0	0.00	Boys	0	0.00
Boys and Girls	224	97.82	Boys and Girls	207	100.00
Total	229	100.00	Total	207	100.00

Given the nature of this problem, it is possible that some participants may have given a socially expected answer, without revealing their true opinions. However, this result is still very positive and suggests that the content of the Video 1 could have changed their views about dance. 14 participants did not answer to this question and 19 said that they did not know what to answer. Still, the results of the visualization of the Video 1 by the target audience indicate that they understood the message that dance is for everyone.

Moreover, after the visualization of the Video 1, 5 boys, 4 of them from the adolescents' segment, still maintain the idea that dance is only for girls (Table 27). This may indicate that prejudice is more difficult to fight in later ages (Killen, 2007; Rutland & Killen, 2015).

Table 27 - Children's and adolescents' perceptions about dance as a sport activity - after visualising Video 1

Dance is for:	Children			Adolescents	
	n	%		n	%
Girls	1	0.58	Girls	4	1.52
Boys	0	0.00	Boys	0	0.00
Boys and Girls	171	99.42	Boys and Girls	260	98.48
Total	172	75.11	Total	264	127.54

The participants were also asked to choose a moment in the Video 1 that would justify their answer. The intention was to receive first person feedback about a particular verbal or non-verbal element within the Video 1 that were memorable and effective in conveying the idea that dance is for both girls and boys. These elements were categorized as “identification with role models”; “verbal message that dance is for everyone”; “there are not predefined sports for girls and for boys; “identification of positive feelings felt by dancers”; “visual appeal of dance and of a boy dancing”; “notion that dance is a demanding sport”; “notion that boys who dance are victims of prejudice”. Finally, there were a few participants that said that nothing appealed to them in the Video 1, because they do not like dance at all (Table 28).

Table 28 - Elements/moments in Video 1 that support that dance is for both genders or just for girls

Categories	n	%	Examples Quotes
Identification with role model	42	22.46	Boys who dance in general
	63	33.69	Ballet dancer
	37	19.79	Dance teacher
	10	5.35	Dancesport dancer who also plays football
	26	13.90	Football coach and former dancesport dancer
	9	4.81	Former dancer and engineer
Total (category)	187	100.00	
Total	436	42.89	
There are not predefined sports for girls and for boys	85	19.50	<i>"I liked when the dance teacher said that people think that football is for men and dance is for girls".</i> <i>"Football and Dance - men can practise."</i>
Verbal message that dance is for everyone (for boys and girls)	81	18.58	<i>"Dance is for all".</i>
Identification of positive feelings felt by dancers: Fun/Cool/ Good/Safe/ Happiness/ Success	60	13.76	<i>"Boys who dance said that they enjoy dancing".</i>
			<i>"I liked the part of the video when I saw one boy who dance full of dance awards".</i>
Visual appeal of dance and of a boy dancing	59	13.53	<i>"When the boy dancer danced. it was something I really enjoyed watching."</i>
			<i>"I do not like to dance, but it is beautiful."</i>
Notion that boys who dance are victims of prejudice	27	6.19	<i>"The ballet dancer boy says he was afraid to go to the dance because he thought everyone was going to make fun of him".</i>
			<i>"The boys are ashamed to go to the dance because they don't want to be a target of harassment".</i>
Notion that dance is a demanding sport	25	5.73	<i>"Dance is not for weak people, it is for strong people".</i>
			<i>"The moment when the football coach says that he does not know which is the most demanding sport, whether dance or football."</i>
There was nothing appealing in the video.	3	0.69	<i>"I did not like any part of the video. I do not like dance."</i>

Identification with role models. One of the goals of the Social Marketing intervention was to provide inspirational role models in the form of testimonials as suggested by literature (Kok, 2014). In this line, some participants mentioned they enjoyed to see all the interviewed men and boys speaking about their personal experience, and some of them identified who was more relevant to them, indicating: ballet dancer (n = 63), dance teacher (n = 37), football coach and former dancesport dancer (n = 26), dancesport dancer who also plays football (n = 10), and former dancer and engineer (n = 9). This result can be justified by the fact that the average age of the participants is similar to the age of the ballet dancer, strengthening the identification (Ruggeri et al., 2018). Moreover, teachers, in general, are

references for children and adolescents (Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018).

Verbal message that dance is for everyone (for boys and girls). Congruent with the results of the closed-ended question, where the participants indicated that dance is for boys and girls, several (n = 81) considered that the message they got from viewing the Video 1 is that the dance is for everyone. Once again, these results suggest that the Social Marketing intervention main message was understood by the target audience.

Identification of positive feelings felt by dancers (fun/happiness/success). Some participants mention they like the fact that dancers enjoy what they do and the fun and happiness they feel when dancing. This is a step towards respecting the decisions of others and consequently reducing prejudice (Andreasen, 1994).

Visual appeal of dance and of a boy dancing. Even though the Video 1 includes more interviews and fewer dance moments, some participants who mentioned that dancing is for boys and girls base their opinion on the fact that they liked to see the dance parts and more so the boys dancing. One of the boys participating in the study mentioned that, despite not enjoying dancing, dancing is beautiful. One of the purposes of the Social Marketing intervention was exactly that, even though some children and adolescents may not appreciate dance as a sport, at least they would not be against anyone who practise it. Although these results are isolated, they can provide clues for future interventions in this specific prejudice. As for the visual appealing of seeing a boy dancing, there were several participants that identified this as a justification for considering dance a sport for everyone. A possible explanation may have to do with the lack of previous knowledge that there are boys of different ages practising dance, as it was found during the exploratory study.

Notion that dance is a demanding sport. Although the main sport in Portugal is football, some participants reported that they appreciated the moment in the Video 1 when it was mentioned that dance is as demanding as other sports (n = 25) and, for this reason, cannot be associated to a sport for the weak, but for strong people, instead. One of the objectives of the Video 1 was precisely to try to show that dance is as demanding as other sports, since there is evidence from previous studies that the perception that dance is more suitable for girls may be due to the fact that it is perceived as a less competitive modality, with a less physical load (Lee et al., 1999). For this reason, only the less strong boys would practise dance (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2014). Our results suggest that some children and adolescents considered this message quite important for them.

There are not predefined sports for girls and for boys. Some children and adolescents (n = 85) who considered dance to be for both boys and girls said that the part of the Video 1 that justifies their choice was when the issue of gender differences was mentioned. This is an important result, as there is evidence that the inequality in the perception of activities according to gender leads to the existence of prejudice towards boys who dance (Gard, 2003; Risner, 2002b).

Notion that boys who dance are victims of prejudice. Some children and adolescents mentioned that the part of Video 1 that stroked them the most was when it was said that boys are teased, excluded, harassed, bullied and discriminated for dancing (n = 27). This insight is relevant because it suggests that the Social Marketing intervention may have raised awareness for the problem. This evidence is important, considering the negative consequences of prejudice described in the literature (Abrams & Killen, 2014; Killen et al., 2011), and results indicate that the Social Marketing intervention was able to catch the attention of the children and adolescents for this problem.

There was nothing appealing in the Video 1. Although they represent a very small minority, three boys said that nothing was suggestive for them that dance should be also practised by boys. In fact, they claim that they did not like any part of the Video 1. This result is a reminder that changing attitudes and even more so, behaviours, is a very challenging task (Andreasen, 1994). Obviously, it is not a single video that will change the behaviours related to prejudice towards boys who dance. However, the results are generally very positive and indicate that, at least, this component of the Social Marketing intervention touched some consciences and started raising awareness for the problem of prejudice. The results also suggest that a Social Marketing intervention, or more specifically, Social Marketing communication, is appropriate to address prejudice, which should be eradicated because of its devastating negative consequences, as it is extensively studied and shown by the literature (Abrams & Killen, 2014; Benner & Graham, 2013; Paluck & Green, 2009).

In sum, one of the purposes of the Social Marketing intervention was that, even though some children and adolescents may not appreciate dance as a sport, at least they would not be against anyone who practised it. Moreover, we tried to show that dance is as demanding as other sports. The results suggest that the messages conveyed by the Video 1 may have contributed to such purposes. Also, congruent of the results achieved by the poster visualisation, children and adolescents were able to identify through Video 1 the message that dance is an activity for everyone.

4.3. Video 2

The Video 2 main purpose was that, at the end of the visualisation, children and adolescents would be aware that dance is a physical activity and a sport, that dance can be practised in solo, couple or in group. Moreover, it was intended that children and adolescents were able to recognize the existence of different dance styles by presenting them some examples. To assess the effects that the Video 2 had on the participants' opinions, several close-ended questions were made, using a Likert scale anchored with *1=strongly disagree* and *5=strongly agree*. Table 29 summarises the participants' attitudes after visualising the Video 2. The results indicate that they understood the messages of dance being a physical activity ($M = 4,74$) and a sport ($M = 4,64$), and recognize the existence of different types of dance ($M = 4,92$).

Table 29 - Messages conveyed by Video 2

	Mean	Std. Deviation	Minimum	Maximum
Dance is a physical activity.	4.74	0.686	1	5
Dance is a sport.	4.64	0.707	1	5
There are many styles of dance.	4.92	0.388	1	5

Although the results show that participants generally score high the sentences, we were interested to know if there are significant differences between boys' and girls' perceptions. To that purpose, first, the normality tests Kolmogorov-Smirnov and for Shapiro-Wilk were computed (Appendix 6). The p-value of the test is lower than 0.05, meaning that data does not follow a normal distribution (Hanusz et al., 2016; Lilliefors, 1967; Srimani et al., 2020). In view of the results, the Mann-Whitney Test for independent samples, the non-parametric alternative to t-test (Ayadi & Ghorbel, 2018; Ruxton, 2006), was computed to assess whether or not significant differences between boys' and girls' scores exist (Table 30). Although the boys' scores of each item ($Mdn = 5.00$) were equal to the girls' score ($Mdn = 5.00$), the results of the Mann-Whitney Test show that the p-value of the analysis results is less than $p \leq 0.05$, indicating there is significant differences between boys and girls. Table 30 indicates which group, boys or girls, can be considered to have the highest agreement for each sentence, in general, showing the group with the highest mean rank (Nachar, 2008). In this case, girls had greater agreement than boys for all the sentences: "*dance is a physical activity*", "*dance is a sport*", and "*there are many styles of dance*" (respectively: $U = 20111.50$, $p \leq .001$; $U = 19255.50$; $p \leq .001$; and $U = 21877.00$; $p = 0.017$). In other words, in general, girls score higher than boys, all those sentences (Milenović, 2011). These differences

may suggest a lower awareness or knowledge of boys about dance in general or may indicate that girls are more sensitive than boys regarding issues related with dance, as suggested by the literature (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017).

Table 30 - Messages conveyed by Video 2: gender differences

Mann-Whitney Test	Statistics					Ranks		T statistics		
	N		Median			Mean Rank		Grouping Variable: Gender		Asymp. Sig. (2-tailed)
	Total	M	F	M	F	M	F	U	Z	
Dance is a physical activity.	435	229	206	5.00	5.00	202.82	234.87	20111.50	-4.063	< 0.001
Dance is a sport.	432	227	205	5.00	5.00	198.83	236.07	19255.50	-4.063	< 0.001
There are many styles of dance.	430	226	204	5.00	5.00	210.30	221.26	21877.00	-2.392	0.017*
Legend: M = boys; F = girls										
Note: *** p < 0.001; ** p < 0.01; * p < 0.05										

Moreover, we compared children's and adolescents' segments (Table 31), and concluded that there are no significant differences between them ($p > 0.05$).

Table 31 - Messages conveyed by Video 2: differences between children and adolescents

Mann-Whitney Test	Statistics					Ranks		T statistics		
	N		Median			Mean Rank		Grouping Variable: Gender		Asymp. Sig. (2-tailed)
	Total	C	A	C	A	C	A	U	Z	
Dance is a physical activity.	435	171	264	5.00	5.00	219.33	217.14	22344.00	-0.272	0.785
Dance is a sport.	432	169	263	5.00	5.00	211.45	219.75	21369.50	-0.885	0.376
There are many styles of dance.	430	167	263	5.00	5.00	211.06	218.32	21219.50	-1.546	0.122
Legend: C = children; A = adolescents										
Note: *** p < 0.001; ** p < 0.01; * p < 0.05										

In sum, after the visualization of the Video 2, the results indicate that participants retained the idea that dance is a physical activity and a sport, and recognize the existence of different types of dance. However, in general, boys' agreement about those ideas is lower than that of girls.

4.4. Video 3

The Video 3 aimed at promoting experimentation of dance by children and adolescents. At the same time, similarly to the previously presented components of the Social Marketing intervention, it was also possible to collect feedback about the participants' preferences in terms of the dance styles that they enjoyed the most to try (Table 32). The majority of participants has chosen hip hop as the type of dance they liked the most to try.

Table 32 - Type of dance boys and girls liked the most to try

	n	%
hip hop	327	75.00
ballet	46	10.55
chachacha	33	7.57
samba	30	6.88
Total	436	100.0

Regarding the differences between the perceptions of children and adolescents by gender, both boys and girls identify the hip hop as the type of dance that they preferred to try. However, while ballet was the second dance style that girls preferred the most ($n = 46$), for boys, ballet was the dance style that they least liked to try ($n = 3$). These results (Table 33) are not surprising, since there is evidence in the literature, supporting the preference of boys for dance styles like hip hop and a greater reluctance for other genres such as ballet (Gunn, 2016; Jakubowska & Byczkowska-Owczarek, 2018). Thus, the results indicate that girls' preferences are different from those of boys in terms of dance types.

Table 33 - Boys' and girls' perceptions about the type of dance they liked the most to try

	Boys			Girls	
	n	%		n	%
hip hop	197	86.03	hip hop	130	62.80
chachacha	16	6.99	ballet	43	20.77
samba	13	5.68	chachacha	17	8.21
ballet	3	1.31	samba	17	8.21
Total	229	100.00	Total	207	100.00

The answers of the children's and adolescents' segments were also compared, regarding type of dance they liked the most (Table 34). The results show that both children and adolescents prefer hip hop over other styles.

Table 34 - Children's and adolescents' perceptions about the type of dance they liked the most to try

	Children			Adolescents	
	n	%		n	%
hip hop	130	75.58	hip hop	197	74.62
ballet	21	12.21	ballet	25	9.47
samba	11	6.40	chachacha	23	8.71
chachacha	10	5.81	samba	19	7.20
Total	172	100.00	Total	264	100.00

We also collected feedback from participants about who can practise each of the presented types of dance. Similar to the results of the observation of the posters and of the Video 2, the results show that the majority recognises the different dance styles presented in the Video 3 as suitable for both boys and girls (Table 35).

Table 35 - Gender attribution of dance styles - after visualising Video 3

	hip hop		chachacha		samba		ballet	
	n	%	n	%	n	%	n	%
Girls	27	6.19	11	2.52	6	1.38	4	0.92
Boys	7	1.61	19	4.36	29	6.65	26	5.96
Boys and Girls	402	92.20	406	93.12	401	91.97	406	93.12
Total	436	100.00	436	100.00	436	100.00	436	100.00

Concerning the differences between the perceptions of participants by gender, the results presented in Table 36 show that the majority of boys and girls agree that both genders can join each type of dance.

Table 36 - Boys' and girls' perceptions about the gender attribution of types of dance - after visualising Video 3

Who should practise each type of dance		Boys and Girls		Girls		Boys		Total	
		n	%	n	%	n	%	n	%
hip hop	M	200	87.34	23	10.04	6	2.62	229	100.00
	F	202	97.58	4	1.93	1	0.48	207	100.00
chachacha	M	206	89.96	7	3.06	16	6.99	229	100.00
	F	200	96.62	4	1.93	3	1.45	207	100.00
samba	M	204	89.08	3	1.31	22	9.61	229	100.00
	F	197	95.17	3	1.45	7	3.38	207	100.00
ballet	M	206	89.96	1	0.44	22	9.61	229	100.00
	F	200	96.62	3	1.45	4	1.93	207	100.00

Legend: M = boys; F = girls

However, some boys and girls (n = 23; n = 4, respectively) indicated that only girls should practise hip hop, while other boys and girls (n = 6; n = 1, respectively) believe that only boys should practise hip hop. The same happens for other types of dance. Surprisingly, although they are a minority, some boys indicate that ballet should be practised only by boys (n = 22), as well as chachacha (n = 16) and Samba (n = 22). This result goes against the evidence in the literature that dancesport (where chachacha and samba are included) and ballet are typically associated with female styles (Jakubowska & Byczkowska-Owczarek, 2018). This result may reflect some effect of the Social Marketing intervention carried out, where the materials, including posters, dance shows and interviews with boys who dance, and dance activities taught by male teachers, stressed the idea that boys can perform any style of dance. The segments of children and adolescents were compared also regarding gender attribution of types of dance (Table 37), and we could verify that both children and adolescents agree that both boys and girls can join each type of dance.

Table 37 - Children's and adolescents' perceptions about the gender attribution of types of dance - after visualising Video 3

Who should practise each type of dance		Boys and Girls		Girls		Boys		Total	
		n	%	n	%	n	%	n	%
hip hop	Children	155	90,10	13	7,60	4	2,30	172	100,00
	Adolescents	247	93,60	14	5,30	3	1,10	264	100,00
chachacha	Children	155	90,10	8	4,70	9	5,20	172	100,00
	Adolescents	251	95,10	3	1,10	10	3,80	264	100,00
samba	Children	156	90,70	4	2,30	12	7,00	172	100,00
	Adolescents	245	92,80	2	0,80	17	6,40	172	100,00
ballet	Children	161	93,60	3	1,70	8	4,70	172	100,00
	Adolescents	245	92,80	1	0,40	18	6,80	264	100,00

In sum, after the visualization of the Video 3, the results indicate that children and adolescents retained the idea that both boys and girls can practise each type of dance. Moreover, although both boys and girls prefer hip hop, the results indicate that boys and girls rank differently their preferred types of dance. While the boy's preferences are hip hop first, chachacha second, samba third and ballet last, the girls' preferences rank hip hop first, followed by ballet second, and chachacha in third place, and samba in the last.

5. Conclusion and contributions for Social Marketing interventions

While there is widespread recognition that Social Marketing can contribute to address a range of social problems, there are few published papers on interventions that focus on issues, such as the one elected for this research, as the majority are health related (Bogueva et al., 2017; Peattie & Peattie, 2009). Therefore, this study adds to the Social Marketing domain, by focusing the planning of an intervention to fight the gender prejudice, specifically regarding boys who dance.

In Social Marketing, the design of the intervention is very important for the success of the intervention. Thus, the Social Marketing intervention reported in this Essay was developed and implemented based on the Social Marketing benchmark criteria, as recommended by the literature (Almestahiri et al., 2017; Andreasen, 2002; French, 2009; Gordon et al., 2006). The designed intervention is also explicitly named Social Marketing intervention (Andreasen, 2002; Glenane-Antoniadis et al., 2003) and uses the marketing terminology (Peattie & Peattie, 2009). This intentional design aimed at creating a Social Marketing tool that could be assessed regarding its effectiveness.

Moreover, as theory (Rundle-Thiele et al., 2019) and rigour (Gordon et al., 2016) are necessary in the Social Marketing field, this second Essay took into account the theories and methods recommended in the literature (Kok, 2014; Kok et al., 2016). We identify the behaviour change theories and methods best suited to the focal social problem. Regarding the Theory of Planned Behaviour (Ajzen, 1991), we used the following methods: i) belief selection; ii) anticipated regret; iii) information about others' approval; iv) and shifting focus. Regarding the Social Cognitive Theory (Bandura, 2001), we used different methods such as: i) modelling; ii) active learning; iii) facilitation; iv) verbal persuasion, and v) reinforcement.

The Social Marketing intervention was implemented with the target audience and the feedback about the materials used to perform behaviour change was collected. This stage was very important to establish the basis for an experimental study to test the Social Marketing's effectiveness. The components of the planned and implemented Social Marketing Intervention included techniques such as posters, role models, dance lessons and dance presentation. All the materials were provided in the digital format and presented in online classes, with the supervision of the respective teachers. The materials of the Social Marketing intervention provided messages about the need to reduce prejudice towards boys who dance, and the results indicate that children and adolescents understood those messages. Children and adolescents understood the message that dance is an activity for both genders. Moreover, in the literature it is suggested that dance is considered a less competitive and demanding modality (Lee et al., 1999) and one of the objectives of the videos was precisely to try, to show that dance is as demanding as other sports. The results indicate that some children and adolescents considered this information important for

them to sustain the idea that dance is a sport for both boys and girls. At the end of the Social Marketing intervention, children and adolescents recognized dance as a sport and as a physical activity and distinguish different types of dance. However, in general, there are still gender differences revealed by the boys' lower agreement than those of girls with those ideas.

Concerning the role models, the Social Marketing intervention provided inspirational role modelling through testimonials as suggested by literature (Kok, 2014). The results show that the contents related to boys who dance or former dancers sharing their personal experience, were among the preferred ones by the participants. Furthermore, the results suggested a strong identification of the children and adolescents with the ballet dancer, maybe explained by the similar age of the role model and the target group (Ruggeri et al., 2018). The dance teacher was also important to the opinion formation, in line with the existing knowledge that, in general, teachers are important references for children and adolescents (Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018). This result provides indications that interventions in this area may benefit from a higher involvement of teachers, not only dance teachers, but also those from the regular curriculum subjects, acting as opinion leaders.

Children and adolescents retained the idea that both boys and girls can practise different types of dance. Also, considering only the provided dance classes, although both boys and girls have preferred hip hop as dance style, the results indicate that boys and girls rank differently their preferences, with boys putting ballet at the bottom of the list, while girls rank it second in their preferences.

One of the purposes of the Social Marketing intervention was to increase the intention of boys who want to dance to join dance activities, and for those children and adolescents who do not want to join dance activities, at least make them to respect those who make that choice, revealing a step forward towards respecting the decisions of others and consequently reducing prejudice (Andreasen, 1994). Although these results are isolated, they provide clues for future interventions in this specific prejudice.

The research presented in this second Essay allowed to explore changes in the children's and adolescents' attitudes towards boys who dance. The results suggest a positive change in attitudes, having as a reference the indications provided by the exploratory study, presented in the first Essay. The findings offer indications that children and adolescents interpreted correctly the materials produced according to the methodologies, designed, specifically, for this problem. A more conclusive assessment of the Social Marketing intervention effectiveness needs to be made through a comparative study between the beliefs and intentions before and after the Social Marketing intervention. The measurement of the effect of the Social Marketing intervention is the focus of the second part of this investigation, and the results will be reported in the third Essay.

IV. Essay 3

Measuring the effect of a Social Marketing intervention to reduce prejudice in dance

1. Introduction

Social Marketing can be applied when a behaviour needs to be addressed (Andreasen, 2002; Peattie & Peattie, 2009) or there is a need to change an attitude and behaviour towards a specific direction (Kotler & Zaltman, 1971). To achieve such purpose, Social Marketing uses marketing concepts and tools to influence behaviours for the benefit of individuals and the society (Andreasen, 1994). Thus, Social Marketing can be used as a tool to achieve environmental change, rather than just individual change (Truong & Dang, 2017). The framework of Social Marketing uses knowledge from different areas, such as psychology, sociology, anthropology and communications to help us understand how to influence people's behaviour (Kotler & Zaltman, 1971).

However, such a multidisciplinary approach, and the lack of use of Social Marketing's own terminology, leads to a fragmented research that did not contribute to the consolidation of Social Marketing as an autonomous field of research (Almestahiri et al., 2017; Thackeray et al., 2012). Moreover, many interventions that have been implemented do not use the name "Social Marketing", making difficult its identification (Andreasen, 2002; Glenane-Antoniadis et al., 2003). For these reasons, some authors argue that only interventions that meet the Social Marketing benchmarks (Almestahiri et al., 2017; Andreasen, 2002) in the design of the interventions should be considered as Social Marketing campaigns (Stead et al., 2007). The narrow concept of Social Marketing also led to different interpretations and different forms of operationalization. For example, the study of Xia et al. (2016) subdivided and further increased the benchmark criteria. In terms of marketing mix, one of the benchmarks for Social Marketing, there is evidence that the application of all four "P" of marketing mix is more effective than solely focusing on the communication and promotion strategy, since the power of Social Marketing framework is greater when it goes beyond the domain of advertising (Andreasen, 2002; Lahtinen et al., 2020). Consequently, recognising Social Marketing has been difficult and challenging, leading to one of the gaps in this area, which is the difficulty in measuring the effectiveness of Social Marketing (Andreasen, 2002; Almestahiri et al., 2017; Rundle-Thiele, 2015).

The literature suggests that Social Marketing brings social benefits (Dann, 2010) and has been used as a relevant tool to address different social problems such as smoking, violence, bullying, drinking

alcohol, using drugs and others (Peattie & Peattie, 2009; Thackeray et al., 2012). Prejudice, stigma and discrimination are also social problems that need attention (Stuber et al., 2008). Prejudice is a negative attitude (Allport & Kramer, 1946) with harmful consequences for human development (Abrams & Killen, 2014; Benner & Graham, 2013; Killen et al., 2011). Previous studies have shown that prejudice can be reduced through particular interventions (Forscher et al., 2017; Koller & Stuart, 2016; Salzman & D'Andrea, 2001). Thus, this is a problem in which Social Marketing's potentialities should be tested (Campbell & Brauer, 2020).

Dance is a context where prejudice exists, embedded in the idea that dance is an activity that suits women better and aligning dance with femininity, which has been inhibiting young boys and male adolescents from practising this kind of activity (Clegg et al., 2019; Jadranka et al., 2012; MacLean, 2018). This is particularly relevant during young ages, when prejudice starts settling (Allport et al., 1954). In fact, prejudice can change according to age (Raabe & Beelmann, 2011). Previous research suggests that prejudice starts decreasing when children mature towards adolescence (Raabe & Beelmann, 2011; van Zalk & Kerr, 2014; White et al., 2009). In dance, however, prejudice was found to be more expressive between the ages of 11 and 16 years old (Sanderson, 2001). Thus, in this study we also explored and compared the participants' perceptions considering the age factor, which is related with child development (Hjerm et al., 2018; Raabe & Beelmann, 2011). The PedsQL™ (Pediatric Quality of Life Inventory), a reliable measure often used to assess several aspects of children well-being (Varni, Seid, & Rode, 1999), distinguishes children that are aged between eight and 12 years old from adolescents, aged between 13 to 18 years old (Draucker et al., 2017; Snyder Valier et al., 2017; Varni et al., 1999). This distinction was adapted to this study by considering two groups: children from 10 to 12 years old, who predominantly attend the school's 2nd cycle; and adolescents from 13 to 16 years old, who are, normally, enrolled in the school's 3rd cycle (Draucker et al., 2017; Varni & Limbers, 2009). For this reason, the school cycle of the respondents was used as a proxy for distinguishing children from adolescents.

The specific contribution of this third Essay is the test of a Social Marketing intervention specifically designed to address this type of prejudice, as described in the previous Essays. To our best knowledge, no study has explicitly addressed this topic within the Social Marketing literature. Social Marketing has been mainly tested in the health area and, for that reason, several authors have been calling its use for applications in other areas (Bogueva et al., 2017; Gordon et al., 2006; Peattie & Peattie, 2009; Thackeray et al., 2012). By stepping out of the field of health, the study also intends to provide a theoretical contribution to the applicability of Social Marketing to other areas where behaviour change is needed as to tackle social problems. Prejudice is a social problem (Neto, 2020) that can benefit from Social

Marketing tools (Campbell & Brauer, 2020), as their power to solve social problems has been recognized (Peattie & Peattie, 2009; Thackeray et al., 2012). Therefore, the reduction of prejudice through Social Marketing interventions is required (Campbell & Brauer, 2020), particularly concerning the prejudice towards boys who dance (Sanderson, 2001). In this context, the use of Social Marketing tools to tackle the prejudice towards boys who dance is also an opportunity to accomplish those requirements and to analyse the role of the Social Marketing interventions outside the health field (Bogueva et al., 2017; Gordon et al., 2006; Peattie & Peattie, 2009; Thackeray et al., 2012).

As there is a lack of a comprehensive theory to explain prejudice within the Social Marketing field (Almestahiri et al., 2017), this third Essay relies on the Theory of Planned Behaviour (Ajzen, 1991) and the Social Cognitive Theory (Bandura, 2001). Based on these theories, this study tests a model in the Portuguese context, with the main goal of examining the children's decision process regarding choosing dance as an extra-school activity to examine the determinants of intention of adopting dancing behaviours and the perceptions of the outcome expectancies, and if they change when children and adolescents are subjected to a Social Marketing Intervention. Although the Theory of Planned Behaviour has been under a strict scrutiny, this theory is still extensively applied (Castanier et al., 2013; David & Rundle-Thiele, 2018; Earle et al., 2020; Kothe & Mullan, 2014; Moan & Rise, 2011; Parkinson et al., 2018; Siuki et al., 2019; Tyson et al., 2014) since it has been showing a fairly good consistency in predicting behaviour from intention (Ajzen, 2015; Bosnjak et al., 2020). Concerning the Social Cognitive Theory, this study intends to test whether the intervention affects behaviour change by increasing self-efficacy and positive outcome expectancies. In so doing, the purpose of the investigation reported in this third Essay is to analyse the effectiveness of a Social Marketing intervention when Social Marketing benchmark criteria are considered in its design.

Measuring the Social Marketing has been challenging. So, this study aims to contribute to add knowledge on the topic through the implementation and analysis of a social marketing intervention specifically designed to reduce prejudice towards boys who dance. Therefore, this third component of the thesis aims at answering the following research question: 1) What effect does a Social Marketing intervention have on reducing prejudice regarding boys who dance? This general research question can be broken down into the three following research sub-questions:

1.1) Does a Social Marketing intervention reduce the prejudice towards dance and boys who dance, by influencing positively attitudes, subjective norms, self-efficacy, intentions to join dance activities and outcome expectancies related to dance activities?

1.2) Does a Social Marketing intervention reduce the prejudice towards boys who dance, by influencing positively the effect of attitudes, subjective norms and self-efficacy on the intention and on the outcome expectancies of children and adolescents, and particularly boys, related to dance activities?

1.3) Are the effects of a Social Marketing intervention designed to reduce the prejudice towards dance and boys who dance different for boys and girls and for children and adolescents?

To provide answers to these questions we applied a quasi-experimental research design, with pre-test and post-test groups, as well as experimental and control groups. Their perceptions were measured before and after the intervention to compare the differences.

This Essay starts by reviewing the existing literature regarding the Theory of Planned Behaviour and the Social Cognitive Theory. We develop the hypotheses and present the conceptual model following the literature review. After this, we describe the research methods of data collection and analysis, and subsequent results. Then, we undertake a discussion of our findings. We conclude this Essay by identifying some of the implications of this study's findings and offer suggestions for future research.

2. Literature Review

2.1. Theory of Planned Behaviour

In 1991 Ajzen proposed the Theory of Planned Behaviour that tries to explain and predict how human beings' intentions become behaviours. According to the Theory of Planned Behaviour, human behaviour is a function of the intention of behaviour, which, in turn, is grounded on three independent determinants of intentions: behavioural beliefs, normative beliefs, and control beliefs (Ajzen, 1991). Thus, this theory is used to explain intention, and the intention is determined by attitude towards the behaviour, subjective norms, and perceived behavioural control (Chin & Mansori, 2018). This theory is an extension of the Theory of Reasoned Action (Fishbein & Ajzen, 1975), adding the perceived behaviour control as a third construct along with attitude towards behaviour and subjective norms (Glanz et al., 2008). In short, Ajzen (1991) points out, as the main assumption of the Theory of Planned Behaviour, the fact that people will perform a behaviour when they (i) evaluate it positively (attitude), (ii) believe that significant others want them to engage in it (subjective norm), and (iii) consider that this behaviour is under their control (perceived behaviour control).

Attitudes are beliefs about a particular behaviour and reflect the expectations and assessments regarding that behaviour. This construct can be divided into two subconstructs, namely: affective attitude, which has to do with the degree to which the behaviour is pleasant or not; and instrumental attitude, meaning the degree to which the behaviour is perceived as beneficial or dangerous (Ajzen, 1991; Schwarzer & Luszczynska, 2005). Subjective norms constitute another construct of Theory of Planned Behaviour, which is related with individuals' opinion about others' normative expectations of others (Ajzen, 1991). This second construct is linked with the support received from individuals, such as family, friends or other important people and can be divided in injunctive norms, or the perception that others encourage the behaviour; and descriptive norms, related to the fact that significant others also perform the behaviour (Ajzen, 1991; Fishbein & Ajzen, 1975). In this manner, subjective norms include social pressures from relevant referents that could be an incentive or a disincentive for individuals to perform or not perform a certain behaviour. The third determinant of intention, the perceived behaviour control, comprises the degree to which a person feels capable and confident to perform the desired behaviour and the extension to which a person considers that the performance of the behaviour is easy or difficult (Ajzen, 1991, 2002).

The Theory of Planned Behaviour has received broad attention in many different areas, including public environmental occupation health, business, multidisciplinary psychology, environmental sciences, management, applied psychology, environmental studies, educational research, hospitality, leisure and

sport tourism, and psychology, which constitute the top ten fields where the theory has been applied (Bosnjak et al., 2020). Interventions based on the Theory of Planned Behaviour framework aim at changing behavioural, normative, and/or control beliefs, and consequently, motivating performance of the behaviour (Steinmetz et al., 2016). Moreover, Theory of Planned Behaviour has been applied when there is no intention, or such intention is very low, of changing behaviour (Hardeman et al., 2002). The Theory of Planned Behaviour has been used as an appropriate theoretical framework for designing behaviour change interventions in different contexts as in public health (Albarracin et al., 2005; Tyson et al., 2014), nutrition (Kothe & Mullan, 2014), hygiene (Yardley et al., 2011) and physical activity (Steinmetz et al., 2016), for example.

The Theory of Planned Behaviour has also been the target of some criticism, because it does not take into account the effects of future behaviour and does not include unpredicted influencers on behaviour (Sniehotta et al., 2014). Despite the criticism, it is extensively applied even in recent research (Castanier et al., 2013; David & Rundle-Thiele, 2018; Earle et al., 2020; Kothe & Mullan, 2014; Moan & Rise, 2011; Parkinson et al., 2018; Siuki et al., 2019; Tyson et al., 2014) since it has been showing consistency in predicting behaviour from intention (Ajzen, 2015; Bosnjak et al., 2020). Also, in their meta-analysis, Steinmetz et al. (2016) confirmed its effectiveness, when used as a framework for conducting behaviour change interventions. Thus, this study used this theory, considering its adequacy to the purpose of the study, to clarify the determinants of intentions of dancing behaviours by children and adolescents, and to measure the effect that a Social Marketing intervention can have on reducing the ingrained prejudice in these determinants.

2.2. Social Cognitive Theory

The Social Cognitive Theory is considered an extension of the Social Learning Theory (Luca & Suggs, 2013). According to the Social Learning Theory, new behaviours can be acquired through the observation and imitation of others (Andreasen, 2002). Bandura (1977) proposed that learning occurs due to the observation of the others rather than reinforcement, punishment and conditioning. For example, teachers and other educators have an important role in the construction of the individual and in the construction of the learning of individuals, since they serve as models for the children, which, through cognition, are able to incorporate and imitate behaviours that they consider as positive experiences (Bandura, 1977, 2001; Yacout & Vitell, 2018). However, Bandura (1977) recognized the importance of including other elements in the process of learning. The author considers that, in the social environment learning arises through the continuous interaction among individuals, behaviours and the environment. Thus, behavioural

change or the acquisition of new behaviours is the result of the interaction of these three elements: individuals, behaviours and environment (Bandura, 1977). The Social Cognitive Theory emerges from this new perspective and intends to give a more active role to individuals on the learning process and also the interaction among individuals, behaviours and environment (Bandura, 2001; Schwarzer & Luszczynska, 2005).

The Social Cognitive Theory includes factors that influence behaviours, namely: self-efficacy, outcome expectancies, and socio-structural factors (Bandura, 2001). Self-efficacy and outcome expectancies are the core constructs and both influence goal setting and goal request (Bandura, 1977). These goals are related to the intention regarding a behaviour, that is, they are goals aiming to perform a particular behaviour (Bandura, 2001; Schwarzer & Luszczynska, 2005). In addition, the Social Cognitive Theory includes the socio-structural factors, consisting of economic conditions, socioeconomic status, educational structure, and family status, which may impact on people's self-efficacy, which indirectly influence behavioural effects (Bandura, 2001).

Self-efficacy is considered the main construct of Social Cognitive Theory (Bandura, 2001; Dewar et al., 2013) and includes the personal judgment and beliefs about getting certain level of performance when executing the required behaviour; in other words, it is related with people's beliefs in their skills to perform the desired behaviour (Schwarzer & Luszczynska, 2005). Self-efficacy power is a way of creating and strengthening self-beliefs, and can be influenced by several aspects, namely: i) mastery experiences, since successes contribute to a better sense of efficacy, while failures do the opposite; ii) vicarious experiences, related with the social modelling, which gives social standards that influence more than judgment of one's capabilities; iii) verbal persuasion, and iv) physiological states (Bandura, 1998). Self-efficacy is, then, the consequence of mastery experience (perception of competency), vicarious experience (observing others performing a particular behaviour which helps increasing the self-belief of performing this behaviour), verbal persuasion (others persuasion to increase self-belief of performing a particular behaviour), and emotional arousal (threatening situations that may affect the perceived self-efficacy, e.g., stress, fear) (Bandura, 1977). Thus, after getting the necessary skills, self-efficacy will determine the behaviour (Bandura, 2002). Moreover, according with the Social Cognitive Theory, self-efficacy functions both directly and indirectly with other constructs of this theory (Bandura, 2001).

The outcome expectancies are considered the second main construct of Social Cognitive Theory (Bandura, 1998, 2001), which is concerned with the possible consequences of the human behaviour, more specifically, with the beliefs about the consequences of individuals' action (Bandura, 2001; Schwarzer & Luszczynska, 2005). The outcome expectancies can take three major positive or negative

effects, namely, physical, social, and self-evaluative, and while the positive ones assist as incentives, the negative ones act in the opposite direction (Bandura, 1998). Therefore, the outcome expectancies are related with the benefits and costs of performing a behaviour (Bandura, 1998, 2001; Schwarzer & Luszczynska, 2005). Individuals tend to engage in behaviours expected to have favourable consequences (Chiu et al., 2006), and past experiences constitute an important component that can influence individual's motivations to execute some behaviour (Chin & Mansori, 2018). Therefore, people will be reluctant to perform a certain behaviour if they realize that they will not get the desired result from performing that behaviour (Terry & O'Leary, 1995), and, consequently, the outcome expectancies produce motivational outcomes when people believe that their actions will bring them success (Schunk & DiBenedetto, 2020). Thus, the outcome expectancies have been having a crucial role in explaining behaviour (Williams et al., 2005). Concerning the verbal persuasion, mentioned above as one cause of self-efficacy, it affects the outcome expectancies more than the self-efficacy (Bandura, 1977). Physical outcomes, social approval and disapproval and positive-negative self-evaluations are the main forms of the outcome expectancies (Bandura, 2004).

The Social Cognitive Theory has become a central resource in different branches of research as educational, social, and health (Schwarzer & Luszczynska, 2005) and has been used to support interventions of behaviour change (Chiu et al., 2006) in areas such as nutrition (Lubans et al., 2012), physical activity (Bailey, 2020; Dewar et al., 2013; Martin et al., 2011; Peng et al., 2020; Young et al., 2014), and psychosocial (Stacey et al., 2015).

2.3. Theory of Planned Behaviour and Social Cognitive Theory

As explained in the previous subsections, both Theory of Planned Behaviour and Social Cognitive Theory seek to explain human behaviour and have been used in different areas. In this sub-section the similarities and differences between both theories are discussed, but the focus is directed to their complementary benefits for the analysis of human behaviour (Lubans et al., 2012; Luc, 2020).

Regarding the conceptual components of both theories, some issues may be set out. Concerning the intention, it is an indication of how much people intend to perform the desired behaviour (Ajzen, 2002), which has a parallel with the goals of the Social Cognitive Theory. In this research, we assume this similarity and use both as indicators of how much one is willing to perform the intended behaviour, since intentions are considered predictors of the desired behaviour (Bandura, 2001), and, in turn, intentions can be predicted by attitudes, subjective norms (Ajzen, 1991), and self-efficacy beliefs (Bandura, 1982).

Like attitudes and subjective norms, self-efficacy also emerges as an important factor in determining intention (Vries et al., 1988). Behavioural change depends on the individuals' sense of control and when they believe that one behaviour can help to solve a problem, they become more committed with the behaviour to carry on (Ajzen, 2002; Bandura, 1977). The Theory of Planned Behaviour's perceived behaviour control and Social Cognitive Theory's self-efficacy have been considered similar constructs (Ajzen, 2002; Terry & O'Leary, 1995). However, there is a conceptual distinction among them. While perceived behaviour control has to do with beliefs about control over performance of a behaviour, self-efficacy has to do with perceived difficulty in performing behaviour (Manstead & van Eekelen, 1998; Parkinson et al., 2017). Moreover, the perceived behaviour control proposed by the Theory of Planned Behaviour has been, sometimes confused with the outcome expectancies of the Social Cognitive Theory, since both consider that external events may affect the performance of the behaviour (Bandura, 1982). Subjective norms' beliefs of the Theory of Planned Behaviour are also viewed as reflecting outcome expectancy, since they include others' approval or disapproval of a behaviour performance (Ajzen, 1991; Williams et al., 2005). Furthermore, the outcome expectancies of the Social Cognitive Theory are incorporated in the attitude construct of the Theory of Planned Behaviour, since in attitude there is a believe that some behaviour will produce a given outcome (Ajzen, 1991; Williams et al., 2005).

Social Cognitive Theory is considered more preventing that the Theory of Planned Behaviour because Social Cognitive Theory is being used in the design of interventions aiming at already motivated individuals, contrarily to the Theory of Planned Behaviour, that has been mainly used in the design of interventions that do not include yet motivated individuals (Hardeman et al., 2002). However, both theories have been used together to benefit from their complementary (Lubans et al., 2012; Luc, 2020).

2.4. Prejudice towards boys who dance

Defining dance has been hard and there is no consensus towards dance being an art or a sport (Guarino, 2015; Ingram, 1978). Dance can be a "cultural form that results from creative processes which manipulate human bodies in time and space" (Kaeppeler, 1978, p. 32). Dance can be distinguished as dance training and dance education, where dance training can be defined as the "dictates movements and strategies for learning specific motor skills with the aim of mastery and future performance" (Koff, 2000, p. 27) and dance education as "the sequential development through the exploration of time, space, and energy in order to express oneself" (Koff, 2000, p. 28). Dance is also considered a sport, since the official organization of competitive ballroom dancers, "Dancesport", is included in Olympic Games, giving a sport status to dance (Guarino, 2015).

In this research we consider dance as a sport (Guarino, 2015) that includes ways of movement (Kaeppeler, 1978; Koff, 2000) and, therefore, is viewed as a physical activity (Fong Yan et al., 2018; Richardson & Oslin, 2003), despite the existence of different concepts for dance. The regular physical activity helps the good physical and psychological health (Condello et al., 2017; Fong Yan et al., 2018), bringing benefits such as better quality of life, clinical outcomes, and interpersonal, cognitive and psychomotor skills (Koch et al., 2014). In spite of the evidences of the benefits of dance (Hanna, 1995; Hui et al., 2009; Koch et al., 2014; Murcia et al., 2010; Ward, 2008; Zajenkowski et al., 2015), dance activities have suffered from a gender bias, associating it with a female activity (Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 2001).

In fact, there is a prevailing prejudice towards boys who dance (Clegg et al., 2019; Klapper, 2017; Lee et al., 1999), who suffer from teasing, harassment, aggression and discrimination (Gard, 2003; Risner, 2002b, 2002a, 2014). Gender should not be an impediment to make any kind of sport or activity (Gard, 2003), however, boys in general may not engage with dance activities and may not take advantage of dance benefits because of the prejudice (Clegg et al., 2019; Crawford, 1994). Prejudice is related with social problems (Neto, 2020) and Social Marketing's power to solve social problems is recognized (Peattie & Peattie, 2009; Thackeray et al., 2012). Moreover, testing the role of Social Marketing for reducing prejudices is required (Campbell & Brauer, 2020) and this particular type of prejudice towards boys who dance, could benefit from the power of Social Marketing tools.

Although in theory, gender and age should not be impediments to practise dance (Gard, 2003), in practice, these two variables may moderate the intention to join dance activities and outcome expectancies of dance activities (Hanna, 1995; Lovatt, 2011). On the one hand, boys may not want to join dance activities and tend to perceived the benefits of dancing differently from girls (Crawford, 1994; Garrett & Wrench, 2018; Sanderson, 2001). On the other hand, children's and adolescents' age, related with child development, affects prejudice (Hjerm et al., 2018; Raabe & Beelmann, 2011). Prejudice tends to be more expressive between ages of 11 and 16 years old (Sanderson, 2001) and begins to decrease when children move on towards the adolescence (Raabe & Beelmann, 2011; van Zalk & Kerr, 2014; White et al., 2009).

Social Marketing interventions use theories to understand human behaviour, in order to influence behaviour (Almestahiri et al., 2017; Lefebvre, 2011; Truong, 2014). As discussed above, two of the theories used in interventions are the Theory of Planned Behaviour and the Social Cognitive Theory (Hardeman et al., 2002), which have been used to understand the physical activity behaviour (Steinmetz et al., 2016). A review carried out in 2019 points out that Social Cognitive Theory has been the dominant

theory in this field and the Theory of Planned Behaviour has been used in more than one hundred studies (Rhodes et al., 2019).

In the next section, the hypotheses regarding the assessment of the effectiveness of the Social Marketing intervention to reduce prejudice towards boys who dance are presented.

3. Research Hypotheses

Based on the two theories that underpin this investigation, we made some assumptions. First, we considered the indicator “Intention”, as a goal to perform a particular behaviour, in the way it is proposed by both theories. Moreover, we decided to analyse the Social Cognitive Theory’s “Self-efficacy” and “Outcome expectancies” instead of the “Perceived behaviour control” of the Theory of Planned Behaviour for two reasons. First, “Self-efficacy” has been investigated in different researches related to physical activities in recent years (Hutzler et al., 2019; Iwasaki et al., 2017; Middelkamp et al., 2017; Tang et al., 2019; Zhaoyang et al., 2017). As stated before, given that dance is considered a physical and sports activity (Guarino, 2015) in the context of this thesis, this measure was deemed appropriate. Thus, this research looks to investigate the “Self-efficacy” and its role in the “Intention to join dance activities” and in the “Outcome expectancies of joining dance activities”. Second, previous research have been showing the relevant role of “Outcome expectancies” in predicting behaviour (Pokhrel et al., 2014; Young et al., 2014). Thus, the inclusion of the outcome expectancies construct has been suggested (Stacy et al., 1990) and research analysing their role in predicting physical activity has been considered necessary (Williams et al., 2005). Moreover, both self-efficacy and outcome expectancies have been used together in some research, as the main constructs of the Social Cognitive Theory (Bandura, 2001) without the socio-structural factors of the Social Cognitive Theory (Hasking, 2017; Prodaniuk et al., 2004).

In the next sections, we first propose hypotheses related to the effect of the Social Marketing intervention on the selected variables and then the assessment of the intervention is made considering the relationships between them.

3.1. The effect of Social Marketing intervention on children’s and adolescents’ perceptions

Based on the literature review and evidences from the first and second studies presented in the previous Essays, we developed hypothesis which will be tested empirically to allow to determine the Social Marketing effectiveness, in line with what was made in previous studies (Gregory-Smith et al., 2015;

Kurtmollaiev et al., 2018). Moreover, considering the suggestions from the literature, and the insights from the exploratory study, it is relevant to evaluate the influence of the Social Marketing intervention considering the participants' gender and their child development level. Regarding the child development level, to support the hypotheses, we considered the suggestions that prejudice starts settling in younger ages and reduces towards adolescence.

3.1.1. Attitudes

According to Theory of Planned Behaviour, attitude captures the person's own evaluation of a target behaviour (Ajzen, 2002) and it can be related with intention (Fishbein & Ajzen, 2005) and outcome expectancies (Zosuls et al., 2011). Literature supports that some people hold negative attitudes towards dance (Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018) and particularly towards boys who dance (Gard, 2003; Klapper, 2017; Risner, 2014). Considering the suggestions from the literature (McKay-Nesbitt & Yoon, 2015; Smith et al., 2019), it is expected that Social Marketing intervention has impact on the attitudes, in this case, on the attitudes towards dance and towards boys who dance. Thus, the following hypotheses are put forth:

H1: The attitudes towards boys who dance will be more positive after the Social Marketing intervention.

H1a: The improvement of the attitudes towards boys who dance after the Social Marketing intervention will be higher in boys than in girls.

H1b: The improvement of the attitudes towards boys who dance after the Social Marketing intervention will be higher in children than in adolescents.

H2: The attitudes towards dance will be more positive after the Social Marketing intervention.

H2a: The improvement of the attitudes towards dance after the Social Marketing intervention will be higher in boys than in girls.

H2b: The improvement of the attitudes towards dance after the Social Marketing intervention will be higher in children than in adolescents.

3.1.2. Subjective norms towards dancing

Subjective norms are a construct of the Theory of Planned Behaviour, related with perceived social pressure to engage with the behaviour (Ajzen, 2002). Literature signals that boys are inhibited from joining dance activities because of the idea about dance being a feminine activity (Gard, 2003; Klapper, 2017; Richardson, 2018; Risner, 2014). There is some research that analyses teasing, harassment, and

aggression towards boys who dance, confirming the associated stigma (Gard, 2003; Risner, 2014). The results of the exploratory study, described in the first Essay, showed that peers, parents, especially the fathers and society in general were pointed out as references that can inhibit boys from joining dance activities. Thus, a Social Marketing intervention may have a role in creating more positive subjective norms (Burchell et al., 2013), in this case, “Subjective norms towards dancing”. Therefore, we posit that:

H3: The beliefs about subjective norms towards dancing will be more positive after the Social Marketing intervention.

H3a: The improvement on the subjective norms towards dancing after the Social Marketing intervention will be higher in boys than in girls.

H3b: The improvement of the subjective norms towards dancing after the Social Marketing intervention will be higher in children than in adolescents.

3.1.3. Self-efficacy to perform dance activities

Self-efficacy is the main construct of Social Cognitive Theory (Bandura, 2001) and includes people's beliefs about their skills to perform the desired behaviour (Bandura, 1998). Individuals will engage more easily with behaviours they feel they can be successfully (Bandura, 1977). Boys, in general, consider dance a feminine activity, for which only girls have developed competences and skills (Sanderson, 1996). However, some research notes the positive effect of intervention on “Self-efficacy to perform dance activities” (Garrett & Wrench, 2018; Peng et al., 2020; Pennington & Nelson, 2020). Thus, it is important to contribute to a better sense of efficacy of children and adolescents' capabilities to dance and the following hypotheses are made:

H4: The beliefs about self-efficacy to perform dance activities will be more positive after the Social Marketing intervention.

H4a: The improvement of the self-efficacy to perform dance activities after the Social Marketing intervention will be higher in boys than in girls.

H4b: The improvement of the self-efficacy to perform dance activities after the Social Marketing intervention will be higher in children than in adolescents.

3.1.4. Intention to join dance activities

Intention is considered a primary indicator of behaviour (Ajzen et al., 2011) and has been considered a strong predictor of physical activity behaviour (van Kessel et al., 2016). Therefore, many studies applied

the Theory of Planned Behaviour to understand and predict the way individuals transform their intentions into behaviours (Ajzen, 2015). In this study, we predict that:

H5: The beliefs about intentions to join dance activities will be more positive after the Social Marketing intervention.

H5a: The improvement of the intention to join dance activities after the Social Marketing intervention will be higher in boys than in girls.

H5b: The improvement of the intention to join dance activities after the Social Marketing intervention will be higher in children than in adolescents.

3.1.5. Outcome expectancies of joining dance activities

The outcome expectancies refer to the consequences of the human behaviour (Bandura, 2002) and there is evidence that interventions designed for a specific problem can favour the development of positive expectations regarding the consequences of a particular behaviour (Abacioglu et al., 2019; Hutchison et al., 2010). Thus, the following hypotheses are formulated:

H6: The beliefs about outcome expectancies of joining dance activities will be more positive after the Social Marketing intervention.

H6a: The improvement of the outcome expectancies of joining dance activities after the Social Marketing intervention will be higher in boys than in girls.

H6b: The improvement of the outcome expectancies of joining dance activities after the Social Marketing intervention will be higher in children than in adolescents.

In short, the present investigation expects that a Social Marketing intervention influence beliefs about dance, boys who dance, subjective norms, and self-efficacy that are predictors of intentions to join dance activities and on the perceived consequences of performing dance activities. In the next section we propose some hypotheses regarding the effect of the Social Marketing Intervention on those relationships.

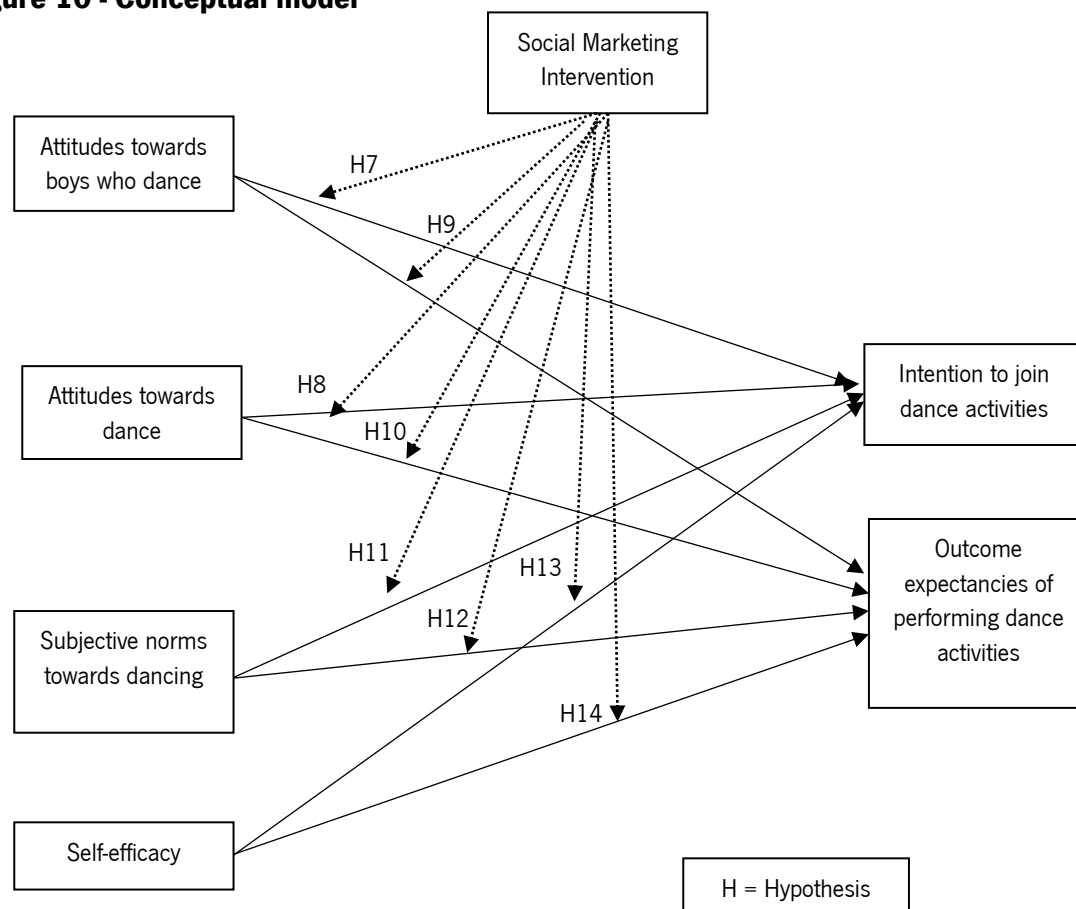
3.2. The effect of Social Marketing intervention on the relationships between explaining factors and Intention and Outcome Expectancies

To create a relevant model of the effect of a Social Marketing intervention on prejudice regarding boys who dance, we considered the previous reviewed theories, by including constructs that are expected to affect “Intention to join dance activities” and “Outcome expectancies of joining dance activities” of children and adolescents. This conceptual model, derived from theory, contains seven constructs (latent

variables) and their relationships (Figure 10). The relationships of the constructs are represented with a single arrow (direct effect), “Intention to join dance activities” and “Outcome expectancies of joining dance activities” are the dependent variables, and the other constructs are the independent variables, namely: “Attitude towards dance”, “Attitude towards boys who dance”, “Subjective norms towards dancing”, and “Self-efficacy to perform dance activities” (Hair Jr et al., 2016).

The theoretical framework, presented in Figure 10, hypothesises that the constructs of both Theory of Planned Behaviour (attitudes, subjective norms and perceived behaviour control) and Social Cognitive Theory (self-efficacy) impact on the “Intention to join dance activities” and on the “Outcome expectancies of joining dance activities”. Therefore, the designed Social Marketing intervention, detailed in the second Essay, should have a positive effect on reducing the prejudice towards boys who dance; on subjective norms towards dancing, on the attitudes towards dance and on the self-efficacy to perform dance activities, thus increasing the intention to join dance activities and outcome expectancies of joining dance activities of the children and adolescents.

Figure 10 - Conceptual model



To offer provisional answers for the investigation's research question, we defined hypotheses, in order to assess the effectiveness of a Social Marketing intervention to address prejudice regarding boys who dance, from the children's and adolescents' perspectives. Thus, in the next subsections we present the hypotheses for each proposed relationship.

3.2.1. Attitude and Intention to join dance activities

Attitudes may affect an individual's intentions to perform physical activities (Fishbein & Ajzen, 2005), which means that a positive attitude more likely impact the will to participate in some physical activity event (Ajzen et al., 2011; Linder et al., 2017). Hence, the intention of individuals to join dance activities is likely positively related with positive attitudes towards dance. While there is no prior evidence of the existence of gender differences in children concerning attitude towards physical activity, in general (Hagger et al., 1997), regarding dance activities, research results reveal that such gender differences actually exist (Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 2001). These differences may be due to the presence of a negative attitude (prejudice) towards boys who dance (Clegg et al., 2019; Risner, 2002b, 2002a). Thus, the intention of children and adolescents to join dance activities may be negatively related with prejudice towards boys who dance (attitude), since the negative attitudes more likely influence individuals to not perform the behaviour (Ajzen, 1991; Fishbein & Ajzen, 1975; Verkuyten et al., 2020). So, the more positive attitudes towards dance and the less prejudice towards boys who dance, the higher should be the intention to perform dance (Ajzen et al., 2011) and Social Marketing intervention may have a role in that relationship. Thus, the first hypotheses of the study are proposed as follows:

H7: A Social Marketing intervention influences the relationship between the attitudes towards boys who dance and the intention to join dance activities, such that the impact of positive attitudes on the intention to join will be higher after the intervention.

H7a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H7b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

H8: A Social Marketing intervention influences the relationship between the attitudes towards dance and the intention to join dance activities, such that the impact of positive attitudes towards dance on the intention to join dance activities will be higher after the intervention.

H8a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H8b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

3.2.2. Attitude and Outcome Expectancies of joining dance activities

Children's attitudes are positively associated with the outcome expectancies (Zosuls et al., 2011). Hence, it is expected that the "Outcome expectancies of joining dance activities" are positively related to positive "Attitudes towards dance", and negatively related to prejudice towards boys who dance (attitude). Indeed, the existence of prejudice towards boys who dance has become a form of pressure which becomes a negative perception of the consequences of practicing dance (Lehikoinen, 2006). Dance benefits are not seized by males in general, if they do not recognize them (Crawford, 1994). As extensively discussed previously throughout the essays that compose this thesis, dance is generally viewed as a feminine activity (Jakubowska & Byczkowska-Owczarek, 2018; Richardson, 2018; Risner, 2002a), and prejudice towards boys who dance (Polasek & Roper, 2011; Risner, 2002b, 2002a, 2014) work as a barrier to boys' engagement with dance activities (Clegg et al., 2019). So, as the outcome expectancies are related with the benefits and costs of performing a behaviour (Bandura, 1998, 2001; Schwarzer & Luszczynska, 2005), Social Marketing may foster positive attitudes towards dance, reducing the prejudice towards boys who dance, and it can positively influence beliefs about the benefits of performing dance activities as well as the relationship between them. Therefore, the following hypotheses are formulated:

H9: A Social Marketing intervention influences the relationship between the attitudes towards boys who dance and the outcome expectancies of joining dance activities, such that the impact of negative attitudes towards boys who dance on the outcome expectancies of joining dance activities will be lower after the intervention.

H9a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H9b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

H10: A Social Marketing intervention influences the relationship between the attitudes towards dance and the outcome expectancies of joining dance activities, such that the impact of positive attitudes towards dance on the outcome expectancies of join will be higher after the intervention.

H10a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H10b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

3.2.3. Subjective norms towards dancing and Intention to join dance activities

Positive subjective norms are more likely to impact the will to participate in some physical activity event (Fishbein & Ajzen, 2005; Kim et al., 2019). The subjective norms influence attitudes, and when this influence is negative, it contributes to creating prejudice (Dovidio, 2001). There is evidence that the intention of boys to join dance activities is negatively affected (Clegg et al., 2019) by the power of the social pressures from significant others (Klapper, 2017; Polasek & Roper, 2011; Risner, 2002b) because of the rooted prejudice towards boys who dance (Holdsworth, 2013). Therefore, the intention of individuals, especially boys, to join dance activities will be negatively affected by subjective norms towards dancing, due to the overall idea that dance is not appropriate to boys. Social Marketing intervention can have a role in the reduction of the negative social pressure towards boys who dance and increase intentions, and influence the relationship between the two. Thus, the following hypotheses are proposed:

H11: A Social Marketing intervention influences the relationship between the subjective norms towards dancing and the intention to join dance activities, such that the subjective norms will be perceived as more supportive and have a higher impact on the intention of join dance activities after the intervention.

H11a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H11b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

3.2.4. Subjective norms towards dancing and Outcome expectancies of joining dance activities

The subjective norms' beliefs include others approval or disapproval of a behaviour performance (Ajzen, 1991; Williams et al., 2005), reflecting outcome expectancies of performing such behaviour. As previously discussed, there is a gender bias sustaining the idea that some sports are more suitable for boys and others for girls (Jakubowska & Byczkowska-Owczarek, 2018; Lee et al., 1999; Sanderson, 1996), and that dance is more suitable for girls, for being considered a weak and fragile activity,

characteristics often associated with women (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2014). Indeed, the existing norms about masculinity have become a form of pressure which translates into a negative perception of the consequences of practising dance (Lehikoinen, 2006). So, as individuals tend to engage in behaviours, with consequences that are considered favourable (Chiu et al., 2006), Social Marketing can have a role by influencing the “Subjective norms towards dancing” and “Outcome expectancies of joining dance activities” and the relationship between them. Based on that, the following hypotheses are proposed:

H12: A Social Marketing intervention influences the relationship between the subjective norms towards dancing and the outcome expectancies of joining dance activities, such that the subjective norms towards dancing will be perceived as more supportive and have a higher impact on outcome expectancies of joining dance activities after the intervention.

H12a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H12b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

3.2.5. Self-efficacy to perform dance activities and Intention to join dance activities

Self-efficacy is considered a central indicator of intention to join physical activities (Bandura, 2004; Dewar et al., 2013) and there is evidence that self-efficacy is positively associated with physical activity for children and adolescents (Peers et al., 2020). So, when individuals believe in their capacities and skills to perform physical activities, their intention to perform physical activities is higher (Bandura, 2004; Peers et al., 2020; Peng et al., 2020). There is evidence that the promotion of dance activities favour a positive “Attitude towards boys who dance” (Brennan, 1996; Jadranka et al., 2012) and at the same time provides the development of the capacities and skills that boys think that only girls have (Jakubowska & Byczkowska-Owczarek, 2018; Lee et al., 1999). So, a Social Marketing intervention can play a positive role by influencing the self-efficacy beliefs of performing dance activities and the intention to join those activities and the relationship between the two. Therefore, the following hypotheses are proposed:

H13: A Social Marketing intervention influences the relationship between the self-efficacy to perform dance activities and the intention to join dance activities, such that the impact of self-efficacy to perform dance activities on the intention to join will be higher after the intervention.

H13a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H13b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

3.2.6. Self-efficacy to perform dance activities and Outcome expectancies of joining dance activities

The outcome expectancies stem from self-efficacy beliefs (Bandura, 2001), which means that self-efficacy influences behaviour through outcome expectancies (Bandura, 1982; Williams et al., 2005), and Social Marketing can play a role by influencing the self-efficacy beliefs and the outcome expectancies to joining dance activities and the relationship between both. So being, the following hypotheses are proposed:

H14: A Social Marketing intervention influences the relationship between the self-efficacy to perform dance activities and the outcome expectancies of joining dance activities, such that the impact of self-efficacy to perform dance activities on the outcome expectancies of joining dance activities will be higher after the intervention.

H14a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.

H14b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.

To better describe the underpinnings that sustain the eight hypotheses that are proposed, a summary is provided in the Appendix 7, fitting the literature review and results from the exploratory research with the hypotheses. In the next section we will discuss the methodology followed in this third study to test the proposed hypotheses.

4. Methodology

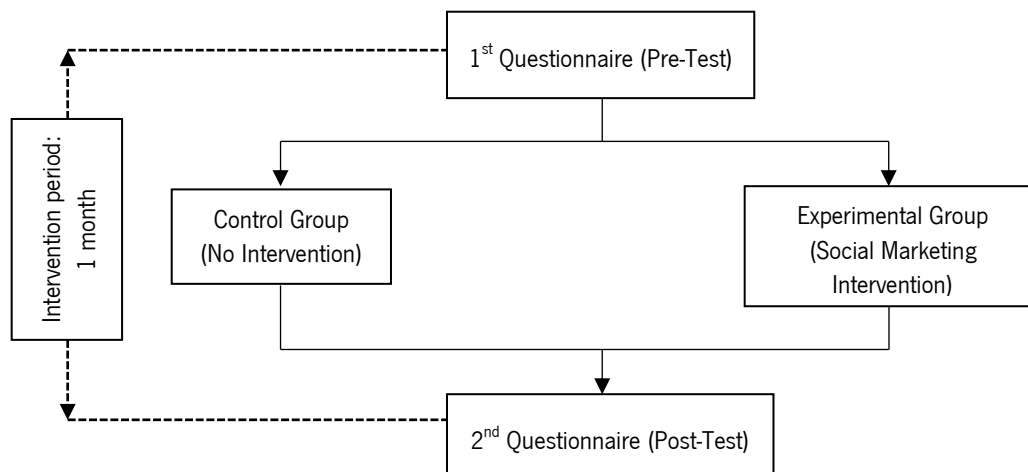
In this chapter, the research approach is described, including the presentation of research design, questions and objectives. Then, the description of the sampling procedures and characterization of the sample profile of the experimental study performed to carry out the Social Marketing Intervention are presented. Decisions concerning data collection procedures and analysis are also described.

4.1. Research design, questions and objectives

The study reported in this Essay is included in the last part of our pragmatic approach (Morgan, 2007), by using quantitative methods of data collection and analysis. The study fits in the scope of experimental studies, as it seeks to verify cause-effect relationships, introducing an intervention that is evaluated according to its effects on other variables among an experimental and a control group under study (Grant & Giddings, 2002; Saunders et al., 2007). Experimental studies are in the scope of explanatory studies, which look for causal relationships between variables (Saunders et al., 2007; Shadish et al., 2002). They consist in determining an object of study, by selecting the variables capable of influencing the object and defining the forms of control and observation of the effects that the variable produces on the object (Grant & Giddings, 2002; Saunders et al., 2007; Shadish et al., 2002). Experimental research design differs from other research strategies since it allows the researcher to manipulate one or more independent variables and use some controls (Kirk, 2013). Thus, an experimental study aims at determining a cause-effect relationship between a set of independent and dependent variables (Kirk, 2013; Podsakoff & Podsakoff, 2019; Saunders et al., 2007) and their interacting effects. Regarding the research nature, the study reported in this Essay has a deductive approach since, through empirical observation, it aims to generate hypotheses based on theory, which are then tested (Burrell & Morgan, 2017; Morgan, 2007).

In terms of methodology, and consistent with literature review, Social Marketing studies benefit from using experimental designs (David & Rundle-Thiele, 2018; Evans et al., 2014). A pre-post quasi-experimental study with control group was planned (Shive & Morris, 2006; Ye et al., 2018). Our target group is composed by children and adolescents selected from school classes, although the randomization of the subjects was not possible due to the fact that classes were created at the beginning of the school year. This barrier to conduct pure randomized sample means that the study falls into the quasi-experimental design category (Campbell & Stanley, 1963; Grimshaw et al., 2000). Figure 11 describes the study design and intervention flow (Habibi et al., 2018; Kurtmollaiev et al., 2018; Ye et al., 2018).

Figure 11 - Study design and intervention flow



In terms of data analysis, this study uses partial least squares–structural equation modelling (PLS-SEM). Consequently, a methodological contribution is the use of these methods of analysis. The goal of the present study is to measure the impact and effectiveness of the Social Marketing intervention on the proposed relationships of the model previously presented. More specifically, the study aims at answering the following general research question: 1) What effect does a Social Marketing intervention have on reducing prejudice regarding boys who dance? The three following more specific research sub-questions are derived from this general research question:

1.1) Does a Social Marketing intervention reduce the prejudice towards dance and boys who dance, by influencing positively attitudes, subjective norms, self-efficacy, intentions to join dance activities and outcome expectancies related to dance activities?

1.2) Does a Social Marketing intervention reduce the prejudice towards boys who dance, by influencing positively the effect of attitudes, subjective norms and self-efficacy on the intention and on the outcome expectancies of children and adolescents, and particularly boys, related to dance activities?

1.3) Are the effects of a Social Marketing intervention designed to reduce the prejudice towards dance and boys who dance different for boys and girls and for children and adolescents?

To answer these questions, a quantitative approach was followed. The Social Marketing intervention designed for this study, and presented in the second Essay, was applied to assess the awareness of prejudice regarding boys who dance among children aged between 10 to 16. This Social Marketing intervention was conducted in three different stages. In the first stage, a questionnaire was applied to a sample of children and adolescents (Appendix 8), in the context of their school activities. In the second stage, the Social Marketing intervention was applied to roughly half of the sample, which constitutes the

experimental group, while the other half was not target of the intervention and was used as a control group. The children in the two groups belong to different classes to minimize the risk of contamination of the control group (Engel & Schutt, 2014). In the third stage, the effect of the Social Marketing intervention was assessed in the experimental group through the application of the same questionnaire, which was also applied to the control group. Finally, the results before and after the Social Marketing intervention were assessed as well as their comparison between the experimental and control groups. Thereby, the objectives of this study are:

- a) To assess the level of prejudice regarding boys who dance, by measuring the children's and adolescents' attitudes and beliefs, according to the theoretical frameworks adopted;
- b) To assess the level of prejudice towards boys who dance, subjective norms towards dancing, self-efficacy to perform dance activities, intention to join dance activities and outcome expectancies of joining dance activities of children and adolescents;
- c) To test empirically the effect of the Social Marketing intervention designed to reduce the prejudice towards boys who dance, based on the established Social Marketing benchmarks, by reassessing children's attitudes and beliefs after the intervention;
- d) To assess the effect of the Social Marketing intervention on the attitude, subjective norms, self-efficacy, intention and outcome expectancies of children and adolescents;
- e) To compare the perceptions of boys and girls about the effect of the Social Marketing intervention on the attitude, subjective norms, self-efficacy, intention and outcome expectancies of children and adolescents;
- f) To compare the perceptions of children and adolescents about the effect of the Social Marketing intervention on the attitude, subjective norms, self-efficacy, intention and outcome expectancies of children and adolescents;
- g) To further explore the effects of the Social Marketing intervention on attitudes, subjective norms, self-efficacy, intention and outcome expectancies of children and adolescents between the experimental and control groups;
- h) To assess the influence of the variables within the chosen theoretical frameworks on the intention of children to join dance activities and on the outcome expectancies of joining dance activities before and after the Social Marketing intervention;
- i) To compare the perceptions of boys and girls and, particularly, to assess the effects of the Social Marketing intervention on the relationship between the variables within the

chosen theoretical frameworks and the intention and on outcome expectancies of boys and girls to join dance activities;

- j) To compare the perceptions of children and adolescents, to assess the effects of the Social Marketing intervention on the relationship between the variables within the chosen theoretical frameworks and the intentions to join dance activities and on children's and adolescents' outcome expectancies of joining dance activities;
- k) To further explore the effects of the Social Marketing intervention by comparing the impact of the variables within the chosen theoretical frameworks on intentions and on outcome expectancies between the experimental and control groups.

The details of the sampling process and the characterization of the sample will be presented in the next section.

4.2. Sampling and Sample Profile

The study uses a non-probability sampling, more specifically, a convenience sample, since children and adolescents of two schools from the city of Braga, Portugal, were selected (Ilker et al., 2016). In order to test the research hypotheses, data were collected from a sample of 436 children and adolescents.

The children and adolescents who participated in the first data collection moment (pre-test) but not in the second (post-test), were excluded. At the same time, participants who, when completing the questionnaire, did not include the complete identification elements that would allow pairing their responses before and after the Social Marketing intervention, were also excluded. Therefore, we started in the first stage with a sample of 866 children and adolescents, 393 of which belonged to the control group and 473 in the experimental group. In the second stage, when the Social Marketing intervention was implemented, from the total of 473 children and adolescents of the experimental group, only 436 children and adolescents participated. In the last stage, the filling of the second questionnaire, 704 children and adolescents participated, 334 of which were included in the experimental group. Table 38 shows the sample size in the different stages of data collection.

Table 38 - Sample size

1 st Questionnaire (Pre-Test)			Social Marketing Intervention	2 nd Questionnaire (Post-Test)		
Control Group N1	Experimental Group N2	Total N		Control Group N1	Experimental Group N2	Total N
393	473	866	436	370	334	704

However, when we considered only the children and adolescents who participated in all phases and correctly and completely placed their identification, we obtained a sample of 473 children and adolescents, as is described on Table 39.

Table 39 - Final sample size

1 st Questionnaire (Pre-Test)			2 nd Questionnaire (Post-Test)		
Control Group N1	Experimental Group N2	Total N	Control Group N1	Experimental Group N2	Total N
222	251	473	222	251	473

Before moving on to the analysis, we also checked for missing values. There is not one single method for removing missing values (Sainani, 2015; Sánchez-Morales et al., 2020), but we followed the most used strategy for handling with missing data (Yadav & Roychoudhury, 2018), namely, the complete removal of rows with more than a 5% of missing information, which is often recommended (Sainani, 2015; Yadav & Roychoudhury, 2018). Therefore, after these procedures, our investigation included 436 valid questionnaires (Table 40).

Table 40 - Final number valid of questionnaires

1 st Questionnaire (Pre-Test)			2 nd Questionnaire (Post-Test)		
Control Group	Experimental Group	Total	Control Group	Experimental Group	Total
204	232	436	204	232	436

The participants' age ranged from 10 to 16 years (born between 2004 and 2009). Male children and adolescents represent 224 (51.38%) individuals and the total number of female participants is 212 (48.62%). Children and adolescents represent, respectively, 213 (48.85%) and 223 (51.15%). The distribution of children and adolescents according to gender and cycle is quite balanced. The majority of

children and adolescents has Portuguese nationality (93.81%). Table 41 summarises the profile of the sample.

Table 41 - Profile of the sample

Characteristics	Frequency	Percentage (%)
Gender		
Male	224	51,38
Female	212	48,62
Year of Birth		
2004	11	2,52
2005	77	17,66
2006	68	15,60
2007	85	19,50
2008	92	21,10
2009	103	23,62
Level of child development		
Children	213	48,85
Adolescents	223	51,15
Nationality		
Portuguese	409	93,81
Others	27	6,19

To have a better knowledge about the characteristics of the investigated sample, the participants were also classified according to other variables, namely behavioural and context and background. We asked children and adolescents if they were actually involved in dance activities, if they had family members that were dancers, if they ever seen a dance show, if they knew any famous dancers, if they had seen any dance demonstration or exhibition, and if they had ever tried dance lessons (Table 42). The majority of the children and adolescents answered that they already attended dance shows (52.52%) and demonstrations or exhibitions (48.85%), but that did not know any famous dancers (52.75%). Moreover, 36.70% of children and adolescents have family members that were involved in dance activities. Regarding their own involvement in dance activities, we found large differences between boys and girls. Although the majority of children and adolescents were not involved in dance activities (80,30%), girls (32,50%) were more involved in dance activities than boys (7.60%). Almost half of the participants never tried dance activities (49,08%), but more girls (38.21%) than boys (18.75%) tried dance activities.

Table 42 - Characteristics of the children and adolescents

Characteristics	N		Boys		Girls	
	n	%	n	%	n	%
Are you currently involved in any dance activities?						
Yes	86	19,70	17	7,60	69	32,50
No	350	80,30	207	92,40	143	67,50
Do you have any family members who are dancers?						
Yes	112	25,69	62	27,68	50	23,58
No	160	36,70	99	44,20	61	28,77
Don't Know	77	17,66	44	19,64	33	15,57
Missing	87	19,95	19	8,48	68	32,08
Have you ever seen a dance show?						
Yes	229	52,52	113	50,45	116	54,71
No	91	20,87	69	30,80	22	10,38
Don't Know	28	6,42	22	9,82	6	2,83
Missing	88	20,18	20	8,93	68	32,08
Do you know any famous dancers?						
Yes	67	15,37	31	13,84	36	16,98
No	230	52,75	147	65,63	83	39,15
Don't Know	49	11,24	26	11,61	23	10,85
Missing	90	20,64	20	8,93	70	33,02
Have you ever seen any dance demonstration or exhibition?						
Yes	213	48,85	117	52,23	96	45,28
No	86	19,72	59	26,34	27	12,74
Don't Know	48	11,01	28	12,50	20	9,43
Missing	89	20,41	20	8,93	69	32,55
Have you ever tried dance lessons?						
Yes	123	28,21	42	18,75	81	38,21
No	214	49,08	154	68,75	60	28,30
Don't Know	11	2,52	9	4,02	2	0,94
Missing	88	20,18	19	8,48	69	32,55

As a graphical summary, Figure 12 and Figure 13 illustrate the composition of the working sample by gender and by level of child development, respectively, for both the control and experimental groups.

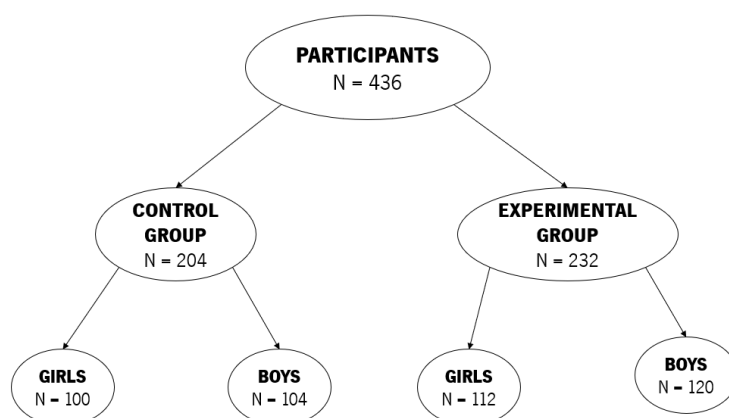
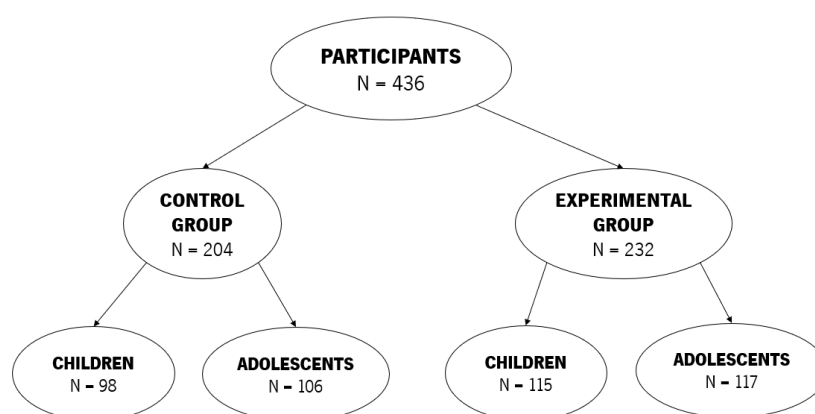
Figure 12 - Sample distribution by type of group and gender

Figure 13 - Sample distribution by type of group and level of child development



4.3. Data collection and analysis procedures

The study was carried out during the academic year of 2019/2020, starting in September 2019 and finishing in June 2020. A questionnaire (Appendix 8) was developed and administrated in two phases (before and after the Social Marketing intervention). The questionnaire was chosen as data collection instrument because we wanted to measure and quantify the answers from the participants of the study (Rugg & Petre, 2006). Before the questionnaire was administered, a small-scale pretesting procedure was conducted with three academics and two teachers of the target grades' children and adolescents to ensure content validity (Bradette-Laplante et al., 2017; Casale et al., 2020; Polit et al., 2007). Overall, the questionnaire took into account the following concerns: i) a careful design; ii) a clear layout; and iii) a clear explanation of the purpose of the questionnaire (Onwuegbuzie & Leech, 2005; Saunders et al., 2007). A pre-test of the questionnaire with three children and two adolescents was also conducted to ensure that all the questions were correctly understood.

4.3.1. Covid-19 Pandemic

This study started before March 2020 lockdown due to the Covid-19 pandemic. The application of the questionnaires and the Social Marketing intervention was planned to be made on-site and face-to-face. When all the school classes were suspended due to the lockdown, the implementation strategy had to be adjusted. At this point, both the questionnaires and the Social Marketing intervention's material, such as dance lessons, lectures and dance shows were already prepared to be administered in the school that agreed to collaborate in the study, initially. With the pre-intervention data already collected with a face-to-face questionnaire and all the materials for the Social Marketing intervention prepared to occur on-site, the schools' closure for an indeterminate period of time represented a big challenge to overcome.

After an uncertainty period, and faced with the alternative of having to repeat the study in the next school year, we decided to migrate all the planned research to the digital environment, pairing with all other school activities. The study continued using digital tools to collect the data, namely, the online software Qualtrics for the questionnaires and videos and other digital materials for the Social Marketing intervention were delivered to the children and adolescents through the digital platforms used by the schools for the online classes. Close and frequent contacts were made with the person in the schools assigned to assist us in this study, to ensure that all the steps of the research met the scientific rigour standards.

4.3.2. Pre-test of the questionnaire

The pre-test was administered face-to-face in a 7th grade class (12 to 13 years old children and adolescents) with 27 participants. This age group was chosen because it represents the ages of roughly half of the sample target for the study, which includes children and adolescents attending the 2nd and 3rd cycles, corresponding 5th to 9th grades (children and adolescents aged between 10-15). To test the ease of filling the questionnaire, two layouts were presented to the pre-test sample to ensure the adequacy of both content and format. Half of the class filled the questionnaire in a A4 size and the other half filled in an A5 size. The participants preferred the A5 size because they perceived the A4 size as bigger and more boring to fill. The teachers suggested to print the questionnaires in the A5 size, but in the form of a booklet, so that the reading would be easier and more appealing, making the questionnaire more adapted to the target audience.

Prior to the completion of the pre-test questionnaire, children and adolescents were encouraged to ask any questions and to clarify any doubts they might have about the questions that they did not understand. All ambiguous questions were flagged and readjusted for the final questionnaire. For example, we concluded that we should introduce instructions in the first group of questions, because the majority did not understand what to do. Also, we decided to mark in bold and underline the instruction of all questions, for example: “mark with an X”; “select only one option”. We also decided to split the questions from the second group, since in one of the classes there was a boy who practised ballet and suggested that some questions did not apply to him, which confirmed a concern that we already had. Consequently, we decided to separate specific questions in a restricted group that would only be answered by children who did not practise dance.

Regarding the personal questions, although some literature suggests that they should come at the end of the questionnaire, when the trust of the respondent is higher (Rugg & Petre, 2006), we decided to start

with classification questions, because some children and adolescents forgot to fill in this part, which was very important for the experimental study, particularly to pair the pre and post Social Marketing intervention's responses. In the questions of the last group, we decided to include the option "I do not know", because some of the participants stressed the need of this option. In order to get closer to the children's and adolescents' language, the questions with Likert scale included the "like" and "dislike" symbols inside the options box, instead of a numbered scale, to make clearer what their selection would mean. Respondents took between 13 and 17 minutes to respond. The children and adolescents of Brazilian nationality, took almost 30 minutes and had some difficulty interpreting the questions. The feedback achieved in pre-test of the questionnaire was used to elaborate the final data collection instrument.

As mention above, due to the covid-19 pandemic, we changed the administration of questionnaire for an online format. Such a format ended up making it easier for us to work in terms of layout since the interface is very simple and intuitive. However, we also made a pre-test of the online data collection instrument with three children, two adolescents and two teachers to assess the need for adaptation, but we did not find any difficulties in completing the questionnaire and in interpreting the questions.

4.3.3. Ethical Issues

Ethical approval was sought for this project. A cover letter was sent to school directors explaining the following: i) the objectives of the study; ii) the relevance of the study; and iii) the guarantee of confidentiality. Participant schools considered an important and current topic and helped us to get the parents approval for the research, by including this research as a school activity. Schools sent to the parents all information about the research, namely, informing that the school was collaborating with a research about physical activities. So, parental consent was required for children and adolescents to participate in the research (Appendix 4). Although parents were asked for their consent for their children's participation in the study, their participation was not mandatory. In the beginning of the questionnaire an explanation of the objectives of the study was presented.

4.3.4. Measurement procedures

The questionnaire was developed by incorporating a variety of multi-item measures derived from literature (David & Rundle-Thiele, 2018; Sanderson, 2001; Schwarzer & Luszczynska, 2005). The questionnaire was built around four groups of questions. The first group intended to characterize the sample in terms of age, nationality, gender, school, classroom they attended, individual student number,

school year, physical activities carried out outside school, influences in their choice of physical activities carried out outside school and intention to engage in physical activities in the next school year. Since the data analysis required paring the sample to assess individual differences before and after the Social Marketing intervention, the children and adolescents were asked about their school year, number or letter of the class and individual student number. This information was kept confidential and was only used for the mentioned purpose.

The second group includes seven questions of non-comparative multi-item semantic differential scale and forty-five questions measured using a 5-point Likert scale. The third and fourth groups were proposed only to children and adolescents who did not practise dance and include eighteen questions measured with a 5-point Likert scale and four control questions about the children's experiences with dance or their family and own social experiences. The 5-point Likert scale was selected because children and adolescents are used to this scale in their school grades, where 1 is the worst and 5 is the best. Because of this, they answered through a scale ranging as 1=“*Strongly Disagree*”, 2=“*Disagree*”, 3=“*Neither Agree nor Disagree*”, 4=“*Agree*”, and 5=“*Strongly Agree*”.

This study uses validated measures relying on Theory of Planned Behaviour and Social Cognitive Theory, which were drawn from relevant literature and were suitably adapted wherever needed to fit our research setting, considering the results of the exploratory study presented in the previous Essays.

One of the main constructs is the intention to join dance activities and it was measured through three items derived and adapted from literature review (David & Rundle-Thiele, 2018) and fine-tuned with exploratory interviews and the questionnaire pre-test. Table 43 summarises information regarding the items of the intention construct.

Table 43 - Items of Intention construct

Theory	Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire
TPB	I intend to increase the number of times the child walks to/from school during the next week. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	INT1	I intend to start practising dance next school year. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	I will increase the number of times the child walks to/from school during the next week. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018)	INT2	I will seek to participate in dance activities next school year. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	I plan to increase the number of times the child walks to/from school during the next week. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	INT3	I plan to join dance activities next school year. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.

Theory	Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire
SCT	Starting tomorrow, I intend to use condoms during sexual intercourse. [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	INT 3	I plan to join dance activities next school year. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory; INT = Intention to join dance activities			

The other main construct refers to the outcome expectancies of the Social Cognitive Theory, which was measured through six items derived and adapted from the literature (Schwarzer & Luszczynska, 2005), which are presented in Table 44.

Table 44 - Items of outcome expectancies of joining dance activities' construct

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire	Items from Qualitative Research	Literature Review
If I use condoms, I would avoid health problems (such as chlamydia). [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	OE1	If I choose to practise dance, I can be healthier. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		Physical outcomes are forms of the outcome expectancies (Bandura, 2004).
If I use condoms my partner might be happy that I take care of him/her. [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	OE2	If I choose to dance my friends will be proud of me. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		Social approval and disapproval are forms of the outcome expectancies (Bandura, 2004).
If I use condoms, I would be proud of myself. [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	OE3	If I choose to dance, I will be proud of myself. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	“It is very good for me to have this activity (C4). “I feel proud when I speak to other that I am a dancer because when I talk about dancing it's to say where I have been, to tell others the competitions where I'm going” (C5).	Positive-negative self-evaluations are forms of the outcome expectancies (Bandura, 2004).
	OE4	If I choose to dance, I can feel more confident. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	“The fact that they eventually perform shows, and make small demonstrations for others, also gives them confidence, structure to face an oral presentation in the school, and possibly in other place or audience” (T1).	Dance offers physiological and psychological benefits for children's development (Connolly et al., 2011; Giguere, 2011). Positive-negative self-evaluations are forms of the outcome

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire	Items from Qualitative Research	Literature Review
				expectancies (Bandura, 2004).
	OE5	If I choose to dance, I can feel more elegant. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"I admire elegance in a man as in a woman and a correct posture I like to see it in a man and in a woman. And for me, I do not have many of these sharp differences" (T1).	Dancers use their bodies in a physical and athletic way. (Guarino, 2015); Physical outcomes are forms of the outcome expectancies (Bandura, 2004).
	OE6	If I choose to practise dance, I will be more sociable. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"In every aspect not only for physical resourcefulness but also for socialization. Nowadays it's a bit difficult for people to socialize. They are always pointing the finger at us and telling us that we have to be equal to each other. Dance is a space where everyone turns out to be the same. And for me this point is a good beginning" (T4).	Dance allows social contact with others (Hui, Chui, & Woo, 2009); Positive-negative self-evaluations are forms of the outcome expectancies (Bandura, 2004).
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory; OE: Outcome expectancies of joining dance activities.				

With regard to the attitude construct, it was derived from the Theory of Planned Behaviour and it was sub-divided into two sub-dimensions, namely, "Attitudes towards dance" (sub-dimension 1) and "Attitudes towards boys who dance" (sub-dimension 2). Sub-dimension 1 included seven items (Table 45) derived from literature (David & Rundle-Thiele, 2018; Sanderson, 2001) and adapted following the exploratory interviews.

Table 45 - Items of attitude towards dance's construct

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire	Items from Qualitative Research	Literature Review
My taking regular physical activity over the next 6 months would be [Bad - Good]; 1-7 semantic differentials; Schwarzer and Luszczynska (2005).	ATTd1	Dance is an activity [Bad - Excellent]; 1-5 semantic differential.	"Dance helps me in organization" (C1).	Dance favours the development of some soft skills (Hanna, 1995; Hui et al., 2009). The benefits of dancing are not being enjoyed by boys (Crawford, 1994).
	ATTd2	Dance is an activity [Not Healthy - Healthy]; 1-5 semantic differential.		Dance is an activity with important physical health benefits (Hanna, 1995; Olvera, 2008; Ward, 2008).

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire	Items from Qualitative Research	Literature Review
	ATTd3	Dance is an activity [Not Important - Important]; 1–5 semantic differential.	In terms of discipline in parallel with the school, they really have to be organized and have study habits and well-defined working schedules to be able to reconcile it all" (T1).	Dance favours the development of some soft skills (Hanna, 1995; Hui et al., 2009). The benefits of dancing are not being enjoyed by boys (Crawford, 1994).
	ATTd4	Dance is an activity [Boring - Exciting]; 1–5 semantic differential.	"For me, dance is a very cool activity." (C3); "I feel very free." (C1); "I feel happy because I am doing something that I like" (C3).	
My taking regular physical activity over the next 6 months would be [Unpleasant - Pleasant]; 1–7 semantic differentials; Schwarzer and Luszczynska (2005).	ATTd5	Dance is an activity [Unpleasant - Pleasant]; 1–5 semantic differential.		
My taking regular physical activity over the next 6 months would be [Harmful - Beneficial]; 1–7 semantic differentials; Schwarzer and Luszczynska (2005).	ATTd6	Dance is an activity [Harmful - Beneficial]; 1–5 semantic differential.	"I chose dance instead of football, because on football we can be hurt." (C6); "There is a greater chance of suffering a dance injury. I speak of serious injuries compared to other modalities". (C9)	
My taking regular physical activity over the next 6 months would be [Bad - Good]; 1–7 semantic differentials; Schwarzer and Luszczynska (2005).	ATTd7	Dance is an activity [Useless - Useful]; 1–5 semantic differential.	"Dance allows to be available the following of the rules of making a sport, and which will then be reflected within the classroom" (T3).	Dance favours the development of some soft skills (Hanna, 1995; Hui et al., 2009). The benefits of dancing are not being enjoyed by boys (Crawford, 1994).
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory; ATTd: Attitudes towards dance.				

Fourteen items (Table 46) constitute sub-dimension 2, attitudes towards boys who dance (Gard, 2003; Risner, 2014; Sanderson, 2001).

Table 46 - Items of attitude towards boys who dance's construct

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire	Items from Qualitative Research	Literature Review
	ATTb1	Dance is an activity for girls [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"They think dancing is for girls" (T2).	Competitive sports are associated with boys and restrict gymnastic exercises and dance to girls (Jakubowska & Byczkowska-Owczarek, 2018; Lever, 1978).
	ATTb2	Some types of dance are more for girls. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"Maybe hip hop for boys is more fun" (P6). "A male ballet dancer and is not looked in the same way as a male breakdance dancer" (T1).	Some dance styles are more associated with a normative view of masculinity, and for this reason, they are more appealing to boys (Holdsworth, 2013).
	ATTb3	Dance is an activity mostly practised by girls. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"There are more girls than boys practising dance" (C5).	Dance has more girls (Risner, 2014; Sanderson, 1996).
If you saw a man dancing to really soft music it would look stupid. [Strongly Disagree Strongly Agree]; 1–5 Likert-Scale; Sanderson (2001)	ATTb4	When I see a boy dancing, I consider it a stupid situation. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		
Men should not move to gentle music, it's not the right image. [Strongly Disagree Strongly Agree]; 1–5 Likert-Scale; Sanderson (2001)	ATTb5	Men should not move to gentle music, it's not the right image. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		
Boys should not do ballet or modern dance. [Strongly Disagree Strongly Agree]; 1–5 Likert-Scale; Sanderson (2001).	ATTb6	Boys should not practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		
I don't like to see boys doing expressive movement. [Strongly Disagree Strongly Agree]; 1–5 Likert-Scale; Sanderson (2001).	ATTb7	I don't like to see guys expressing dance moves. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		
	ATTb8	Boys who practise dance are less masculine than boys who practise other activities. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"I consider prejudice a social, cultural issue. The idea is that boys have to play football to be macho!" (T1).	Boys who dance have to deal with questions from others about their masculinity and sexuality (Klapper, 2017).
	ATTb9	The boys who practise dance are effeminate. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"I think that boys who go to dance are seen in another more effeminate way" (P4).	Boys who dance are viewed as effeminate, homosexual, and not real men (Risner, 2014).

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire	Items from Qualitative Research	Literature Review
	ATTb10	Dance is considered an activity for boys and girls. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"They think dancing is for girls" (T2).	Gender, race, and other characteristics are not impediments to make any sport, including dance (Gard, 2003).
	ATTb11	Boys who practise dance receive negative comments from colleagues. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		There is research that analyses teasing, harassment, and aggression towards males in dance (Polasek & Roper, 2011; Risner, 2014).
	ATTb12	Boys who practise dancing are less "men" than boys who practise other sports. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.		Boys who dance which are viewed as effeminate, homosexual, and not real men (Craig, 2013; Risner, 2014).
	ATTb13	I do not like that boys who dance receive bad comments for practising dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"I have heard that someone at school already said my son was gay" (P1).	Boys who dance suffer teasing, harassment, and aggression (Gard, 2003; Polasek & Roper, 2011; Risner, 2014), specially from peers (Lehikoinen, 2006; Polasek & Roper, 2011; Risner, 2002b, 2002a).
	ATTb14	Young men who practise dance will be less successful in the future than boys who practise other sports. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.	"Dance helps me in organization" (C1); In terms of discipline in parallel with the school, they really have to be organized and have study habits and well-defined working schedules to be able to reconcile it all" (T1).	Dance favours the development of some soft skills (Hanna, 1995; Hui et al., 2009). The benefits of dancing are not being enjoyed by boys (Crawford, 1994).
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory; ATTb: Attitudes towards boys who dance.				

The subjective norms' construct towards dancing comprised eleven items (David & Rundle-Thiele, 2018; Schwarzer & Luszczynska, 2005), some of them were adapted considering the results of the exploratory interviews (Table 47).

Table 47 - Items of subjective norms towards dancing's construct

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire
Many of my friends' children walk to/from school. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	SN1	Many of my female friends practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
Many children at the child's school walk to/ from school. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	SN2	Many girls of my school practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	SN3	Many of my boy friends practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	SN4	Many of the boys in my school practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	SN5	Many of my female family members practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	SN6	Many of my male family members practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
People who are important to me think the child should/should not walk to/from school. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale ; David and Rundle-Thiele (2018).	SN7	People who are important to me consider that boys should not practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
	SN8	People who are important to me consider that boys who dance are effeminate. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
People who are important to me would disapprove/approve of the child walking to/from school. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	SN9	People who are important to me think dance is an appropriate activity for me to practise. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
People who are important to me would approve/disapprove of my taking regular physical activity over the next 6 months. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	SN10	People who are important to me approve if I decide to choose dance as an activity for me to practise. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
My friends think I should take regular physical activity. [Strongly Disagree Strongly Agree]; 1–7 Likert-scale; David and Rundle-Thiele (2018).	SN11	My friends consider that I should choose to practise dance. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory; SN: Subjective norms towards dancing.		

Regarding the self-efficacy, this construct also comprises three items derived and adapted from the literature (Schwarzer & Luszczynska, 2005). Table 48 summarises these items.

Table 48 - Items of self-efficacy's construct

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire
I can use condoms even if I would have to negotiate it with my partner. [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	SE1	I can choose to dance even if it means I have to convince my parents. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.

Original Items from Literature	Code of Construct	Adapted Items of the Questionnaire
I can use condoms even if I have to negotiate with my partner. [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	SE2	If I'm going to try a dance class and like it, I can sign up for dance activities even if I have to constantly convince my parents. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
I can return to using condoms even if I failed a few times to use them as planned. [Completely False Exactly True]; 1–4 Likert-scale; Schwarzer and Luszczynska (2005).	SE3	I think I wouldn't give up on the dance, even if the first few times I didn't make very well. [Strongly Disagree Strongly Agree]; 1-5 Likert-scale.
Legend: TPB = Theory of Planned Behaviour; SCT = Social Cognitive Theory; SE: Self-efficacy to perform dance activities.		

4.4. Data Analysis

Data were analysed using both the software Statistical Package for Social Sciences (SPSS 26.0) and the Smart PLS 3.3.2 software (Henseler et al., 2015).

SPSS (26.0) is a statistical package used for the analysis of social science data, providing statistical analysis, procedures for data transformation and file manipulation, and flexibility in the format of data (Ho, 2013). All data were calculated using descriptive statistics (mean and standard deviation) and analytical statistics (paired and independent t-tests) with SPSS (26.0), procedures that were applied in previous studies (Biggs et al., 2014; Blitstein et al., 2016; Gregory-Smith et al., 2015; Peyman et al., 2018; Ridgers et al., 2007; Siuki et al., 2019), to assess if there was a significant difference between the participants' perceptions and beliefs before and after Social Marketing intervention, between boys and girls, and between children and adolescents.

The Partial Least Squares Structural Equation Modelling (PLS-SEM) is a variance-based structural equation modelling technique that combines principal component analysis, path analysis and regression with the aim to evaluate theory and data (Sarstedt et al., 2014). We have selected PLS-SEM because the research model is complex due to the nature and type of relationships, and it is not very demanding with regard to multivariate normal data (Fornell & Larcker, 1981; Hair Jr et al., 2016; Sarstedt et al., 2014). PLS-SEM is a nonparametric estimation technique because it does not make any assumptions regarding the distribution of the data and focuses on the “prediction of a specific set of hypothesized relationships that maximizes the explained variance in the dependent variables” (Hair Jr et al., 2016, p. 110).

For all statistical analyses the significance level was set at 0.05 (Ye et al., 2018). However, in marketing, especially in experimental studies, the significance level of 0.10 is also accepted and for this reason we decided to analyse both possibilities (Hair Jr et al., 2016). We opted for a two-tailed test since we cannot guarantee with 100% certainty that the Social Marketing intervention will have an effect in only one direction (Garson, 2016).

5. Results

In this third Essay the focus is on the measurement of the effect of the Social Marketing intervention, designed to reduce the children's and adolescents' prejudice towards boys who dance and to increase their intention, particularly those boys, to be involved in dance activities in the future. We start the measurement of the effect of the Social Marketing intervention on children's and adolescents' perceptions by analysing the existence of differences before and after the Social Marketing intervention, between genders, and between children and adolescents using SPSS (26.0). Then, the results of the test of hypotheses using the PLS-SEM model are presented.

All the items and constructs' designations used are summarised in Table 49 to help the understanding and interpretation of the results shown in the following tables presented throughout this research. Moreover, it is also possible to identify the inverted items, that is, the variables that were formulated in a negative sentence. These items were inverted using the SPSS (26.0), to be oriented in the same direction as the positive ones.

Table 49 - List of all of the constructs and items

Construct	Item	Inverted Item	Description
INT			
			Intention to join dance activities
	INT1	-	I intend to start practising dance next school year.
	INT2	-	I will seek to participate in dance activities next school year.
	INT3	-	I plan to join dance activities next school year.
OE			
			Outcome expectancies of join dance activities
	OE1	-	If I choose to practise dance, I can be healthier.
	OE2	-	If I choose to dance my friends will be proud of me.
	OE3	-	If I choose to dance, I will be proud of myself.
	OE4	-	If I choose to dance, I can feel more confident.
	OE5	-	If I choose to dance, I can feel more elegant.
	OE6	-	If I choose to practise dance, I will be more sociable.
ATTd			
			Attitudes towards dance
	ATTd1	-	Dance is an activity [Bad - Excellent]
	ATTd2	-	Dance is an activity [Not Healthy - Healthy]
	ATTd3	-	Dance is an activity [Not Important - Important]
	ATTd4	-	Dance is an activity [Boring - Exciting]
	ATTd5	-	Dance is an activity [Unpleasant - Pleasant]
	ATTd6	-	Dance is an activity [Dangerous - Beneficial]
	ATTd7	-	Dance is an activity [Useless - Useful]
ATTb			
			Attitudes towards boys who dance
	ATTb1	ATTb1_R	Dance is an activity for girls.
	ATTb2	ATTb2_R	Some types of dance are more for girls.

Construct	Item	Inverted Item	Description
	ATTb3	ATTb3_R	Dance is an activity mostly practised by girls.
	ATTb4	ATTb4_R	When I see a boy dancing, I consider it a stupid situation.
	ATTb5	ATTb5_R	Men should not move to gentle music, it's not the right image.
	ATTb6	ATTb6_R	Boys should not practise dance.
	ATTb7	ATTb7_R	I don't like to see guys expressing dance moves.
	ATTb8	ATTb8_R	Boys who practise dance are less masculine than boys who practise other activities.
	ATTb9	ATTb9_R	The boys who practise dance are effeminate.
	ATTb10	-	Dance is considered an activity for boys and girls.
	ATTb11	ATTb11_R	Boys who practise dance receive negative comments from colleagues.
	ATTb12	ATTb12_R	Boys who practise dance are less "men" than boys who practise other sports.
	ATTb13	-	I do not like that boys who dance receive bad comments for practising dance.
	ATTb14	ATTb14_R	Young men who practise dance will be less successful in the future than boys who practise other sports.
<hr/>			
SN			Subjective norms towards dancing
	SN1	-	Dance is considered an activity for boys and girls.
	SN2	-	Many of my female friends practise dancing.
	SN3	-	Many girls of my school practise dance.
	SN4	-	Many of my male friends practise dance.
	SN5	-	Many of the boys in my school practise dance.
	SN6	-	Many of my female family members, dance.
	SN7	SN7_R	People who are important to me consider that boys should not practise dance.
	SN8	SN8_R	People who are important to me consider that dancing boys are effeminate
	SN9	-	People who are important to me think dance is an appropriate activity for me to practise.
	SN10	-	People who are important to me approve if I decide to choose dance as an activity for me to practise.
	SN11	-	My friends consider that I should choose to practise dance.
<hr/>			
SE			Self-efficacy to perform dance activities
	SE1		I can choose to dance even if it means I have to convince my parents.
	SE2		If I'm going to try a dance class and like it, I can sign up for dance activities even if I have to constantly convince my parents.
	SE3		I think I wouldn't give up on the dance, even if the first few times I didn't make very well.

For each item, participants rated their attitudes towards boys who dance and subjective norms towards dancing on a 5-point Likert scale ranging from "I strongly disagree" to "I strongly agree". If the question was non-inverted, the answer of "strongly disagree" was scored 1, and "strongly agree" was scored 5. The opposite was done if the question was inverted, consistent with other literature (Xu et al., 2010). Despite the possibility of having lower scores of internal consistency (Salazar, 2015), there is a consensus that measures should include positive and negative items (Schriesheim & Hill, 1981).

5.1. Common Method Bias

Several steps were followed in order to minimize common method bias (MacKenzie & Podsakoff, 2012; Podsakoff & Organ, 1986). First, we used multidimensional scales for each construct to avoid and disperse short-term memory effects related to previous scales (Podsakoff et al., 2003). In the questionnaire we used simple language and familiar terms for our target group, and, to ensure that, we performed a pre-test (MacKenzie & Podsakoff, 2012). Aware of the existence of factors that increase method bias, other procedures were used. For example, we used teachers, as intermediaries in the process and the instructions provided in the questionnaire to explain to children and adolescents the importance of fulfilling all the questions and to emphasize the interest in their true opinions, the answer's accuracy, and to increase their motivation and voluntary participation (MacKenzie & Podsakoff, 2012). Moreover, we included both positive and negative items in a balanced way.

Second, in post hoc analysis, we used Harman's single factor test in computing a Principal Component Analysis (Podsakoff et al., 2003). Concerning the sample 1 (before the Social Marketing intervention), nine components with eigenvalues above 1.0 were obtained, and the largest factor accounted for 29.39% of the total variance explained and no single factor solution emerged (Appendix 13). With regard to the sample 2 (after the Social Marketing intervention), nine components with eigenvalues above 1.0 were obtained, and the largest factor accounted for 24.45% of the total variance explained and no single factor solution emerged (Appendix 14). Hence, in both samples the first factor does not accumulate the majority of variance (50%), thereby systematic variance was not a problem in the present study (Podsakoff et al., 2003).

5.2. The effect of Social Marketing intervention on children's and adolescents' perceptions

Normality tests, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test were computed. The results indicate that p-value is lower than 0.05 for both tests in the experimental (Appendix 15) and control (Appendix 16) groups, which means that the data does not follow a normal distribution (Hanusz et al., 2016; Lilliefors, 1967; Srimani et al., 2020). Thus, the non-parametric Wilcoxon test was used to compare the sample before and after the Social Marketing intervention (two paired samples) and the Mann-Whitney Test was used to compare the scores of boys and girls (two independent samples).

However, in the social sciences a certain deviation from normality is acceptable (Burdenski Jr, 2000), namely, despite the results of the Kolmogorov-Smirnov Test and Shapiro-Wilk Test, skewness' values between $\pm 2/3$, and kurtosis between $\pm 7/10$ are accepted (George & Mallery, 2019). Therefore, we

performed the Skewness and Kurtosis tests in SPSS (26.0) and all data seem to be within the normality. Furthermore, all values were within the ranges mentioned above, as can be seen in the Appendix 17. For those reasons, these values are considered acceptable in order to prove normal univariate distribution (George & Mallery, 2019). These results indicate that parametric tests can be used (Luengo et al., 2009). Moreover, the literature stresses the advantages of parametric-tests (e.g., ability to control the Type I error rate and greater statistical power) instead of using the non-parametric tests (Harwell, 1988), and for these reasons in our research we performed the parametric test. However, we also performed the Mann-Whitney and Wilcoxon Tests for comparison and verified that the results are the same, reinforcing our decision to perform the parametric test.

In the next subsections we will analyse each item associated to the constructs of the theoretical model. Our goal is to analyse the assessments that children and adolescents make of each of the variables, comparing differences before and after intervention, and exploring differences between boys and girls, for both experimental and control groups.

5.2.1. Attitudes towards boys who dance

5.2.1.1. Differences before and after the Social Marketing Intervention

The Table 50 presents the results concerning the differences in the attitudes towards boys who dance in both the experimental and control groups. The results of the Paired Samples Test show that in the experimental group there were statistical differences before and after the Social Marketing intervention in eight out of the fourteen items of the “Attitude towards boys who dance” ($p \leq 0.05$), which means that after the Social Marketing intervention, on average, children and adolescents reduced the prejudice towards boys who dance. In other words, after Social Marketing intervention, in those eight items, children’s and adolescents’ attitude towards boys who dance was more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$). On average, children and adolescents reduced the prejudice by dropping their beliefs about dance being an activity for girls (ATTb1_R) and that some types of dance are more for girls (ATTb2_R). Moreover, on average, when children and adolescents see a boy dancing, they find it less a stupid situation (ATTb4_R). After the Social Marketing intervention, on average, children and adolescents like more to see guys expressing dance moves (ATTb7_R), consider less that boys who practise dance are less masculine than boys who practise other activities (ATTb8_R), believe less that boys who practise dance are effeminate (ATTb9_R), consider less boys who practise dance less “men” than boys who practise other sports

(ATTb12_R), and consider less that boys who practise dance will be less successful in the future than boys who practise other sports (ATTb14_R).

Table 50 - Paired Samples Test results of attitudes towards boys who dance before and after Social Marketing intervention

Items	Experimental Group										
	Before			After			95% CI for Mean		t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n	Difference				
ATTb1_R	4.10	1.373	229	4.31	1.220	229	-0.422	, -0.015	-2.118	228	0.035
ATTb2_R	3.00	1.580	229	3.76	1.422	229	-0.977	, -0.560	-7.262	228	< 0.001
ATTb3_R	2.50	1.363	225	2.69	1.359	225	-0.389	, 0.006	-1.906	224	0.058
ATTb4_R	4.47	1.011	229	4.64	0.870	229	-0.313	, -0.027	-2.349	228	0.020
ATTb5_R	4.49	0.992	230	4.57	0.958	230	-0.229	, 0.064	-1.111	229	0.268
ATTb6_R	4.59	0.958	226	4.64	0.900	226	-0.198	, 0.110	-0.567	225	0.571
ATTb7_R	4.23	1.228	230	4.54	0.983	230	-0.477	, -0.131	-3.464	229	0.001
ATTb8_R	4.36	1.191	230	4.67	0.818	230	-0.467	, -0.142	-3.688	229	< 0.001
ATTb9_R	4.59	0.916	229	4.74	0.694	229	-0.287	, -0.019	-2.247	228	0.026
ATTb10	4.46	1.131	230	4.60	0.937	230	-0.304	, 0.017	-1.759	229	0.080
ATTb11_R	2.90	1.442	228	2.79	1.394	228	-0.112	, 0.331	0.975	227	0.330
ATTb12_R	4.40	1.130	229	4.65	0.859	229	-0.399	, -0.090	-3.112	228	0.002
ATTb13	3.97	1.570	229	4.22	1.419	229	-0.492	, 0.003	-1.944	228	0.053
ATTb14_R	4.12	1.323	230	4.51	0.988	230	-0.566	, -0.208	-4.260	229	< 0.001
Items	Control Group										
	Before			After			95% CI for Mean		t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n	Difference				
ATTb1_R	4.22	1.237	204	4.48	1.024	204	-0,450	, -0,070	-2.715	203	0.007
ATTb2_R	2.91	1.478	204	3.40	1.500	204	-0,700	, -0,280	-4.558	203	< 0.001
ATTb3_R	4.27	1.182	203	4.55	0.923	203	-0,460	, -0,100	-3.125	202	0.002
ATTb4_R	2.46	1.261	201	2.60	1.296	201	-0,350	, 0,068	-1.322	200	0.188
ATTb5_R	4.66	0.843	203	4.69	0.769	203	-0,150	, 0,094	-0.473	202	0.636
ATTb6_R	4.47	1.019	204	4.67	0.792	204	-0,330	, -0,060	-2.849	203	0.005
ATTb7_R	4.61	0.997	202	4.70	0.847	202	-0,240	, 0,062	-1.163	201	0.246
ATTb8_R	4.43	1.056	201	4.53	0.954	201	-0,260	, 0,049	-1.344	200	0.180
ATTb9_R	4.41	1.090	204	4.69	0.818	204	-0,440	, -0,120	-3.454	203	0.001
ATTb10	4.65	0.890	203	4.62	0.954	203	-0,120	, 0,187	0.446	202	0.656
ATTb11_R	4.73	0.756	204	4.79	0.651	204	-0,160	, 0,041	-1.167	203	0.245
ATTb12_R	2.85	1.392	202	3.10	1.335	202	-0,460	, -0,040	-2.321	201	0.021
ATTb13	3.99	1.583	203	4.23	1.392	203	-0,500	, 0,026	-1.779	202	0.077
ATTb14_R	4.51	1.033	202	4.61	0.858	202	-0,250	, 0,053	-1.288	201	0.199
Legend: M = Mean; SD = Standard Deviation; n = sample size; CI = Confidence Interval; df = degrees of freedom											
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).											

Although the control group also show some differences not explained by the Social Marketing intervention, looking at the results and comparing them to the experimental group, it can be concluded that the Social Marketing intervention seems to have contributed for children and adolescents to consider a less stupid situation when they see a boy dancing (ATTb4_R), and also for them to agree more that they like to see guys expressing dance moves (ATTb7_R), to consider less boys who practise dance less

masculine than boys who practise other activities (ATTb8_R), and to consider less that boys who practise dance will be less successful in the future than boys who practise other sports.

5.2.1.2. Gender differences

Regarding the attitudes towards boys who dance, we further assessed gender differences between the results before and after the Social Marketing intervention, in the experimental and control groups (Table 51). In general, in all of the items, boys showed a higher prejudice towards boys who dance than girls ($M_{\text{GIRLS}} > M_{\text{BOYS}}$). These differences corroborate the evidence found in the literature about boys having more prejudice towards boys' dancers (Biswal, 2019; Lehtikainen, 2006; Polasek & Roper, 2011; Risner, 2002b). However, after the intervention, both boys and girls disagreed more that dance is an activity for girls (ATTb1_R), and that the boys who practise dance are effeminate (ATTb9_R), which indicate a positive effect of the Social Marketing intervention on the reducing of the differences in perceptions of boys and girls towards boys who dance, since before the intervention boys had more prejudice towards boys who dance than girls. Comparing with the control group, the results reinforce that, after the Social Marketing intervention, boys and girls perceived in the same way, and with less prejudice, the statements of dance being an activity for girls (ATTb1_R) and that boys who practise dance are effeminate (ATTb9_R). Although, after the Social Marketing intervention differences between boys and girls still persist, in general, both boys and girls show less prejudice towards boys who dance ($M_{\text{AFTER}} > M_{\text{BEFORE}}$). Concerning the experimental group, before the intervention, shows that the results of the Independent Samples Test indicate statistically significant differences between boys and girls ($p \leq 0.05$) in eleven out of the fourteen items of "Attitudes towards boys who dance".

Table 51 - Independent Samples Test of gender differences: attitudes towards boys who dance before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	3.65	1.544	119	4.55	1.003	112	-5.257	229	< 0.001	-3.297	202	0.001
ATTb2_R	2.53	1.495	120	3.50	1.525	111	-4.928	229	< 0.001	-3.851	202	< 0.001
ATTb3_R	2.42	1.429	118	2.59	1.293	109	-0.901	225	0.368	-0.408	199	0.683
ATTb4_R	4.08	1.227	120	4.86	0.531	111	-6.195	229	< 0.001	-2.645	201	0.009
ATTb5_R	4.17	1.232	120	4.81	0.546	112	-5.099	230	< 0.001	-2.070	202	0.040
ATTb6_R	4.29	1.189	117	4.88	0.568	111	-4.757	226	< 0.001	-0.791	200	0.430
ATTb7_R	3.84	1.402	120	4.63	0.880	112	-5.112	230	< 0.001	-2.804	199	0.006
ATTb8_R	4.06	1.416	120	4.66	0.833	112	-3.913	230	< 0.001	-0.168	202	0.866
ATTb9_R	4.38	1.094	120	4.78	0.693	111	-3.294	229	0.001	-2.236	202	0.026
ATTb10	4.13	1.347	120	4.78	0.768	112	-4.429	230	< 0.001	-1.900	201	0.059
ATTb11_R	3.13	1.461	119	2.68	1.395	111	2.385	228	0.018	0.535	200	0.594
ATTb12_R	4.13	1.296	120	4.68	0.831	111	-3.815	229	< 0.001	-1.508	200	0.133
ATTb13	3.67	1.647	119	4.28	1.441	112	-2.961	229	0.003	-1.691	201	0.092
ATTb14_R	3.96	1.35	120	4.29	1.283	112	-1.890	230	0.060	-0.971	201	0.332
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	4.27	1.102	119	4.36	1.333	111	-0.568	228	0.570	-3.731	202	< 0.001
ATTb2_R	3.20	1.476	119	4.36	1.077	111	-6.760	228	< 0.001	-4.311	202	< 0.001
ATTb3_R	2.55	1.395	119	2.88	1.299	111	-1.891	228	0.060	-0.837	202	0.403
ATTb4_R	4.50	0.973	119	4.79	0.715	111	-2.622	228	0.009	-4.779	202	< 0.001
ATTb5_R	4.44	1.022	119	4.72	0.865	111	-2.264	228	0.024	-4.503	202	< 0.001
ATTb6_R	4.45	1.047	119	4.84	0.654	111	-3.381	228	0.001	-2.078	202	0.039
ATTb7_R	4.26	1.138	119	4.84	0.668	111	-4.648	228	< 0.001	-3.418	202	0.001
ATTb8_R	4.50	0.956	119	4.85	0.591	111	-3.323	228	0.001	-3.216	202	0.002
ATTb9_R	4.66	0.730	119	4.81	0.694	111	-1.651	228	0.100	-3.559	202	< 0.001
ATTb10	4.46	1.040	119	4.75	0.792	111	-2.331	228	0.021	-2.879	202	0.004
ATTb11_R	3.02	1.402	119	2.57	1.359	111	2.464	228	0.014	0.184	202	0.854
ATTb12_R	4.47	1.015	119	4.81	0.654	111	-2.998	228	0.003	-4.690	202	< 0.001
ATTb13	3.79	1.594	119	4.67	1.030	111	-4.916	228	< 0.001	-2.027	202	0.044
ATTb14_R	4.33	1.059	119	4.70	0.870	111	-2.924	228	0.004	-1.773	202	0.078

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Moreover, we compared the assessment of the “Attitude towards boys who dance” before and after the Social Marketing intervention in the boys’ and girls’ groups separately. Table 52 describes the results of the Paired Samples Test. Concerning the experimental group, ten out of the fourteen items of boys’ attitudes towards boys who dance are significantly different ($p \leq 0,05$), after the Social Marketing intervention, compared to those perceptions before this intervention. These results indicates that after the Social Marketing intervention boys reduced the prejudice towards boys who dance. More specifically,

after the intervention, on average, boys considered less ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that dance is an activity for girls (ATTb1_R), that some types of dance are more for girls (ATTb2_R), that when they see a boy dancing, they consider it a stupid situation (ATTb4_R), that men should not move to gentle music, (because) it is not the right image (ATTb5_R), that they do not like to see guys expressing dance moves (ATTb7), that boys who practise dance are less masculine than boys who practise other activities (ATTb8), that the boys who practise dance are effeminate (ATTb9), that boys who practise dance are less “men” than boys who practise other sports (ATTb12), and that young men who practise dance will be less successful in the future than boys who practise other sports (ATTb14). Moreover, after the intervention, in general, boys considered more ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that dance is considered an activity for boys and girls (ATTb10). Moreover, as there were no significant differences in the boys’ attitude towards boys who dance in the control group before and after Social Marketing intervention ($p > 0.05$), except for the items ATTb2 and ATTb14, which strengthen the relevance of the results found for the experimental group, suggesting that Social Marketing intervention had a positive effect on boys’ attitudes towards boys who dance.

Concerning the girls’ attitude towards boys who dance in the experimental group, the Paired Samples Test (Table 52) show the existence of significant differences ($p \leq 0,05$) in seven out of the fourteen items after the Social Marketing intervention, when compared to those perceptions before the intervention. In general, girls consider less ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that some types of dance are more for girls (ATTb2_R), that dance is an activity mostly practised by girls (ATTb3_R), that boys who practise dance are less masculine than boys who practise other activities (ATTb8_R), that boys who practise dance are less “men” than boys who practise other sports (ATTb12_R), and that young men who practise dance will be less successful in the future than boys who practise other sports (ATTb14_R). Moreover, on average, girls recognize more that they like to see guys expressing dance moves (ATTb7_R), and that they do not like that boys who dance receive bad comments for practising dance (ATTb13). Comparing with the control group, the results reinforce that the Social Marketing intervention increased the positive attitude of girls towards boys who dance in terms of dance being less considered an activity mostly practised by girls (ATTb3_R), girls recognize more that they like to see guys expressing dance moves (ATTb7_R) and that they do not like that boys who dance receive bad comments for practising dance (ATTb13). Thus, in both boys and girls, the Social Marketing intervention had effect in reducing prejudice towards boys who dance, as suggested in the literature (Campbell & Brauer, 2020; Vlašić et al., 2012), although the bigger effect was on boys, possibly because girls are more positive concerning dance’s issues (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017).

Table 52 - Paired Samples Test results of boys' and girls' attitude towards boys who dance before and after Social Marketing intervention

Items	Boys Experimental Group									Boys Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	3.67	1.531	118	4.27	1.107	118	-4.269	117	< 0.001	-1.844	103	0.068
ATTb2_R	2.54	1.495	119	3.20	1.476	119	-4.631	118	< 0.001	-2.653	103	0.009
ATTb3_R	2.44	1.429	117	2.54	1.399	117	-0.694	116	0.489	-0.687	102	0.494
ATTb4_R	4.11	1.199	119	4.50	0.973	119	-3.115	118	0.002	0.520	103	0.604
ATTb5_R	4.19	1.202	119	4.44	1.022	119	-2.053	118	0.042	-0.976	103	0.331
ATTb6_R	4.32	1.154	116	4.45	1.050	116	-0.970	115	0.334	-0.161	101	0.872
ATTb7_R	3.87	1.383	119	4.26	1.138	119	-2.765	118	0.007	-0.751	101	0.454
ATTb8_R	4.08	1.394	119	4.50	0.956	119	-2.922	118	0.004	-0.925	103	0.357
ATTb9_R	4.41	1.053	119	4.66	0.730	119	-2.343	118	0.021	-0.223	103	0.824
ATTb10	4.16	1.321	119	4.46	1.040	119	-2.131	118	0.035	0.861	102	0.392
ATTb11_R	3.12	1.457	118	3.03	1.405	118	0.598	117	0.551	-1.421	102	0.158
ATTb12_R	4.14	1.297	119	4.47	1.015	119	-2.465	118	0.015	0.498	102	0.619
ATTb13	3.69	1.636	118	3.80	1.599	118	-0.512	117	0.610	-1.262	103	0.210
ATTb14_R	3.97	1.343	119	4.33	1.059	119	-2.494	118	0.014	-2.062	103	0.042
Items	Girls Experimental Group									Girls Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	4.55	1.007	111	4.36	1.333	111	1.336	110	0.184	-2.061	99	0.042
ATTb2_R	3.49	1.525	110	4.37	1.074	110	-5.637	109	< 0.001	-3.995	99	< 0.001
ATTb3_R	2.57	1.291	108	2.86	1.300	108	-2.139	107	0.035	-1.220	97	0.225
ATTb4_R	4.86	0.533	110	4.80	0.714	110	1.021	109	0.309	-2.317	98	0.023
ATTb5_R	4.81	0.548	111	4.72	0.865	111	1.067	110	0.288	-3.484	99	0.001
ATTb6_R	4.88	0.570	110	4.84	0.657	110	0.592	109	0.555	-1.722	99	0.088
ATTb7_R	4.63	0.883	111	4.84	0.668	111	-2.106	110	0.038	-1.191	98	0.237
ATTb8_R	4.66	0.837	111	4.85	0.591	111	-2.382	110	0.019	-4.506	99	< 0.001
ATTb9_R	4.78	0.696	110	4.84	0.643	110	-0.638	109	0.525	-1.990	99	0.049
ATTb10	4.77	0.771	111	4.75	0.792	111	0.383	110	0.703	-0.440	99	0.661
ATTb11_R	2.67	1.395	110	2.55	1.345	110	0.781	109	0.436	-1.861	98	0.066
ATTb12_R	4.68	0.834	110	4.84	0.599	110	-1.989	109	0.049	-2.709	98	0.008
ATTb13	4.27	1.446	111	4.67	1.030	111	-2.634	110	0.010	-1.248	98	0.215
ATTb14_R	4.28	1.288	111	4.70	0.870	111	-3.781	110	< 0.001	-2.343	98	0.021

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

5.2.1.3. Differences between Children and Adolescents

After the previous analysis, we assessed the differences in the perceptions of children's and adolescents before and after the Social Marketing intervention, both for experimental and control groups. Concerning the experimental group, Table 53 shows the results of the Independent Samples Test

indicating statistically significant differences between children and adolescents ($p \leq 0.05$) in the item ATTb10, after the intervention.

Table 53 - Independent Samples Test of children and adolescents: attitudes towards boys who dance before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	3.95	1.481	114	4.22	1.274	117	-1.514	229	0.131	-2.424	202	0.016
ATTb2_R	2.81	1.573	114	3.18	1.579	117	-1.796	229	0.074	-3.086	202	0.002
ATTb3_R	2.58	1.386	112	2.43	1.345	115	0.851	225	0.396	-0.606	199	0.545
ATTb4_R	4.43	1.019	115	4.48	1.051	116	-0.352	229	0.725	-1.283	201	0.201
ATTb5_R	4.51	0.968	115	4.44	1.062	117	0.514	230	0.608	-2.381	202	0.018
ATTb6_R	4.51	1.065	112	4.65	0.897	116	-1.057	226	0.292	-2.957	200	0.003
ATTb7_R	4.16	1.254	115	4.29	1.232	117	-0.822	230	0.412	-2.645	199	0.009
ATTb8_R	4.37	1.202	115	4.33	1.218	117	0.201	230	0.841	-2.590	202	0.010
ATTb9_R	4.66	0.881	114	4.50	0.997	117	1.309	229	0.192	-0.107	202	0.915
ATTb10	4.41	1.235	115	4.48	1.063	117	-0.463	230	0.644	0.516	201	0.607
ATTb11_R	3.15	1.465	114	2.69	1.392	116	2.439	228	0.016	2.381	200	0.018
ATTb12_R	4.36	1.161	114	4.44	1.102	117	-0.512	229	0.609	-0.876	200	0.382
ATTb13	3.72	1.72	115	4.21	1.386	116	-2.362	229	0.019	-2.803	201	0.006
ATTb14_R	3.92	1.44	115	4.31	1.178	117	-2.237	230	0.026	-0.627	201	0.531
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	4.33	1.226	115	4.30	1.214	115	0.216	228	0.829	0.465	202	0.643
ATTb2_R	3.81	1.376	115	3.71	1.468	115	0.51	228	0.611	-2.256	202	0.025
ATTb3_R	2.95	1.462	115	2.47	1.202	115	2.71	228	0.007	1.19	202	0.236
ATTb4_R	4.66	0.917	115	4.62	0.823	115	0.379	228	0.705	0.778	202	0.437
ATTb5_R	4.57	1.001	115	4.58	0.917	115	-0.137	228	0.891	0.648	202	0.518
ATTb6_R	4.66	0.897	115	4.61	0.905	115	0.439	228	0.661	0.137	202	0.892
ATTb7_R	4.62	0.923	115	4.46	1.037	115	1.209	228	0.228	0.389	202	0.698
ATTb8_R	4.72	0.79	115	4.61	0.845	115	1.048	228	0.296	0.469	202	0.639
ATTb9_R	4.81	0.7	115	4.65	0.726	115	1.665	228	0.097	1.003	202	0.317
ATTb10	4.73	0.882	115	4.47	0.976	115	2.127	228	0.035*	0.952	202	0.342
ATTb11_R	2.93	1.503	115	2.67	1.275	115	1.419	228	0.157	1.411	202	0.160
ATTb12_R	4.71	0.846	115	4.56	0.9	115	1.359	228	0.175	0.897	202	0.371
ATTb13	4.27	1.441	115	4.16	1.399	115	0.604	228	0.547	-1.372	202	0.172
ATTb14_R	4.49	1.054	115	4.53	0.921	115	-0.333	228	0.739	-0.955	202	0.341

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
 Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

As in the control group after the intervention, there was no difference in this item, this result is relevant, suggesting that after the intervention children, but not adolescents, perceived significantly more positively ($M_{\text{CHILDREN}} > M_{\text{ADOLESCENTS}}$) that dance is considered an activity for boys and girls, providing some indications

that it is easier to change attitudes in earlier ages, namely, in children (Killen, 2007; Rutland & Killen, 2015). In general, children have less prejudice towards boys who dance than adolescents, corroborating evidence that prejudice is more expressive in adolescence, namely, from 12 to 16 years old (Allport & Kramer, 1946). Table 54 describes the results of the Paired Samples Test, and concerning the children of the experimental group, nine out of the fourteen items of children's attitudes towards boys who dance were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to perceptions before this intervention. Children's attitudes towards boys who dance were more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. More specifically, after this intervention, on average, children considered less that dance is an activity for girls (ATTb1_R), that some types of dance are more for girls (ATTb2_R), and that dance is an activity mostly practised by girls (ATTb3_R), that they do not like to see guys expressing dance moves (ATTb7_R), that boys who practise dance are less masculine than boys who practise other activities (ATTb8_R), that boys who practise dance are less "men" than boys who practise other sports (ATTb12), and that they like that boys who dance receive bad comments for practising dance (ATTb13), and that young men who practise dance will be less successful in the future than boys who practise other sports (ATTb14_R). Moreover, children agreed more that dance is considered an activity for boys and girls (ATTb10). The results of the control group strengthen the relevance of the results found for the experimental group, confirming differences in the children's attitudes towards boys who dance, since, after the intervention, children considered less that dance is an activity mostly practised by girls (ATTb3), that boys who practise dance are less "men" than boys who practise other sports (ATTb12) and that young men who practise dance will be less successful in the future than boys who practise other sports (ATTb14_R). Children also considered more that dance can be considered an activity for boys and girls (ATTb10) and that they do not like that boy who dance receive bad comments for practising dance (ATTb13). Concerning the adolescents of the experimental group (Table 54), two of the fourteen items assessing the adolescents' attitudes towards boys who dance was significantly different ($p \leq 0,05$), however, the same result was evidenced in the control group for one of those items. Thus, in general, the Social Marketing intervention had no impact in adolescents' attitudes towards boys who dance, except for the item ATTb8_R, since, after this intervention, on average, adolescents consider less that boys who practise dance are less "men" than boys who practise other sports.

Table 54 - Paired Samples Test results of children and adolescents: attitude towards boys who dance before and after Social Marketing intervention

Items	Children of the Experimental Group									Children of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	3.95	1.481	114	4.33	1.231	114	-2.332	113	0.021	-3.549	97	0.001
ATTb2_R	2.81	1.573	114	3.82	1.380	114	-6.077	113	< 0.001	-3.391	97	0.001
ATTb3_R	2.58	1.386	112	2.94	1.466	112	-2.356	111	0.020	-1.854	95	0.067
ATTb4_R	4.43	1.019	115	4.66	0.917	115	-1.973	114	0.051	-1.458	97	0.148
ATTb5_R	4.51	0.968	115	4.57	1.001	115	-0.456	114	0.649	-3.700	97	< 0.001
ATTb6_R	4.51	1.065	112	4.65	0.908	112	-1.133	111	0.260	-2.384	96	0.019
ATTb7_R	4.16	1.254	115	4.62	0.923	115	-3.445	114	0.001	-2.640	96	0.010
ATTb8_R	4.37	1.202	115	4.72	0.790	115	-3.165	114	0.002	-3.927	97	< 0.001
ATTb9_R	4.66	0.881	114	4.83	0.651	114	-1.730	113	0.086	-1.416	97	0.160
ATTb10	4.41	1.235	115	4.73	0.882	115	-2.512	114	0.013	0.000	97	1.000
ATTb11_R	3.15	1.465	114	2.91	1.497	114	1.308	113	0.194	-0.770	95	0.443
ATTb12_R	4.36	1.161	114	4.74	0.810	114	-3.441	113	0.001	-1.815	95	0.073
ATTb13	3.72	1.720	115	4.27	1.441	115	-2.856	114	0.005	-1.911	96	0.059
ATTb14_R	3.92	1.440	115	4.49	1.054	115	-4.124	114	< 0.001	-1.852	96	0.067

Items	Adolescents of the Experimental Group									Adolescents of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTb1_R	4.24	1.247	115	4.30	1.214	115	-0.427	114	0.670	-0.228	105	0.820
ATTb2_R	3.18	1.570	115	3.71	1.468	115	-4.126	114	< 0.001	-3.038	105	0.003
ATTb3_R	2.42	1.342	113	2.45	1.203	113	-0.204	112	0.839	0.071	104	0.944
ATTb4_R	4.51	1.007	114	4.62	0.824	114	-1.285	113	0.202	1.239	104	0.218
ATTb5_R	4.47	1.020	115	4.58	0.917	115	-1.184	114	0.239	0.000	105	1.000
ATTb6_R	4.68	0.836	114	4.62	0.896	114	0.570	113	0.570	1.401	104	0.164
ATTb7_R	4.31	1.202	115	4.46	1.037	115	-1.312	114	0.192	1.168	103	0.245
ATTb8_R	4.36	1.186	115	4.61	0.845	115	-2.085	114	0.039	-0.695	105	0.489
ATTb9_R	4.52	0.949	115	4.65	0.726	115	-1.430	114	0.155	-0.148	105	0.882
ATTb10	4.50	1.021	115	4.47	0.976	115	0.352	114	0.725	0.601	104	0.549
ATTb11_R	2.66	1.381	114	2.68	1.279	114	-0.132	113	0.895	-2.559	105	0.012
ATTb12_R	4.44	1.102	115	4.56	0.900	115	-1.012	114	0.314	0.097	105	0.923
ATTb13	4.23	1.363	114	4.17	1.401	114	0.388	113	0.699	-0.471	105	0.638
ATTb14_R	4.32	1.166	115	4.53	0.921	115	-1.776	114	0.078	-2.646	105	0.009

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom

Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

We can conclude, as a summary of this sub-section, that in the experimental group, on average, children's and adolescents' attitudes towards boys who dance were more positive after the Social Marketing intervention. In general, girls had less prejudice towards boys who dance than boys. However, although after the Social Marketing intervention the differences between boys and girls persisted, in general, both boys and girls showed less prejudice. The Social Marketing intervention had more effect in boys than in girls, indicating that, after the intervention, boys reduced more the prejudice than girls. Another conclusion is that it seems that the intervention had effect on children and only one effect in adolescents, regarding their perceptions about boys who dance.

5.2.2. Attitudes towards dance

5.2.2.1. Differences before and after Social Marketing Intervention

Attitudes are the main construct of Theory of Planned Behaviour (Ajzen, 1991), and concerning the attitudes towards dance the values presented in Table 55 show the existence of differences before and after Social Marketing Intervention.

Table 55 - Paired Samples Test results of attitudes towards dance before and after Social Marketing intervention

Items	Experimental Group						95% CI for Mean Difference	t	df	Sig. (2- tailed)
	Before			After						
	M	SD	n	M	SD	n				
ATTd1	3.32	1.356	232	3.75	1.138	232	-0.576 , -0.286	-5.871	231	< 0.001
ATTd2	4.39	0.924	232	4.41	0.926	232	-0.149 , 0.106	-0.333	231	0.740
ATTd3	3.35	1.301	232	3.72	1.193	232	-0.517 , -0.225	-5.004	231	< 0.001
ATTd4	3.31	1.395	232	3.52	1.326	232	-0.376 , -0.055	-2.640	231	0.009
ATTd5	3.55	1.370	232	3.84	1.215	232	-0.450 , -0.137	-3.690	231	< 0.001
ATTd6	3.96	1.044	232	4.13	1.084	232	-0.323 , -0.013	-2.141	231	0.033
ATTd7	3.58	1.287	232	3.99	1.128	232	-0.573 , -0.255	-5.133	231	< 0.001
Items	Control Group						95% CI for Mean Difference	t	df	Sig. (2- tailed)
	Before			After						
	M	SD	n	M	SD	n				
ATTd1	3.59	1.210	204	3.74	1.135	204	-0,300 , 0,001	-1.958	203	0.052
ATTd2	4.44	0.866	204	4.39	0.855	204	-0,070 , 0,166	0.827	203	0.409
ATTd3	3.46	1.166	203	3.67	1.106	203	-0,350 , -0,070	-2.953	202	0.004
ATTd4	3.52	1.299	203	3.51	1.318	203	-0,150 , 0,173	0.119	202	0.905
ATTd5	3.80	1.212	204	3.86	1.197	204	-0,200 , 0,091	-0.732	203	0.465
ATTd6	3.99	1.017	204	4.14	1.037	204	-0,300 , 0,005	-1.910	203	0.058
ATTd7	3.76	1.164	204	3.93	1.153	204	-0,320 , -0,010	-2.127*	203	0.035

Legend: M = Mean; SD = Standard Deviation; n = sample size; CI = Confidence Interval; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Regarding the experimental group, the results of the Paired Samples Test indicate the existence of statistical differences before and after Social Marketing intervention in six out of the seven items of the "Attitude towards dance" ($p \leq 0.05$), which means that after the Social Marketing intervention, on average, participants increased their belief that dance is a good (ATTd1), important (ATTd3), exciting (ATTd4), pleasant (ATTd5), beneficial (ATTd6) and a useful (ATTd7) activity. In other words, after Social Marketing intervention, children's and adolescents' attitudes towards dance were more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) in all seven items. Comparing with the control group, although there are two items that also showed significant differences before and after the intervention, the majority of the items were not

significantly different, reinforcing the results that suggest a positive effect of the Social Marketing intervention of the experimental group.

5.2.2.2. Gender differences

Then, we evaluated gender differences between the results before and after the Social Marketing intervention, in the experimental and control groups (Table 56).

Table 56 - Independent Samples Test of gender differences: attitudes towards dance before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group						Control Group					
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	2.63	1.21	120	4.07	1.08	112	-9.583	230	< 0.001	-8.867	202	< 0.001
ATTd2	4.04	1.095	120	4.77	0.465	112	-6.491	230	< 0.001	-5.027	202	< 0.001
ATTd3	2.75	1.324	120	3.99	0.915	112	-8.25	230	< 0.001	-7.325	201	< 0.001
ATTd4	2.63	1.296	120	4.03	1.111	112	-8.765	230	< 0.001	-8.615	201	< 0.001
ATTd5	2.89	1.302	120	4.25	1.061	112	-8.676	230	< 0.001	-7.850	202	< 0.001
ATTd6	3.72	1.139	120	4.21	0.864	112	-3.729	230	< 0.001	-5.439	202	< 0.001
ATTd7	3.03	1.312	120	4.17	0.958	112	-7.545	230	< 0.001	-6.947	202	< 0.001
After the Social Marketing Intervention												
Items	Experimental Group						Control Group					
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	3.25	1.055	120	4.29	0.965	112	-7.853	230	< 0.001	-9.778	202	< 0.001
ATTd2	4.09	1.045	120	4.76	0.619	112	-5.865	230	< 0.001	-6.306	202	< 0.001
ATTd3	3.22	1.161	120	4.26	0.975	112	-7.379	230	< 0.001	-8.049	202	< 0.001
ATTd4	2.96	1.233	120	4.13	1.148	112	-7.447	230	< 0.001	-8.881	202	< 0.001
ATTd5	3.33	1.162	120	4.38	1.024	112	-7.284	230	< 0.001	-9.209	202	< 0.001
ATTd6	3.83	1.147	120	4.44	0.918	112	-4.409	230	< 0.001	-5.873	202	< 0.001
ATTd7	3.63	1.093	120	4.38	1.033	112	-5.427	230	< 0.001	-7.432	202	< 0.001

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

The results of the Independent Samples Test (Table 56) evidence statistically significant differences between boys and girls ($p \leq 0.001$) for both groups experimental and control group. In general, girls in both experimental and control groups rate their beliefs about dance better than boys ($M_{\text{GIRLS}} > M_{\text{BOYS}}$), before and after the Social Marketing intervention, in all of the items. These differences corroborate the evidence found in the literature that boys perceive dance less positively than girls (Anderson et al., 2017; Holdsworth, 2013), indicating that girls are more positive than boys concerning dance issues (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017).

Since gender differences were confirmed, we compared the assessment of the “Attitude towards dance” before and after the Social Marketing intervention in the boys’ and girls’ groups separately. Table 57 describes the results of the Paired Samples Test. Concerning the experimental group, five out of seven items of boys' attitudes towards dance were significantly different ($p \leq 0.05$) after the Social Marketing intervention, compared to perceptions before this intervention. Boys’ attitude towards dance were, therefore, more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. More specifically, after the intervention, on average, boys considered more that dance is a good, important, exciting, pleasant, and a useful activity. There were no significant differences in the boys’ attitude towards dance in the control group before and after intervention ($p > 0.05$), strengthening the relevance of the results found for the experimental group.

Table 57 - Paired Samples Test results of boys' and girls' attitude towards dance before and after Social Marketing intervention

Items	Boys Experimental Group									Boys Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	2.63	1.210	120	3.25	1.055	120	-5.977	119	< 0.001	-1.184	103	0.239
ATTd2	4.04	1.095	120	4.09	1.045	120	-0.461	119	0.645	1.074	103	0.285
ATTd3	2.75	1.324	120	3.22	1.161	120	-3.925	119	< 0.001	-1.745	103	0.084
ATTd4	2.63	1.296	120	2.96	1.233	120	-2.570	119	0.011	0.222	102	0.825
ATTd5	2.89	1.302	120	3.33	1.162	120	-3.755	119	< 0.001	0.086	103	0.932
ATTd6	3.72	1.139	120	3.83	1.147	120	-0.957	119	0.341	-0.936	103	0.351
ATTd7	3.03	1.312	120	3.63	1.093	120	-4.620	119	< 0.001	-1.156	103	0.250
Items	Girls Experimental Group									Girls Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	4.07	1.080	112	4.29	0.965	112	-2.240	111	0.027	-1.726	99	0.087
ATTd2	4.77	0.465	112	4.76	0.619	112	0.132	111	0.895	-0.155	99	0.877
ATTd3	3.99	0.915	112	4.26	0.975	112	-3.149	111	0.002	-2.596	98	0.011
ATTd4	4.03	1.111	112	4.13	1.148	112	-0.976	111	0.331	-0.100	99	0.921
ATTd5	4.25	1.061	112	4.38	1.024	112	-1.285	111	0.201	-1.269	99	0.208
ATTd6	4.21	0.864	112	4.44	0.918	112	-2.297	111	0.024	-1.969	99	0.052
ATTd7	4.17	0.958	112	4.38	1.033	112	-2.403	111	0.018	-2.022	99	0.046

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
 Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the girls’ attitudes towards dance in the experimental group, by analysing the results of the Paired Samples Test, there are significant differences ($p \leq 0.05$) in four out of the seven items, before and after the Social Marketing intervention. These results indicate that also girls’ attitude towards dance became more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. Specifically, after the

intervention, on average, girls considered more that dance is a good, important, beneficial, and a useful activity. Comparing with the control group, the results reinforce that the Social Marketing intervention increased the positive attitude towards dance in terms of dance being a good and beneficial activity. The less evident differences in the girls sub-sample may be explained by a generally better assessment of girls' attitudes towards dance comparing to those of boys even before the intervention (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017).

5.2.2.3. Differences between Children and Adolescents

In order to explore differences between the two child development levels, we evaluated the differences in the perceptions of children and adolescents, before and after the Social Marketing intervention, in the experimental and control groups (Table 58).

Table 58 - Independent Samples Test of children and adolescents: attitudes towards dance before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	3.34	1.363	115	3.31	1.355	117	0.176	230	0.860	-0.190	202	0.849
ATTd2	4.46	0.881	115	4.32	0.963	117	1.122	230	0.263	1.011	202	0.313
ATTd3	3.40	1.234	115	3.30	1.366	117	0.590	230	0.556	-0.833	201	0.406
ATTd4	3.40	1.369	115	3.21	1.419	117	1.018	230	0.310	-1.375	201	0.171
ATTd5	3.65	1.305	115	3.44	1.429	117	1.156	230	0.249	-0.900	202	0.369
ATTd6	3.96	1.087	115	3.96	1.003	117	-0.005	230	0.996	-0.693	202	0.489
ATTd7	3.61	1.247	115	3.55	1.329	117	0.364	230	0.716	-1.504	202	0.134
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	3.88	1.036	115	3.63	1.222	117	1.651	230	0.100	0.239	202	0.811
ATTd2	4.45	0.910	115	4.38	0.944	117	0.625	230	0.533	2.670	202	0.008
ATTd3	3.90	1.100	115	3.54	1.256	117	2.359	230	0.019	-0.296	202	0.768
ATTd4	3.77	1.195	115	3.28	1.407	117	2.817	230	0.005	0.367	202	0.714
ATTd5	3.97	1.120	115	3.71	1.294	117	1.664	230	0.097	-0.242	202	0.809
ATTd6	4.25	1.016	115	4.00	1.137	117	1.780	230	0.076	0.479	202	0.633
ATTd7	4.12	1.109	115	3.86	1.136	117	1.753	230	0.081	1.365	202	0.174

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

The results of the Independent Samples Test (Table 58) evidence non statistically significant differences between children and adolescents ($p > 0.05$) for both groups experimental and control group,

before the Social Marketing Intervention. However, after the intervention, there were statistical differences between children and adolescents ($p < 0.05$) in two of the seven items of the experimental group. In the control group after the intervention, those items show no differences, strengthening the results of the experimental group, namely, after the intervention children perceived more positively ($M_{\text{CHILDREN}} > M_{\text{ADOLESCENTS}}$) that dance is an important activity (ATTd3), and that dance is an exciting activity (ATTd4) than adolescents. In general, children perceived dance more positively than adolescents, corroborating the idea that prejudice is more expressive in adolescence (Allport & Kramer, 1946). Moreover, although the results are not very strong, they offer some indications that it is easier to change attitudes in earlier ages (Killen, 2007; Rutland & Killen, 2015).

Additionally, we compared the assessment of the “Attitude towards dance” before and after the Social Marketing intervention in the children’s and adolescents’ groups separately (Table 59).

Table 59 - Paired Samples Test results of children and adolescents: attitude towards dance before and after Social Marketing intervention

Items	Children of the Experimental Group									Children of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	3.34	1.363	115	3.88	1.036	115	-5.206	114	< 0.001	-1.459	97	0.148
ATTd2	4.46	0.881	115	4.45	0.910	115	0.089	114	0.929	-0.618	97	0.538
ATTd3	3.40	1.234	115	3.90	1.100	115	-4.583	114	< 0.001	-2.365	96	0.020
ATTd4	3.40	1.369	115	3.77	1.195	115	-2.982	114	0.004	-1.169	97	0.245
ATTd5	3.65	1.305	115	3.97	1.120	115	-2.867	114	0.005	-1.064	97	0.290
ATTd6	3.96	1.087	115	4.25	1.016	115	-2.764	114	0.007	-2.058	97	0.042
ATTd7	3.61	1.247	115	4.12	1.109	115	-4.346	114	< 0.001	-3.495	97	0.001

Items	Adolescents of the Experimental Group									Adolescents of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
ATTd1	3.31	1.355	117	3.63	1.222	117	-3.135	116	0.002	-1.314	105	0.192
ATTd2	4.32	0.963	117	4.38	0.944	117	-0.598	116	0.551	1.681	105	0.096
ATTd3	3.30	1.366	117	3.54	1.256	117	-2.433	116	0.016	-1.781	105	0.078
ATTd4	3.21	1.419	117	3.28	1.407	117	-0.639	116	0.524	1.378	104	0.171
ATTd5	3.44	1.429	117	3.71	1.294	117	-2.348	116	0.021	0.000	105	1.000
ATTd6	3.96	1.003	117	4.00	1.137	117	-0.374	116	0.709	-0.635	105	0.527
ATTd7	3.55	1.329	117	3.86	1.136	117	-2.883	116	0.005	0.560	105	0.577

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Table 59 describes the results of the Paired Samples Test. Concerning the children of the experimental group, six out of seven items of children’s attitudes towards dance were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to perceptions before this intervention. So, children’s attitudes towards dance were more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. More

specifically, after this intervention, on average, children considered more that dance is an activity that is good, important, exciting, pleasant, beneficial and useful. The comparison with children's attitudes towards dance of the control group before and after intervention ($p > 0.05$), strengthen the relevance of the results found for the experimental group.

Concerning the adolescents of the experimental group (Table 59), four out of seven items regarding their attitudes towards dance were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to perceptions before this intervention. So, adolescents' attitudes towards dance were more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. More specifically, after this intervention, on average, adolescents considered more that dance is an activity good, important, pleasant, and useful. There were no significant differences of the adolescents' attitudes towards dance in the control group before and after intervention ($p > 0.05$), strengthening the relevance of the results found for the experimental group.

As a summary of this sub-section, in the experimental group, on average, children and adolescents considered more that dance is a good, exciting, pleasant, and useful activity after the intervention, indicating that Social Marketing intervention had a positive effect on the attitude towards dance of children and adolescents. We found differences between boys' and girls' perceptions towards dance, in which girls perceived dance more positively. Interestingly, the Social Marketing intervention had a higher effect on boys. In general, we found differences between children's and adolescents' perceptions towards dance, in which children perceived dance more positively. Although the results are not very strong, they provide some indications that it is easier to change attitudes in earlier stages of child development.

5.2.3. Subjective norms towards dancing

5.2.3.1. Differences before and after Social Marketing intervention

The subjective norms are one of the constructs from the Theory of Planned Behaviour (Ajzen, 1991). Concerning the subjective norms towards dancing, the results presented in Table 60 show the existence of differences before and after Social Marketing Intervention. The results of the Paired Samples Test indicate the existence of statistical differences between before and after Social Marketing intervention in five of the eleven items of the "Subjective norms towards dancing" ($p \leq 0.05$), which means that after the intervention, on average, participants increased their belief ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that many of their male friends practise dance (SN3), many of the boys of their school practise dance (SN4), that people who are important to them think dance is an appropriate activity for them to practise (SN9), that people who are

important to them approve if they decide to choose dance as an activity for them to practise (SN10), and their friends consider that they should choose to practise dance (SN11). These results express that children's and adolescents' subjective norms towards dancing were more positive after the Social Marketing intervention. Comparing with the control group, the results reinforce that, after the Social Marketing intervention, children and adolescents agreed more that many of their male friends practise dance, and that people who are important to them think dance is an appropriate activity for them to practise.

Table 60 - Paired Samples Test results of subjective norms towards dancing before and after Social Marketing intervention

Items	Experimental Group										Sig. (2-tailed)
	Before			After			95% CI for Mean		t	df	
	M	SD	n	M	SD	n	Difference				
SN1	3.29	1.332	228	3.33	1.214	228	-0.232	, 0.144	-0.459	227	0.646
SN2	3.61	1.218	226	3.59	1.059	226	-0.147	, 0.182	0.212	225	0.832
SN3	1.89	1.099	228	2.10	1.220	228	-0.386	, -0.026	-2.258	227	0.025
SN4	2.19	1.124	223	2.43	1.058	223	-0.406	, -0.06	-2.655	222	0.009
SN5	2.40	1.398	230	2.48	1.373	230	-0.28	, 0.124	-0.763	229	0.446
SN6	1.86	1.186	226	1.80	1.12	226	-0.105	, 0.229	0.729	225	0.467
SN7_R	4.19	1.241	228	4.24	1.209	228	-0.248	, 0.152	-0.476	227	0.635
SN8_R	4.18	1.278	227	4.31	1.098	227	-0.295	, 0.031	-1.600	226	0.111
SN9	2.52	1.400	166	2.88	1.347	166	-0.600	, -0.111	-2.870	165	0.005
SN10	3.36	1.562	165	3.75	1.455	165	-0.653	, -0.123	-2.891	164	0.004
SN11	1.95	1.111	165	2.18	1.184	165	-0.436	, -0.025	-2.212	164	0.028
Items	Control Group										Sig. (2-tailed)
	Before			After			95% CI for Mean		t	df	
	M	SD	n	M	SD	n	Difference				
SN1	3.68	1.225	202	3.55	1.184	202	-0.052	, 0.309	1.405	201	0.162
SN2	3.72	1.038	202	3.72	0.989	202	-0.167	, 0.167	0.000	201	1.000
SN3	1.89	1.003	200	1.94	1.071	200	-0.212	, 0.112	-0.608	199	0.544
SN4	2.24	1.055	199	2.51	0.947	199	-0.429	, -0.11	-3.398	198	0.001
SN5	2.45	1.371	202	2.51	1.263	202	-0.259	, 0.130	-0.653	201	0.514
SN6	1.74	1.089	201	1.81	1.041	201	-0.253	, 0.104	-0.824	200	0.411
SN7_R	4.24	1.121	202	4.37	1.015	202	-0.319	, 0.062	-1.333	201	0.184
SN8_R	4.36	1.050	203	4.46	0.971	203	-0.267	, 0.070	-1.156	202	0.249
SN9	2.64	1.394	139	2.68	1.229	139	-0.286	, 0.214	-0.284	138	0.777
SN10	3.42	1.513	138	3.72	1.372	138	-0.566	, -0.030	-2.181	137	0.031
SN11	1.96	1.171	138	2.21	1.117	138	-0.468	, -0.040	-2.340	137	0.021
Legend: M = Mean; SD = Standard Deviation; n = sample size; CI = Confidence Interval; df = degrees of freedom											
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).											

5.2.3.2. Gender differences

Regarding the gender differences in subjective norms towards dancing, the results of the Independent Samples Test are presented in Table 61.

Table 61 - Independent Samples Test of gender differences: subjective norms towards dancing before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.40	1.341	118	3.19	1.319	112	1.201	228	0.231	0.151	200	0.880
SN2	3.55	1.313	119	3.69	1.103	109	-0.827	226	0.409	-0.775	200	0.439
SN3	1.74	0.973	118	2.06	1.210	112	-2.251	228	0.025	-0.319	198	0.750
SN4	2.01	1.034	118	2.40	1.196	107	-2.646	223	0.009	1.194	197	0.234
SN5	2.31	1.425	120	2.55	1.394	112	-1.324	230	0.187	-1.326	200	0.186
SN6	1.69	1.066	118	2.05	1.291	110	-2.300	226	0.022	-0.852	199	0.395
SN7_R	4.10	1.253	120	4.29	1.222	110	-1.168	228	0.244	-1.445	200	0.150
SN8_R	4.18	1.212	119	4.18	1.342	110	-0.032	227	0.975	-0.053	201	0.958
SN9	2.05	1.207	112	3.33	1.376	80	-6.786	190	< 0.001	-5.698	155	< 0.001
SN10	2.74	1.500	110	4.13	1.236	80	-6.772	188	< 0.001	-4.286	154	< 0.001
SN11	1.58	0.910	111	2.63	1.216	80	-6.817	189	< 0.001	-4.568	154	< 0.001
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.42	1.182	119	3.23	1.234	111	1.224	228	0.222	1.634	202	0.104
SN2	3.62	1.073	119	3.56	1.042	111	0.453	228	0.651	0.150	202	0.881
SN3	1.97	1.112	119	2.22	1.317	111	-1.558	228	0.121	-0.311	202	0.756
SN4	2.31	0.981	119	2.56	1.134	111	-1.775	228	0.077	-1.250	202	0.213
SN5	2.43	1.331	119	2.54	1.419	111	-0.617	228	0.538	-0.666	202	0.506
SN6	1.80	1.054	119	1.78	1.179	111	0.099	228	0.921	-0.021	202	0.984
SN7_R	4.23	1.153	119	4.25	1.268	111	-0.159	228	0.874	-1.774	202	0.078
SN8_R	4.29	1.076	119	4.34	1.116	111	-0.334	228	0.739	-0.710	202	0.478
SN9	2.64	1.363	107	3.51	1.291	76	-4.388	181	< 0.001	-4.645	149	< 0.001
SN10	3.36	1.519	107	4.37	1.118	76	-4.942	181	< 0.001	-2.433	149	0.016
SN11	1.83	1.094	107	2.76	1.153	76	-5.548	181	< 0.001	-6.630	149	< 0.001

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

For the experimental group, results evidence statistically significant differences between boys and girls ($p \leq 0.05$), in some items (Table 61). Namely, in general, girls agreed more than boys ($M_{\text{GIRLS}} > M_{\text{BOYS}}$) that many of their male friends practise dance (SN3), that many of the boys in their school practise dance (SN4), that many of their male family members practise dance (SN6), that people who are important to them think dance is an appropriate activity for them to practise (SN9), that people who are important to them approve if they decide to choose dance as an activity (SN10), and their friends consider that they should choose to practise dance (SN11). These differences corroborate the evidence found in the literature that boys feel less support than girls from family, friends or other important people, if they intend

to participate in dance activities (Polasek & Roper, 2011; Risner, 2002b, 2007). However, after the intervention, both boys and girls agreed more that many of them male friends practise dance (SN3), that many of the boys in their school practise dance (SN4), and that many of their male family members practise dance (SN6), which indicate a positive effect of the Social Marketing intervention on reducing the differences in the perceptions of boys and girls towards subjective norms towards dancing. Concerning the control group, the results show that the items of “Subjective norms towards dancing” that before had statistically differences ($p \leq 0.05$) kept the differences after the intervention, showing consistency in terms of gender differences irrespective of the Social Marketing Intervention.

Furthermore, we compared the assessment of the “Subjective norms towards dancing” before and after the Social Marketing intervention in the boys’ and girls’ groups separately. Table 62 describes the results of the Paired Samples Test.

Table 62 - Paired Samples Test results of boys' and girls' subjective norms towards dancing before and after Social Marketing intervention

Items	Boys Experimental Group									Boys Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.38	1.338	117	3.43	1.191	117	-0.305	116	0.761	0.000	101	1,000
SN2	3.54	1.312	118	3.61	1.070	118	-0.517	117	0.606	-0.543	101	0.588
SN3	1.74	0.975	117	1.98	1.114	117	-1.946	116	0.054	-0.339	101	0.735
SN4	2.02	1.034	117	2.31	0.969	117	-2.370	116	0.019	-0.946	99	0.346
SN5	2.29	1.409	119	2.43	1.331	119	-0.973	118	0.332	-1.129	102	0.262
SN6	1.70	1.069	117	1.81	1.058	117	-0.961	116	0.339	-1.202	103	0.232
SN7_R	4.11	1.254	119	4.23	1.153	119	-0.845	118	0.400	-0.808	102	0.421
SN8_R	4.18	1.217	118	4.29	1.079	118	-0.966	117	0.336	-0.470	103	0.640
SN9	2.07	1.227	101	2.62	1.355	101	-3.289	100	0.001	-1.326	83	0.189
SN10	2.76	1.512	100	3.37	1.515	100	-3.106	99	0.002	-2.694	82	0.009
SN11	1.58	0.912	100	1.88	1.113	100	-2.195	99	0.031	-1.116	82	0.268

Items	Girls Experimental Group									Girls Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.18	1.323	111	3.23	1.234	111	-0.348	110	0.729	2.000	99	0.048*
SN2	3.69	1.108	108	3.57	1.052	108	1.115	107	0.267	0.624	99	0.534
SN3	2.05	1.201	111	2.22	1.317	111	-1.259	110	0.211	-0.520	97	0.604
SN4	2.39	1.192	106	2.56	1.139	106	-1.347	105	0.181	-4.037	98	< 0.001
SN5	2.53	1.381	111	2.54	1.419	111	-0.063	110	0.950	0.135	98	0.893
SN6	2.04	1.283	109	1.79	1.187	109	2.013	108	0.047	0.080	96	0.936
SN7_R	4.28	1.225	109	4.26	1.272	109	0.186	108	0.853	-1.101	98	0.274
SN8_R	4.17	1.346	109	4.33	1.123	109	-1.297	108	0.198	-1.194	98	0.235
SN9	3.23	1.367	65	3.28	1.244	65	-0.269	64	0.789	1.186	54	0.241
SN10	4.28	1.139	65	4.32	1.147	65	-0.309	64	0.758	0.000	54	1,000
SN11	2.51	1.161	65	2.63	1.153	65	-0.767	64	0.446	-2.220	54	0.031*

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom

Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the boys of the experimental group, in four out of the eleven items, boys' attitudes towards dance were significant different ($p \leq 0,05$) after the Social Marketing intervention, compared to these perceptions before this intervention. Boys' subjective norms towards dancing were, on average, more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. More specifically, after the intervention, on average, boys recognized more that many of the boys in their school practise dance (SN4), that people who are important to them think dance is an appropriate activity for them (SN9) and approve if they decide to choose dance as an activity (SN10), and consider more that their friends consider that they should choose to practise dance (SN11). In the control group there were no significant differences of the boys' subjective norms towards dancing (except for the SN10) before and after Social Marketing intervention ($p > 0.05$), strengthening the relevance of the results found for the experimental group. Concerning the girls' subjective norms towards dancing, in the experimental group, contrary to the results of the control group, the Paired Samples Test (Table 62) indicate that there are significant differences ($p \leq 0,05$) in one of the items, namely, after the Social Marketing intervention, in general, girls recognized less ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that many of their male family members practise dance (SN6). As this item kept constant in the control group before and after intervention.

5.2.3.3. Differences between Children and Adolescents

We analysed children' and adolescents' differences before and after the Social Marketing intervention, in the experimental and control groups. The results of the Independent Samples Test (Table 63) evidence three statistically significant differences ($p > 0.05$) after the intervention in the experimental group that were not verified in the control group. Thus, after the Intervention, children and adolescents perceived in different way that many of their male friends practise dance (SN3), that many of the boys in their school practise dance (SN4), and that people who are important to them think dance is an appropriate activity for them to practise (SN9). More specifically, in general, after the Social Marketing intervention, children of the experimental group feel more support from family, friends and other important people ($M_{\text{CHILDREN}} > M_{\text{ADOLESCENTS}}$), providing evidences that, once again, the Social Marketing intervention had more effect in children, adding evidence to previous suggestions (Allport & Kramer, 1946).

Table 63 - Independent Samples Test of children and adolescents: subjective norms towards dancing before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.17	1.382	113	3.42	1.275	117	-1.431	228	0.154	-0.338	200	0.736
SN2	3.44	1.319	111	3.79	1.089	117	-2.157	226	0.032	-0.113	200	0.911
SN3	1.90	1.127	115	1.90	1.087	115	0.000	228	1.000	1.135	198	0.258
SN4	2.26	1.092	109	2.14	1.164	116	0.789	223	0.431	1.257	197	0.210
SN5	2.28	1.361	115	2.57	1.452	117	-1.593	230	0.113	-1.837	200	0.068
SN6	1.85	1.189	113	1.89	1.198	115	-0.237	226	0.813	0.818	199	0.414
SN7_R	4.44	0.999	113	3.95	1.395	117	3.077	228	0.002	-0.856	200	0.393
SN8_R	4.46	1.061	113	3.91	1.402	116	3.372	227	0.001	2.315	201	0.022
SN9	2.72	1.535	93	2.45	1.304	99	1.296	190	0.196	1.857	155	0.065
SN10	3.09	1.524	92	3.54	1.554	98	-2.031	188	0.044	-1.919	154	0.057
SN11	2.05	1.252	92	1.98	1.088	99	0.440	189	0.660	1.037	154	0.301
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.44	1.230	115	3.21	1.181	115	1.477	228	0.141	0.14	202	0.889
SN2	3.64	1.102	115	3.54	1.011	115	0.748	228	0.455	0.622	202	0.534
SN3	2.31	1.273	115	1.86	1.123	115	2.857	228	0.005	0.689	202	0.491
SN4	2.58	1.108	115	2.28	0.996	115	2.191	228	0.029	-0.059	202	0.953
SN5	2.50	1.435	115	2.47	1.313	115	0.144	228	0.886	0.009	202	0.993
SN6	1.86	1.220	115	1.72	0.996	115	0.947	228	0.345	1.43	202	0.154
SN7_R	4.37	1.187	115	4.11	1.219	115	1.589	228	0.113	3.037	202	0.003
SN8_R	4.52	0.976	115	4.11	1.168	115	2.879	228	0.004	2.466	202	0.015
SN9	3.23	1.408	83	2.81	1.368	100	2.035	181	0.043	0.988	149	0.325
SN10	3.73	1.515	83	3.81	1.405	100	-0.347	181	0.729	-1.829	149	0.069
SN11	2.17	1.156	83	2.26	1.252	100	-0.508	181	0.612	1.153	149	0.251

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Table 64 describes the results of the Paired Samples Test, and concerning the children of the experimental group, five out of the eleven items of children's subjective norms towards dancing were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to perceptions before this intervention. So, children's subjective norms towards dancing were more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention. More specifically, after this intervention, on average, children confirmed more that many of their female friends practise dancing (SN1), that many of their male friends practise dance (SN3), many of the boys in their school practise dance (SN4), that people who are important to them think dance is an appropriate activity (SN9), and that people who are important to them approve if they decide to choose dance as an activity (SN10). These results are more relevant since there were no changes in those variables in the control group.

Table 64 - Paired Samples Test results of children and adolescents: subjective norms towards dancing before and after Social Marketing intervention

Items	Children of the Experimental Group									Children of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.17	1.382	113	3.45	1.239	113	-2.011	112	0.047	0.624	97	0.534
SN2	3.44	1.319	111	3.65	1.109	111	-1.669	110	0.098	-0.395	97	0.694
SN3	1.90	1.127	115	2.31	1.273	115	-2.999	114	0.003	-0.172	95	0.864
SN4	2.26	1.092	109	2.58	1.100	109	-2.477	108	0.015	-1.473	93	0.144
SN5	2.28	1.361	115	2.50	1.435	115	-1.429	114	0.156	-1.757	95	0.082
SN6	1.85	1.189	113	1.88	1.226	113	-0.214	112	0.831	-0.825	95	0.411
SN7_R	4.44	0.999	113	4.37	1.189	113	0.508	112	0.612	-2.923	95	0.004
SN8_R	4.46	1.061	113	4.51	0.983	113	-0.560	112	0.576	-0.773	96	0.441
SN9	2.75	1.552	75	3.15	1.382	75	-1.991	74	0.050	0.402	64	0.689
SN10	3.11	1.531	74	3.68	1.527	74	-2.627	73	0.010	-1.573	63	0.121
SN11	2.01	1.244	74	2.18	1.139	74	-1.062	73	0.292	-1.771	63	0.081

Items	Adolescents of the Experimental Group									Adolescents of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SN1	3.40	1.276	115	3.21	1.181	115	1.520	114	0.131	1.460	103	0.147
SN2	3.77	1.093	115	3.54	1.011	115	2.162	114	0.033	0.435	103	0.664
SN3	1.88	1.075	113	1.88	1.127	113	0.077	112	0.939	-0.684	103	0.495
SN4	2.13	1.156	114	2.28	1.000	114	-1.253	113	0.213	-3.207	104	0.002
SN5	2.53	1.429	115	2.47	1.313	115	0.444	114	0.658	0.672	105	0.503
SN6	1.88	1.189	113	1.73	1.002	113	1.296	112	0.198	-0.321	104	0.749
SN7_R	3.95	1.401	115	4.11	1.219	115	-1.123	114	0.264	1.044	105	0.299
SN8_R	3.89	1.410	114	4.11	1.170	114	-1.559	113	0.122	-0.855	105	0.394
SN9	2.34	1.240	91	2.66	1.284	91	-2.061	90	0.042	-0.804	73	0.424
SN10	3.56	1.565	91	3.80	1.400	91	-1.441	90	0.153	-1.501	73	0.138
SN11	1.89	0.994	91	2.18	1.226	91	-2.003	90	0.048	-1.525	73	0.131

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the adolescents of the experimental group (Table 64), two out of eleven items assessed by them concerning the subjective norms towards dancing were positively ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) significantly different ($p \leq 0,05$). Namely, after the intervention adolescents mentioned less that many girls of their school practise dance (SN2) and agreed more that people who are important to them think dance is an appropriate activity (SN9). These results are more pertinent since there were no changes in those variables in the control group.

To summarise the results of this sub-section, it can be concluded that in the experimental group, on average, children's and adolescents' subjective norms towards dancing were more positive after the Social Marketing intervention. Moreover, these perceptions were different among genders, with boys indicating less support than girls from family, friends or other important people, if they intend to participate in dance activities. The Social Marketing intervention had more effect on boys than on girls, since, after

the intervention, boys' subjective norms towards dancing were more positive. In general, children recognized more support from family, friends and other important people than adolescents, suggesting that Social Marketing Intervention had more effect on children.

5.2.4. Self-efficacy to perform dance activities

5.2.4.1. Differences before and after Social Marketing intervention

We compared the results before and after intervention for the self-efficacy, the main construct of the Social Cognitive Theory (Bandura, 1977). We performed the Paired Samples Test to verify the existence of differences before and after the Social Marketing Intervention for both the experimental and control groups (Table 65). Regarding the experimental group, for each item of the "Self-efficacy to perform dance activities" the results of the Paired Samples Test indicate the inexistence of statistical differences before and after the intervention ($p > 0.05$). This means that after the intervention participants had similar believe about their capabilities to take an action regarding the performance of dance activities. Regarding the control group, the results show that the item of self-efficacy 'I can choose to dance, even if it means I have to convince my parents' (SE1) is statistically different ($p \leq 0.05$) before and after intervention. However, this result does not affect the results of the experimental group.

Table 65 - Paired Samples Test results of self-efficacy to perform dance activities before and after Social Marketing intervention

Items	Experimental Group									
	Before			After			95% CI for Mean Difference	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n				
SE1	2.99	1.596	165	3.22	1.52	165	-0.492 , 0.019	-1.825	164	0.070
SE2	3.19	1.602	166	3.39	1.413	166	-0.472 , 0.074	-1.437	165	0.153
SE3	3.04	1.477	166	3.27	1.406	166	-0.483 , 0.026	-1.776	165	0.078
Items	Control Group									
	Before			After			95% CI for Mean Difference	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n				
SE1	3.14	1.573	138	3.46	1.373	138	-0.586 , -0.050	-2.364	137	0.019
SE2	3.5	1.431	139	3.54	1.451	139	-0.318 , 0.232	-0.310	138	0.757
SE3	3.14	1.463	138	3.32	1.362	138	-0.437 , 0.090	-1.305	137	0.194

Legend: M = Mean; SD = Standard Deviation; n = sample size; CI = Confidence Interval; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

5.2.4.2. Gender differences

We also evaluated the gender differences for “Self-efficacy to perform dance activities” in the results before and after the Social Marketing intervention, for the experimental and control groups. The results of the Independent Samples Test (Table 66) evidence statistically significant differences between boys and girls ($p \leq 0.001$) of the experimental group, before and after intervention. In general, girls believed more than boys ($M_{\text{GIRLS}} > M_{\text{BOYS}}$) in their capabilities to take an action to perform dance activities, since girls felt more than boys that they can choose to dance even if it means that they have to convince their parents (SE1), that if they are going to try a dance class and like it they can sign up for dance activities even if they have to constantly convince their parents (SE2), and that they think they would not give up on dance, even if the first few times they did not make it very well (SE3). Regarding the control group, the results show that there were gender differences ($p \leq 0.05$) in the item SE3 of the self-efficacy’s construct, before and after intervention, reinforcing the results of the experimental group that after Social Marketing intervention girls considered more than boys they would not give up on the dance, even if the first few times they did not make it very well (SE3). These results support the existence of the idea that girls have more developed competences and skills to dance activities, corroborating the evidences In the literature (Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 1996).

Table 66 - Independent Samples Test of gender differences: self-efficacy to perform dance activities before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	2.53	1.494	111	3.64	1.469	80	-5.082	189	< 0.001	-2.375	153	0.019
SE2	2.78	1.609	112	3.81	1.342	80	-4.705	190	< 0.001	-2.092	155	0.038
SE3	2.71	1.551	111	3.53	1.302	80	-3.818	189	< 0.001	-6.562	154	< 0.001
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	3.00	1.542	107	3.71	1.384	76	-3.204	181	0.002	-0.891	149	0.375
SE2	3.15	1.459	107	3.67	1.370	76	-2.444	181	0.016	-0.812	149	0.418
SE3	3.02	1.454	107	3.72	1.282	76	-3.393	181	0.001	-4.367	149	< 0.001

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Additionally, we compared the assessment of the “Self-efficacy to perform dance activities” before and after the Social Marketing intervention in the boys’ and girls’ groups separately, through a Paired Samples Test (Table 67). Concerning the experimental group, two out of the three items of boys' assessment of self-efficacy were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to these perceptions before the intervention. More specifically, after the intervention, on average, boys felt more capable to take actions to perform dance activities ($M_{\text{AFTER}} > M_{\text{BEFORE}}$), since boys recognized more that they can choose to dance even if it means that they have to convince their parents (SE1), and if they are going to try a dance class and like it, they can sign up for dance activities even if they have to constantly convince their parents (SE2). In the control group there were no significant differences ($p \leq 0.05$) in the boys’ self-efficacy before and after intervention, which reinforces the results achieved for the experimental group. This positive effect of interventions on self-efficacy was also found in some research (Peng et al., 2020; Pennington & Nelson, 2020), which offers evidence of the development of capabilities and skills that boys think that only girls have (Jakubowska & Byczkowska-Owczarek, 2018; Lee et al., 1999).

Table 67 - Paired Samples Test results of boys' and girls' self-efficacy to perform dance activities before and after Social Marketing intervention

Items	Boys Experimental Group									Boys Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	1.38	0.733	101	1.71	1.013	101	-2.704	100	0.008	-1.165	83	0.247
SE2	1.40	0.763	101	1.82	1.126	101	-3.201	100	0.002	-0.675	83	0.502
SE3	1.46	0.797	100	1.65	0.925	100	-1.590	99	0.115	-0.545	82	0.587
Items	Girls Experimental Group									Girls Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	2.46	1.480	65	2.46	1.370	65	0.000	64	1.000	1.845	54	0.071
SE2	2.4	1.434	65	2.51	1.359	65	-0.650	64	0.518	0.569	54	0.572
SE3	2.09	1.296	65	2.31	1.249	65	-1.382	64	0.172	0.000	54	1.000

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the girls’ self-efficacy to perform dance activities (Table 67), in both the experimental and control groups, there were not significant differences ($p > 0,05$) in all of the items. This means that, in general, Social Marketing intervention did not produce significant effects in the self-efficacy assessments of the girls, although we can observe a slight improvement in the girls’ evaluation of this construct after the intervention.

5.2.4.3. Differences between Children and Adolescents

We also analysed the children's and adolescents' differences in results before and after the Social Marketing intervention, for the experimental and control groups. Table 68 expresses the results of the Independent Samples Test. The results show that there were differences in one out of the three items of the "Self-efficacy to perform dance activities" in the experimental group ($p \leq 0.05$) before and after the intervention. These results evidence that before and after the intervention children and adolescents perceived in different way that they can choose to dance even if it means that they have to convince their parents (SE1). In the control group there were no significant differences ($p > 0.05$) of the boys' self-efficacy to perform dance activities, reinforcing the results achieved for the experimental group. On average, after the Social Marketing intervention, adolescents, in both experimental and control groups, rate their self-efficacy to perform dance activities beliefs better than children ($M_{\text{CHILDREN}} > M_{\text{ADOLESCENTS}}$), indicating that the adolescents believe more that they can choose to dance even if it means they have to convince their parents, which is understandable, given the fact that adolescents start to be more aware of their own decisions (McKeown & Nelson, 2018) and parents have less influence (Anderssen & Wold, 1992; Chua, 2015; Holdsworth, 2013).

Table 68 - Independent Samples Test of children and adolescents: self-efficacy to perform dance activities before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	2.76	1.585	92	3.21	1.547	99	-1.99	189	0.048	-0.840	153	0.402
SE2	3.03	1.632	93	3.37	1.529	99	-1.497	190	0.136	-0.281	155	0.779
SE3	2.93	1.602	92	3.16	1.405	99	-1.042	189	0.299	1.144	154	0.255
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	3.05	1.569	83	3.50	1.446	100	-2.025	181	0.044	-1.397	149	0.164
SE2	3.30	1.438	83	3.42	1.451	100	-0.554	181	0.580	0.503	149	0.616
SE3	3.40	1.405	83	3.24	1.443	100	0.744	181	0.458	0.319	149	0.750

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the self-efficacy to perform dance activities of children and adolescents, we did not find significant differences ($p > 0,05$) before and after the Social Marketing intervention (Table 69).

Table 69 Paired Samples Test results of children and adolescents: self-efficacy to perform dance activities before and after Social Marketing intervention

Items	Children of the Experimental Group									Children of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	2.77	1.626	74	3.00	1.579	74	-1.203	73	0.233	-1.523	64	0.133
SE2	3.05	1.651	75	3.35	1.419	75	-1.389	74	0.169	-1.138	64	0.259
SE3	3.01	1.581	75	3.36	1.372	75	-1.714	74	0.091	-0.488	63	0.627

Items	Adolescents of the Experimental Group									Adolescents of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
SE1	3.16	1.558	91	3.41	1.453	91	-1.366	90	0.175	-1.806	72	0.075
SE2	3.30	1.560	91	3.42	1.415	91	-0.659	90	0.512	0.448	73	0.655
SE3	3.05	1.393	91	3.19	1.437	91	-0.793	90	0.430	-1.464	73	0.148

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

The “Self-efficacy to perform dance activities” of children and adolescents had no effect comparing the results before with the results after Social Marketing intervention. In the control group there was also no significant differences. Therefore, after the Social Marketing intervention, both children and adolescents had the same believe about their capabilities to take an action perform dance activities, which is contrary to what was expected (Jakubowska & Byczkowska-Owczarek, 2018; Peng et al., 2020; Pennington & Nelson, 2020).

As a conclusion of this sub-section, it can be highlighted that in the experimental group, after the intervention children and adolescents had the same beliefs about their capabilities to take an action to perform dance activities. Moreover, in general, girls believed more than boys in their capabilities to take an action to perform dance activities. The Social Marketing intervention had more effect on boys than on girls, since boys’ self-efficacy to perform dance activities improved after the intervention, while the girls’ self-efficacy to perform dance activities was not significantly affected by the intervention. Moreover, adolescents believe more than children in their capabilities to take an action to perform dance activities. However, Social Marketing did not produce effect in both children’s and adolescents’ self-efficacy to perform dance activities.

5.2.5. Intention to join dance activities

5.2.5.1. Differences between before and after Social Marketing intervention

The results of the Paired Samples Test (Table 70), show that in the experimental group there were statistical differences before and after Social Marketing intervention, in all items of the “Intention” ($p \leq 0.05$), which means that after the intervention, on average, participants increased intention to performance dance activities ($M_{\text{AFTER}} > M_{\text{BEFORE}}$). Thus, after the Social Marketing intervention, on average, the intention to join dance activities was higher. Regarding the control group, the results show that the “Intention to join dance activities” before and after intervention was not statistically different ($p > 0.05$). These results strengthen the suggestion that the Social Marketing intervention had a positive effect on the intention to join dance activities, as was predicted (Pennington & Nelson, 2020).

Table 70 - Paired Samples Test results of intention to join dance activities before and after Social Marketing intervention

Items	Experimental Group										
	Before			After			95% CI for Mean		t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n	Difference				
INT1	1.80	1.207	166	2.01	1.219	166	-0.406	, -0.004	-2.015	165	0.046
INT2	1.79	1.180	166	2.09	1.264	166	-0.507	, -0.096	-2.893	165	0.004
INT3	1.71	1.065	165	1.91	1.109	165	-0.387	, -0.013	-2.113	164	0.036
Items	Control Group										
	Before			After			95% CI for Mean		t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n	Difference				
INT1	1.91	1.294	139	1.90	1.125	139	-0.184	, 0.213	0.143	138	0.886
INT2	1.95	1.218	139	1.96	1.173	139	-0.217	, 0.203	-0.068	138	0.946
INT3	1.88	1.205	138	1.92	1.153	138	-0.253	, 0.166	-0.411	137	0.682

Legend: M = Mean; SD = Standard Deviation; n = sample size; CI = Confidence Interval; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

5.2.5.2. Gender differences

When gender differences for the results before and after the Social Marketing intervention are evaluated, in the experimental and control groups, the results of the Independent Samples Test (Table 71) evidence statistically significant differences between boys and girls ($p \leq 0.001$). In general, in both experimental and control groups, girls had higher intention to join dance activities than boys ($M_{\text{GIRLS}} > M_{\text{BOYS}}$), both before and after the Social Marketing intervention. These differences confirm the indications provided by the exploratory research and the literature, that boys are not so attracted to dance activities

as girls (Anderson et al., 2017; Buck & Turpeinen, 2016; Holdsworth, 2013; Pennington & Nelson, 2020; Sanderson, 2001). So, even after the Social Marketing Intervention, the gender differences persist.

Table 71 - Independent Samples Test of gender differences: intention to join dance activities before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	1.37	0.723	112	2.63	1.521	80	-7.640	190	< 0.001	-6.715	155	< 0.001
INT2	1.42	0.779	112	2.58	1.491	80	-6.981	190	< 0.001	-5.617	155	< 0.001
INT3	1.49	0.819	111	2.33	1.385	80	-5.237	189	< 0.001	-4.756	154	< 0.001
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	1.71	1.019	107	2.67	1.455	76	-5.256	181	< 0.001	-5.016	149	< 0.001
INT2	1.82	1.131	107	2.66	1.401	76	-4.456	181	< 0.001	-4.360	149	< 0.001
INT3	1.63	0.917	107	2.50	1.352	76	-5.212	181	< 0.001	-4.554	149	< 0.001

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

After confirming the gender differences, we compared the assessment of the “Intention to join dance activities” before and after the Social Marketing intervention in the boys’ and girls’ groups separately, through the Paired Samples Test (Table 72). Concerning the experimental group, two, out of the three items of boys' intention to join dance activities were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to these intentions before this intervention. More specifically, after the Social Marketing intervention, on average, boys indicated more ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that they intend to start practicing dance next school year (INT1) and that they will seek to participate in dance activities next school year (INT2), reinforcing the evidences found in the literature about the role of promoting dance activities to increase boy’s intention to join them (Jadranka et al., 2012; Peng et al., 2020). In the control group there were not significant differences ($p > 0.05$) of the boys’ intention to join dance activities, before and after the Social Marketing intervention, strengthening the relevance of the results found for the experimental group. Concerning the girls’ intention to join dance activities, no significant differences ($p > 0,05$) were found in both the experimental and the control group. This means that, in general, the Social Marketing intervention did not produce effect in the girls’ intention to join dance activities.

Table 72 - Paired Samples Test results of boys' and girls' intention to join dance activities before and after Social Marketing intervention

Items	Boys Experimental Group									Boys Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	1.38	0.733	101	1.71	1.013	101	-2.704	100	0.008	-1.165	83	0.247
INT2	1.40	0.763	101	1.82	1.126	101	-3.201	100	0.002	-0.675	83	0.502
INT3	1.46	0.797	100	1.65	0.925	100	-1.590	99	0.115	-0.545	82	0.587
Items	Girls Experimental Group									Girls Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	2.46	1.480	65	2.46	1.370	65	0.000	64	1.000	1.845	54	0.071
INT2	2.40	1.434	65	2.51	1.359	65	-0.650	64	0.518	0.569	54	0.572
INT3	2.09	1.296	65	2.31	1.249	65	-1.382	64	0.172	0.000	54	1.000

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

5.2.5.3. Differences between Children and Adolescents

The intention to join dance activities was also analysed comparing the children's and adolescents' groups, before and after the Social Marketing intervention, and in the experimental and control samples (Table 73).

Table 73 - Independent Samples Test of children and adolescents: intention to join dance activities before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	2.03	1.433	93	1.76	1.117	99	1.487	190	0.139	1.547	155	0.124
INT2	1.96	1.334	93	1.85	1.198	99	0.593	190	0.554	1.257	155	0.211
INT3	1.96	1.222	92	1.73	1.105	99	1.362	189	0.175	1.615	154	0.108
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	2.19	1.392	83	2.04	1.23	100	0.788	181	0.432	1.876	149	0.063
INT2	2.22	1.397	83	2.13	1.244	100	0.445	181	0.657	1.939	149	0.054
INT3	2.11	1.288	83	1.89	1.109	100	1.233	181	0.219	1.962	149	0.052

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

The results of the Independent Samples Test (Table 73), indicating the inexistence of significant differences between children and adolescents ($p > 0.05$) in all of the items of the "Intention to join dance

activities”, before and after Social Marketing intervention, and in both experimental and control groups. These results suggest that both children and adolescents perceive the intention to join dance activities in the same way before and after the intervention.

Concerning the intention to join dance activities of children in the experimental group, there were no significant differences ($p \leq 0,05$) before and after the Social Marketing intervention (Table 74). The same result was obtained for the control group. So, Social Marketing intervention had no effect on the intention of the children.

Table 74 - Paired Samples Test results of children and adolescents: intention to join dance activities before and after Social Marketing intervention

Items	Children of the Experimental Group									Children of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	1.97	1.404	75	2.13	1.329	75	-0.973	74	0.334	-0.171	64	0.864
INT2	1.89	1.300	75	2.19	1.363	75	-1.752	74	0.084	-0.570	64	0.570
INT3	1.84	1.159	74	2.05	1.204	74	-1.540	73	0.128	-0.360	63	0.720
Items	Adolescents of the Experimental Group									Adolescents of the Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
INT1	1.66	1.002	91	1.90	1.116	91	-1.899	90	0.061	0.514	73	0.609
INT2	1.70	1.070	91	2.01	1.178	91	-2.342	90	0.021	0.725	73	0.471
INT3	1.60	0.976	91	1.79	1.017	91	-1.451	90	0.150	-0.209	73	0.835

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the intention to join dance activities of the adolescents included in the experimental group, there was one item that was significantly different ($p \leq 0,05$) after the intervention. The adolescents showed a higher intention to join dance activities in the next school year (SE2). This result is relevant considering that there were no changes in the control group. These results may be justified by the fact the adolescents may have more independence than children in the decision-making process (McKeown & Nelson, 2018).

As a summary, the results show that there is evidence that children's and adolescents' intention to join dance activities was more positive after the Social Marketing intervention. A very relevant result is that, although, in general, boys are not so attracted to dance activities as girls, the Social Marketing intervention had a positive effect in boys' intention to join dance activities, but not on girls' intention. Children and adolescents showed a similar level of intention to join dance activities, before and after the

intervention. However, the effect of the Social Marketing intervention was only seen in the intention of the adolescents.

5.2.6. Outcome expectancies of joining dance activities

5.2.6.1. Differences between before and after Social Marketing intervention

The results of the Paired Samples Test regarding the outcome expectancies of joining dance activities, in both the experimental and control groups, are summarised in Table 75.

Table 75 - Paired Samples Test results of outcome expectancies of join dance activities before and after Social Marketing intervention

Items	Experimental Group									Sig. (2-tailed)	
	Before			After			95% CI for Mean		t		df
	M	SD	n	M	SD	n	Difference				
OE1	3.71	1.431	165	3.79	1.229	165	-0.304 , 0.146	-0.691	164	0.491	
OE2	2.78	1.217	165	3.22	1.2	165	-0.655 , -0.230	-4.116	164	< 0.001	
OE3	3.17	1.500	166	3.57	1.35	166	-0.640 , -0.156	-3.243	165	0.001	
OE4	3.08	1.465	164	3.38	1.294	164	-0.537 , -0.072	-2.589	163	0.011	
OE5	2.75	1.459	163	3.18	1.306	163	-0.667 , -0.204	-3.710	162	< 0.001	
OE6	2.78	1.300	166	3.12	1.18	166	-0.560 , -0.127	-3.131	165	0.002	
Items	Control Group									Sig. (2-tailed)	
	Before			After			95% CI for Mean		t		df
	M	SD	n	M	SD	n	Difference				
OE1	3.76	1.228	137	4.03	1.137	137	-0,490 , -0,050	-2.447	136	0.016	
OE2	2.83	1.126	136	3.1	0.988	136	-0,470 , -0,060	-2.559	135	0.012	
OE3	3.27	1.380	136	3.45	1.222	136	-0,420 , 0,068	-1.430	135	0.155	
OE4	3.12	1.348	138	3.23	1.252	138	-0,370 , 0,153	-0.821	137	0.413	
OE5	2.86	1.384	137	3.1	1.268	137	-0,490 , 0,010	-1.895	136	0.060	
OE6	2.65	1.271	138	2.95	1.240	138	-0,550 , -0,050	-2.348	137	0.020	

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

In the experimental group there were statistical differences before and after the Social Marketing intervention, in five out of the six items of the “Outcome expectancies of joining dance activities” ($p \leq 0.05$), which means that after the intervention, on average, the participants increased their outcome expectancies of performing dance activities ($M_{\text{AFTER}} > M_{\text{BEFORE}}$), (Table 75). Thus, after the Social Marketing intervention, on average, the outcome expectancies of joining dance activities were higher, namely, participants believed more that if they dance their friends will be proud of them (OE2), they will be proud of themselves (OE3), and they will be more confident (OE4), more elegant (OE5) and more sociable (OE6). Regarding the control group, the results show that the “Outcome expectancies of joining dance activities” before and after intervention were no statistically different ($p > 0.05$) for three of the same items of the

experimental group, strengthening the results achieved in the experimental group concerning the participants being prouder of themselves, more confident and more sociable, after intervention.

5.2.6.2. Gender differences

Table 76 presents the results of the Independent Samples Test for analysing the existence of gender differences between the results before and after the Social Marketing intervention. Both in the experimental and control groups, the results evidence statistically significant differences between boys and girls ($p \leq 0.01$). In general, in both experimental and control groups girls had more positive perceptions about outcome expectancies of joining dance activities than boys ($M_{\text{GIRLS}} > M_{\text{BOYS}}$) both before and after the Social Marketing intervention, in all of the items.

Table 76 - Independent Samples Test of gender differences: outcome expectancies of join dance activities before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.28	1.573	111	4.25	1.006	79	-4.840	188	< 0.001	-4.451	153	< 0.001
OE2	2.30	1.13	112	3.44	1.083	79	-6.982	189	< 0.001	-4.116	152	< 0.001
OE3	2.71	1.539	112	3.78	1.232	80	-5.105	190	< 0.001	-3.914	152	< 0.001
OE4	2.61	1.509	110	3.75	1.193	79	-5.567	187	< 0.001	-3.802	153	< 0.001
OE5	2.35	1.410	109	3.44	1.311	80	-5.403	187	< 0.001	-3.205	153	0.002
OE6	2.50	1.356	112	3.24	1.161	80	-3.941	190	< 0.001	-1.792	154	0.075
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Boys			Girls			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.51	1.262	107	4.21	1.062	76	-3.924	181	< 0.001	-1.616	149	0.108
OE2	3.00	1.205	107	3.54	1.183	76	-3.007	181	0.003	-3.629	149	< 0.001
OE3	3.25	1.374	107	4.08	1.230	76	-4.185	181	< 0.001	-3.303	149	0.001
OE4	3.07	1.264	107	3.95	1.188	76	-4.717	181	< 0.001	-2.100	149	0.037
OE5	2.87	1.289	107	3.75	1.245	76	-4.620	181	< 0.001	-1.937	149	0.055
OE6	2.96	1.189	107	3.38	1.233	76	-2.313	181	0.022	-1.380	149	0.170

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

After the confirmation of the existence of gender differences, we compared the assessment of the “Outcome expectancies of joining dance activities” before and after the Social Marketing intervention in the boys’ and girls’ groups separately, though Paired Samples Test (Table 77). In general, boys perceived less positively than girls the outcome expectancies of joining dance activities, corroborating the evidences that girls are more attracted to dance than boys (Buck & Turpeinen, 2016; Jakubowska & Byczkowska-

Owczarek, 2018; Pennington & Nelson, 2020). Concerning the experimental group, five out of the six items of boys' outcome expectancies were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to these perceptions before the intervention. More specifically, after the Social Marketing intervention, on average, boys believed more ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that if they dance their friends will be proud of them (OE2), they will be proud of themselves (OE3), and they will be more confident (OE4), more elegant (OE5) and more sociable (OE6). Regarding the control group, the results show that the "Outcome expectancies of joining dance activities" before and after intervention were not statistically different ($p > 0.05$) for four out of the five items that had differences in the experimental group, strengthening the results achieved in the experimental group.

Table 77 - Paired Samples Test results of boys' and girls' outcome expectancies of joining dance activities before and after Social Marketing intervention

Items	Boys Experimental Group									Boys Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.33	1.544	100	3.54	1.259	100	-1.247	99	0.215	-3.020	82	0.003
OE2	2.37	1.129	101	3.03	1.187	101	-4.551	100	< 0.001	-2.048	81	0.044
OE3	2.77	1.548	101	3.30	1.346	101	-2.872	100	0.005	-1.283	80	0.203
OE4	2.65	1.500	99	3.06	1.244	99	-2.387	98	0.019	-1.301	82	0.197
OE5	2.30	1.379	98	2.88	1.254	98	-3.427	97	0.001	-1.960	81	0.053
OE6	2.51	1.339	101	3.01	1.153	101	-3.151	100	0.002	-1.796	82	0.076
Items	Girls Experimental Group									Girls Control Group		
	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	4.29	0.996	65	4.17	1.084	65	0.970	64	0.336	-0.110	53	0.913
OE2	3.42	1.066	64	3.52	1.168	64	-0.644	63	0.522	-1.519	53	0.135
OE3	3.78	1.192	65	3.98	1.256	65	-1.537	64	0.129	-0.673	54	0.504
OE4	3.74	1.136	65	3.88	1.218	65	-1.026	64	0.309	0.365	54	0.716
OE5	3.43	1.311	65	3.65	1.255	65	-1.507	64	0.137	-0.618	54	0.539
OE6	3.18	1.130	65	3.29	1.208	65	-0.806	64	0.423	-1.502	54	0.139

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the girls' outcome expectancies, in both experimental and control group, there were not significant differences ($p > 0,05$), (Table 77). This means that, in general, Social Marketing intervention did not produce effect in girls' outcome expectancies of joining dance activities. However, it is noteworthy that girls' outcome expectancies were already high before the intervention, and there was still a slight increase in their outcome expectancies, although not statistically significant. This result is congruent with

girls' positive outcome expectancies towards dance benefits (Jakubowska & Byczkowska-Owczarek, 2018).

5.2.6.3. Differences between Children and Adolescents

The Table 78 express the results of the Independent Samples Test indicating the inexistence of significant differences between children and adolescents ($p > 0.05$) in all of the items of "Outcome expectancies of joining dance activities", before and after Social Marketing intervention, in both experimental and control groups. These results suggested that both children and adolescents perceived in the same way the consequences of joining dance activities.

Table 78 - Independent Samples Test of children and adolescents: outcome expectancies of join dance activities before and after Social Marketing intervention

Before the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.73	1.430	91	3.65	1.466	99	0.375	188	0.708	0.608	153	0.544
OE2	2.69	1.251	93	2.86	1.235	98	-0.939	189	0.349	-0.754	152	0.452
OE3	3.15	1.553	93	3.16	1.476	99	-0.051	190	0.960	0.415	152	0.679
OE4	3.12	1.541	91	3.05	1.453	98	0.321	187	0.749	-0.527	153	0.599
OE5	2.76	1.516	90	2.86	1.429	99	-0.481	187	0.631	-0.477	153	0.634
OE6	2.88	1.366	93	2.74	1.29	99	0.753	190	0.452	0.242	154	0.809
After the Social Marketing Intervention												
Items	Experimental Group									Control Group		
	Children			Adolescents			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.92	1.280	83	3.71	1.183	100	1.128	181	0.261	0.236	149	0.814
OE2	3.27	1.200	83	3.19	1.245	100	0.413	181	0.680	-0.033	149	0.974
OE3	3.80	1.257	83	3.43	1.451	100	1.800	181	0.074	0.361	149	0.718
OE4	3.55	1.318	83	3.34	1.289	100	1.108	181	0.269	-0.003	149	0.997
OE5	3.24	1.340	83	3.23	1.347	100	0.055	181	0.956	-0.204	149	0.839
OE6	3.22	1.200	83	3.07	1.241	100	0.809	181	0.420	1.313	149	0.191

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom

Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Moreover, Table 79 describes the results of the Paired Samples Test. Concerning the children experimental group, four out of the six items of children's outcome expectancies of joining dance activities were significantly different ($p \leq 0,05$) after the Social Marketing intervention, compared to perceptions before this intervention. So, children's outcome expectancies of joining dance activities were more positive ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) after the Social Marketing intervention, more specifically, after this intervention, on average, children agreed more that if they choose dance as an activity, they will be prouder of themselves

(OE3), more confident (OE4), and more elegant (OE5), and their friends will be prouder of them (OE2). The results of the control group reinforced the evidences of the experimental group, since they had no differences before and after intervention (except on the OE2). Namely, after the intervention, on average, children agreed more that if they choose dance as an activity, they will be prouder of themselves (OE3), more confident (OE4), and more elegant (OE5).

Table 79 - Paired Samples Test results of children and adolescents: outcome expectancies of join dance activities before and after Social Marketing intervention

Children of the Experimental Group										Children of the Control Group		
Items	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.84	1.385	74	3.92	1.290	74	-0.426	73	0.671	-1.778	63	0.080
OE2	2.76	1.239	75	3.24	1.217	75	-2.838	74	0.006	-2.832	62	0.006
OE3	3.28	1.556	75	3.76	1.239	75	-2.631	74	0.010	-1.205	62	0.233
OE4	3.19	1.506	73	3.55	1.291	73	-2.024	72	0.047	-0.811	63	0.420
OE5	2.74	1.520	72	3.21	1.299	72	-2.476	71	0.016	-1.536	62	0.130
OE6	2.91	1.347	75	3.20	1.151	75	-1.905	74	0.061	-2.297	63	0.025

Adolescents of the Experimental Group										Adolescents of the Control Group		
Items	Before			After			t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
	M	SD	n	M	SD	n						
OE1	3.60	1.467	91	3.68	1.173	91	-0.557	90	0.579	-1.681	72	0.097
OE2	2.79	1.204	90	3.20	1.192	90	-2.967	89	0.004	-0.877	72	0.383
OE3	3.08	1.455	91	3.41	1.422	91	-1.984	90	0.050	-0.820	72	0.415
OE4	2.99	1.434	91	3.25	1.287	91	-1.656	90	0.101	-0.325	73	0.746
OE5	2.76	1.417	91	3.16	1.319	91	-2.758	90	0.007	-1.106	73	0.272
OE6	2.67	1.257	91	3.05	1.205	91	-2.477	90	0.015	-0.953	73	0.344

Legend: M = Mean; SD = Standard Deviation; n = sample size; df = degrees of freedom
Perceptions ranged from 1 (strongly disagree) to 5 (strongly agree).

Concerning the adolescents belonging to the experimental group (Table 79), four, out of the six items of their “Outcome expectancies of joining dance activities” were significantly different ($p \leq 0,05$). Namely, after the intervention adolescents agreed more ($M_{\text{AFTER}} > M_{\text{BEFORE}}$) that if they choose dance as an activity, they will be proud of themselves (OE3), more elegant (OE5) and more sociable (OE6), and that their friends will be proud of them (OE2). These results are strengthened by the fact that there were no changes in those variables in the control group.

To sum up, there is evidence that children’s and adolescents’ “Outcome expectancies of joining dance activities were more positive after the Social Marketing intervention, since children and adolescents, after intervention, agree more they will be proud of themselves, more confident and more sociable. Moreover, in general, boys perceived less positively than girls the outcome expectancies of joining dance activities.

However, contrarily to the girls that were not significantly affected, the Social Marketing intervention had a positive effect on boys' outcome expectancies of joining dance activities, since after the intervention boys agreed significantly more that they will be proud of themselves if they choose dance, more confident, feel more elegant and more sociable. The Social Marketing intervention had effect in both children and adolescents, since both groups perceived positive consequences of joining dance activities, namely, on average, children consider they will be more confident if they join dance activities, and adolescents agreed more they will be more sociable and that their friends will be prouder of them.

The descriptive analysis performed was essential to identify several relevant insights that suggest positive effects of Social Marketing intervention. However, this analysis does not allow the test of the proposed model, which will be done in the next section of this Essay.

5.3. The effect of Social Marketing intervention on the relationships between explaining factors and Intention and Outcome Expectancies

PLS SEM is an approach to estimate the relationship in a structural equation model and includes path models developed based on theory (Hair Jr et al., 2016). This study relies upon a measurement model with a reflective design approximation, in which most constructs derived from the Theory of Planned Behaviour and the Social Cognitive Theory (Hair, Ringle, & Sarstedt, 2013; Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016).

Before moving to the model assessment, we debated on the method to be used to deal with missing values. According to Hair Jr et al. (2016), on the one hand, the “mean replacement” affects the variance of the variables, and, on the other hand, “casewise deletion” can eliminate an important group of respondents. Therefore, we decided to use “pairwise deletion”, which, according to the same authors, allows retaining more information. Moreover, we decided to use the inverted items rather than non-inverted items, since we tested the model with both and we found that the results were statistically the same, only with the beta value changing the sign, from positive to negative, in such cases. Thus, we decided to keep the items inverted, following the same logic used throughout the descriptive analysis of the data.

The initial model derived from theory contains 47 items (observed variables), seven constructs (latent variables), and their relationships. The Figure 10 illustrates the six constructs and their relationships. “Intention to join dance activities” and “Outcome expectancies of joining dance activities” are the dependent variables (endogenous latent variables) and the other constructs are the independent variables (exogenous latent variables), namely: “Attitude towards dance”, “Attitude towards boys who dance”, “Subjective norms towards dancing”, and “Self-efficacy to perform dance activities” (Hair Jr et al., 2016). The sequence of the relationships was derived from theory (Hair Jr et al., 2016), namely, the Theory of Planned Behaviour and the Social Cognitive Theory, which support causal links. In our path model the relationships of the constructs are represented with a single arrow, meaning a direct effect.

As our goal was to assess the model before and after Social Marketing intervention, which represents a categorical moderating effect, we compared the data before and after the intervention using multi-group analysis (MGA), enabling the identification of differences between identical models estimated for two groups of respondents (Hair Jr et al., 2016; Henseler et al., 2015; Sarstedt et al., 2011). Thus, the present research followed the orientation of Hair Jr et al. (2016) who propose a sequence that ensures that the constructs’ measures are valid and reliable before attempting to draw any conclusions regarding

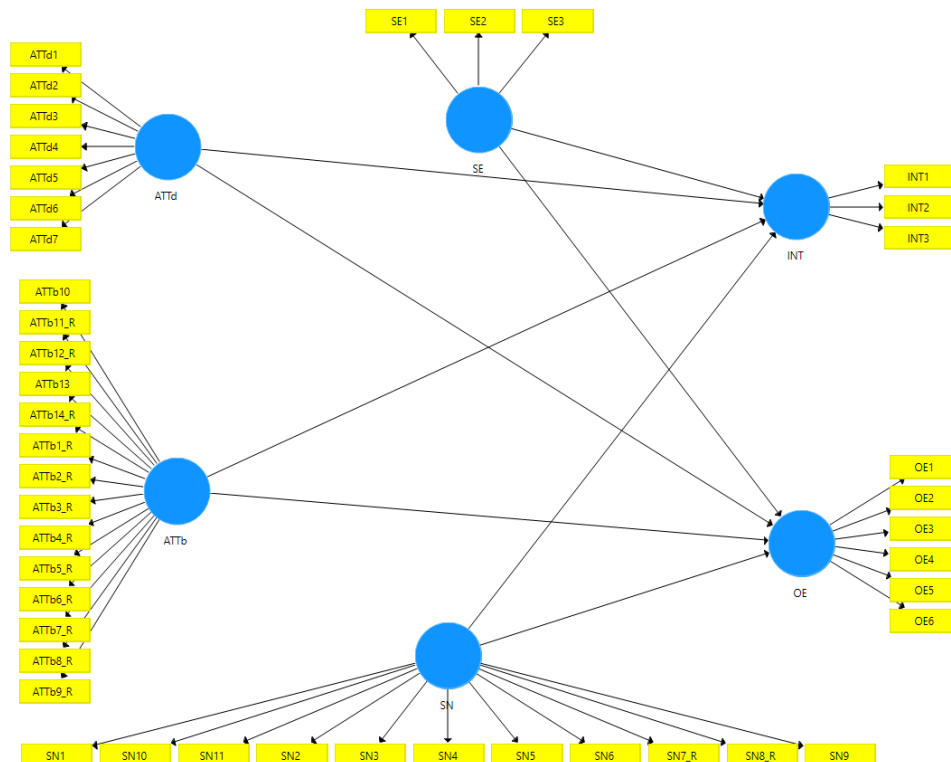
relationships among constructs (Hair Jr et al., 2016). The followed sequence is summarised in the following steps:

- i) Specifying the model, i.e., diagram representing the model according to the theory;
- ii) Specifying the measurement model, i.e., the relationships between the latent variables and their items, and also evaluating the quality of the model in terms of reliability and validity;
- iii) Estimating the structural model, the part of the model that establishes the relationships among different latent variables; and
- iv) MGA, to test differences between identical models.

5.3.1. Specifying the Original Model

Our goal was to compare the results before and after the Social Marketing intervention. Thus, we proceeded to test the measurement model to assess whether the items represent the factors adequately in both the sample before intervention and the sample after intervention. To this purpose, we started by creating the model represented in Figure 14 in the PLS-SEM, which was prepared based on the conceptual model represented in the Figure 10.

Figure 14 - Original Model



In the first stage of the analysis, the acceptability of the measurement model (outer model) must be confirmed (Hair Jr et al., 2016) and we identified problems in factor loadings, represented in bold in Table 80 in both samples, before and after the Social Marketing intervention, which values fall below the accepted thresholds, namely, > 0.50 (Hulland, 1999).

Table 80 - Factor loadings of the original model

Items	Factor Loadings		Items	Factor Loadings	
	Before	After		Before	After
ATTb10	0.524	0.497	OE1	0.766	0.659
ATTb11_R	-0.037	0.113	OE2	0.770	0.713
ATTb12_R	0.668	0.828	OE3	0.890	0.869
ATTb13	0.413	0.466	OE4	0.908	0.878
ATTb14_R	0.465	0.603	OE5	0.851	0.788
ATTb1_R	0.718	0.578	OE6	0.729	0.805
ATTb2_R	0.565	0.548	SE1	0.811	0.780
ATTb3_R	0.346	0.244	SE2	0.852	0.775
ATTb4_R	0.756	0.783	SE3	0.747	0.806
ATTb5_R	0.749	0.795	SN1	-0.004	0.053
ATTb6_R	0.651	0.711	SN10	0.650	0.598
ATTb7_R	0.687	0.762	SN11	0.769	0.749
ATTb8_R	0.707	0.798	SN2	0.062	0.216
ATTb9_R	0.688	0.803	SN3	0.444	0.346
ATTd1	0.890	0.878	SN4	0.437	0.402
ATTd2	0.647	0.659	SN5	0.396	0.370
ATTd3	0.865	0.885	SN6	0.433	0.304
ATTd4	0.886	0.888	SN7_R	0.278	0.136
ATTd5	0.885	0.898	SN8_R	0.161	0.130
ATTd6	0.616	0.702	SN9	0.821	0.821
ATTd7	0.857	0.879			
INT1	0.939	0.950			
INT2	0.927	0.934			
INT3	0.888	0.903			

These results indicate an inappropriate model, before and after Social Marketing intervention, with problems, not only with the individual loadings, but also with the model's reliability and validity, in which some constructs present values below the accepted thresholds, namely, 0.70 for composite reliability and 0.5 for the average variance extracted (Hair Jr et al., 2016). These problems are identified in bold in Table 81.

Table 81 - Reliability and Validity of the Original Model

Constructs	Cronbach's Alpha		rho_A		Composite Reliability (CR)		Average Variance Extracted (AVE)	
	Before Intervention	After Intervention	Before Intervention	After Intervention	Before Intervention	After Intervention	Before Intervention	After Intervention
ATTb	0.87	0.87	0.90	0.90	0.86	0.90	0.38	0.42
ATTd	0.91	0.93	0.93	0.95	0.93	0.94	0.66	0.69
INT	0.92	0.92	0.92	0.92	0.94	0.95	0.85	0.86
OE	0.89	0.88	0.90	0.89	0.92	0.91	0.67	0.62
SE	0.72	0.71	0.72	0.73	0.85	0.83	0.65	0.62
SN	0.68	0.66	0.76	0.74	0.69	0.66	0.22	0.20

Note: Values that do not accomplish the respective threshold are shown in bold.

In line with the previous results, Table 81 shows that a number of reliability measure did not accomplished the minimum required cut-off points (Hair, Risher, Sarstedt, & Ringle, 2019). Given these results, it was necessary to re-specify the measurement model. The procedures to achieve the adjusted model are described in the next section.

5.3.2. Re-specifying of the Model

This stage aims to test the evaluation of the measurement model and to verify if the model was reliable and valid, because if not, there was no point in continuing the analysis. With regard to the assessment of the measurement model for reflective constructs, we should assess it in terms of internal consistency reliability, including, construct reliability, convergent validity and discriminant validity (Hair et al., 2011; Hair Jr et al., 2016).

In the first step, individual items were assessed by analysing the indicator loadings (Hair Jr et al., 2016). Ideally the standardized factor loadings should exceed 0.70 (Carmines & Zeller, 1979; Hair et al., 2019; Sarstedt et al., 2011), however, due to the exploratory nature of this research we can accept reflective indicators above 0.60 (Hair Jr et al., 2016) and also above 0.50 are accepted (Hulland, 1999). We also run a bootstrapping procedure with 5.000 samples, and “pairwise deletion” to assess the significance of the factor loadings (Hair Jr et al., 2016; Shmueli et al., 2019). All retained standardized factor loadings were above 0.60 (Table 82) and were statistically significant ($p \leq 0.001$). This indicates the construct reliability for all of the latent variables in the measurement model for both groups.

Table 82 - Measurement scales

Construct/ Associated Items	Before		After	
	Factor loadings	T-value	Factor loadings	T-value
Intention to join dance activities				
INT1	0.939	69.587***	0.950	118.859***
INT2	0.927	63.972***	0.935	77.449***
INT3	0.889	47.833***	0.903	58.015***
Outcome Expectancies of join dance activities				
OE1	0.766	24.902***	0.660	15.344***
OE2	0.771	27.744***	0.713	19.410***
OE3	0.890	60.267***	0.868	54.581***
OE4	0.908	74.818***	0.878	54.202***
OE5	0.850	42.480***	0.789	26.182***
OE6	0.730	20.721***	0.806	36.462***
Attitude towards dance				
ATTd1	0.890	78.517***	0.878	56.974***
ATTd2	0.647	18.675***	0.659	16.963***
ATTd3	0.865	62.162***	0.885	68.787***
ATTd4	0.886	74.190***	0.888	69.770***
ATTd5	0.885	71.828***	0.898	67.849***
ATTd6	0.616	15.923***	0.702	21.084***
ATTd7	0.857	58.573***	0.879	67.135***
Attitude towards boys who dance				
ATTb4_R	0.833	30.821***	0.831	25.575***
ATTb5_R	0.738	16.006***	0.761	15.401***
ATTb6_R	0.780	20.877***	0.809	23.359***
ATTb7_R	0.800	23.423***	0.823	19.781***
ATTb8_R	0.757	15.008***	0.843	23.750***
ATTb12_R	0.769	19.187***	0.843	30.609***
Subjective norms towards dancing				
SN9	0.847	45.498***	0.856	45.579***
SN10	0.686	16.133***	0.664	14.651***
SN11	0.807	34.642***	0.785	29.293***
Self-efficacy to perform dance activities				
SE1	0.811	28.865***	0.781	21.189***
SE2	0.852	41.238***	0.775	18.488***
SE3	0.747	23.014***	0.806	30.827***
Note: *** p < 0.001; ** p < 0.01; * p < 0.05				

Besides the analysis of the loadings, the second step entails the assessment of reliability and validity of the model's latent variables, by assessing the relationships between the latent variables and their associated items (Hair Jr et al., 2016). First, we have to distinguish composite reliability, convergent

validity and discriminant validity. Starting with the composite reliability, it refers to internal consistency (Hair Jr et al., 2016), which indicates whether the instrument measures the same characteristics in all subsets (Keszei et al., 2010; Salmond, 2008; Streiner, 2003) having as reference the following tests: Cronbach's alpha; rho_A; and the composite reliability (Hair Jr et al., 2016). Validity is concerned with the capacity of the instrument to measure exactly what was pre-defined (Keszei et al., 2010; Salmond, 2008) and comprises two types: the convergent, the extent to which a measure correlates positively with other; and the discriminant, the extent to which a given construct differs from other constructs (Hair Jr et al., 2016). Convergent validity is usually evaluated by significant standardized loadings and the average variance extracted (AVE), and discriminant validity can be assessed through Fornell-Larcker criterion and the HTMT criterion (Hair et al., 2019).

Concerning the reliability, in this research the construct reliability was evaluated using three measures of internal consistency: the Cronbach's alpha, rho_A and the composite reliability (Hair et al., 2019). As rules to assess an adequate construct reliability, it should be at least 0.70. The less conservative indicator is the composite reliability and the more conservative is the Cronbach's alpha, in which the indicator rho_A stays between this two extremes and for this reason is considered an alternative to measure construct reliability (Hair et al., 2019). Our measurement model presents values above 0.70 (Table 83) in all of the three indicators, which means that our measurement model possesses acceptable reliability.

Table 83 - Reliability and Validity of the Measurement Model

Constructs	Cronbach's Alpha		rho_A		Composite Reliability (CR)		Average Variance Extracted (AVE)	
	Before Intervention	After Intervention	Before Intervention	After Intervention	Before Intervention	After Intervention	Before Intervention	After Intervention
ATTb	0.88	0.902	0.89	0.914	0.90	0.924	0.61	0.67
ATTd	0.91	0.925	0.93	0.945	0.93	0.940	0.66	0.69
INT	0.92	0.921	0.92	0.922	0.94	0.950	0.85	0.86
OE	0.89	0.877	0.90	0.889	0.92	0.908	0.67	0.62
SE	0.72	0.706	0.72	0.730	0.85	0.830	0.65	0.62
SN	0.70	0.660	0.70	0.688	0.82	0.814	0.61	0.60

As rules to assess construct validity, the standardized loading estimates should be at least 0.50, and the AVE should be at least 0.50 or greater to indicate adequate convergent validity (Hair et al., 2019). Our standardized loadings are higher than 0.60 before and after Social Marketing intervention (Table 82) and the AVE (Table 83) exceeds the 0.50 cut-off point level, ranging from 0.61 to 0.85 before the Social Marketing intervention and between 0.60 and 0.86 after the Social Marketing intervention, which means

that all latent variables achieved convergent validity, more specifically, the variance of constructs' items is explained at least 50% by the construct (Hair et al., 2019). Therefore, all the constructs present convergent validity.

By using Smart PLS 3.3.2 software, we can assess the discriminant validity by adopting two approaches: the Fornell-Larcker criterion and the strictest Heterotrait-Monotrait Ratio (HTMT) criterion (Hair Jr et al., 2016; Henseler et al., 2015). Thus, to establish discriminant validity, the square root of the AVE for each construct should be higher than all of the correlations among the constructs and the other constructs in the model (Chin & Dibbern, 2010; Hair et al., 2011; Hair Jr et al., 2016). Concerning the former criterion, the six constructs achieved discriminant validity, i.e., by confirming that the diagonal elements (square root of the AVE) are higher than the off-diagonal elements in the corresponding rows and columns (all of the correlations among the constructs and the other constructs in the model), (Table 84).

Table 84 - Discriminant Validity - Fornell-Larcker criterion

Before the Intervention						
	ATTb	ATTd	INT	OE	SE	SN
ATTb	0.782					
ATTd	0.446	0.814				
INT	0.103	0.457	0.921			
OE	0.434	0.639	0.504	0.817		
SE	0.341	0.505	0.413	0.653	0.804	
SN	0.271	0.521	0.646	0.616	0.567	0.781
After the Intervention						
	ATTb	ATTd	INT	OE	SE	SN
ATTb	0.819					
ATTd	0.398	0.832				
INT	0.057	0.384	0.930			
OE	0.338	0.524	0.401	0.790		
SE	0.310	0.443	0.292	0.560	0.787	
SN	0.227	0.498	0.595	0.590	0.475	0.772

Note: The square root of AVEs is shown diagonally in bold.

Concerning the second criterion (Table 85), the HTMT, we compared the obtained values to a predefined threshold that varies between 0.85 (the strictest value) and 0.90 (Henseler et al., 2015), meaning that all constructs are empirically distinct and discriminant validity is assured (Franke & Sarstedt, 2019; Henseler et al., 2015).

Table 85 - Discriminant Validity - HTMT (Heterotrait-Monotrait Ratio)

Before the Intervention						
	ATTb	ATTd	INT	OE	SE	SN
ATTb						
ATTd	0.483					
INT	0.108	0.495				
OE	0.460	0.697	0.565			
SE	0.448	0.616	0.499	0.796		
SN	0.403	0.672	0.794	0.797	0.826	
After the Intervention						
	ATTb	ATTd	INT	OE	SE	SN
ATTb						
ATTd	0.438					
INT	0.079	0.395				
OE	0.361	0.570	0.439			
SE	0.359	0.519	0.334	0.679		
SN	0.306	0.631	0.731	0.785	0.712	

Note: The square root of AVEs is shown diagonally in bold.

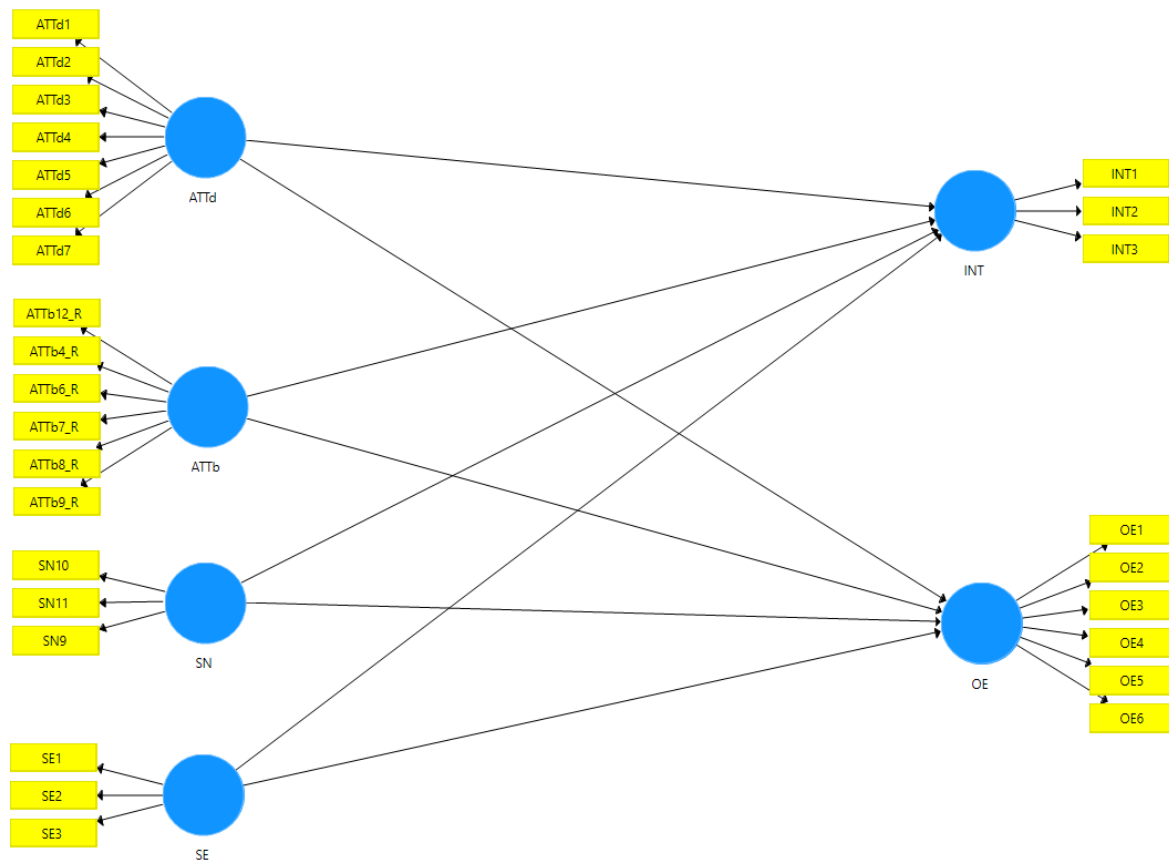
Finally, we have also computed the standardised root mean square residual (SRMR) to assess the discrepancy between the observed correlations and the model-implied correlations (Hair Jr et al., 2016; Henseler, Hubona, et al., 2016). Our sample accomplishes a SRMR of 0.065 before and of 0.074 after the Social Marketing intervention (Table 86), which represents a good fit considering the usual cut-off of 0.08 (more conservative), (Hair Jr et al., 2016; Sarstedt et al., 2014) or less conservative cut-off of 0.10 (Hu & Bentler, 1998).

Table 86 - Standardised root mean square residual (SRMR) of the measurement model

	Before Intervention	After Intervention
SRMR	0.065	0.074

The Figure 15 presents the final measurement model, which has the dependent variables “Intention to join dance activities” (INT) and the “Outcome expectancies of joining dance activities” (OE) placed on the right side of the figure, and the independent variables on the left side, namely, “Attitude towards boys who dance dance” (ATTb), “Attitude towards dance” (ATTd), “Subjective norms towards dancing” (SN), and “Self-efficacy to perform dance activities” (SE), (Hair et al., 2019).

Figure 15 - Re-specified Model



In sum, in terms of individual item reliability, construct reliability and convergent validity our model accomplishes the requirements. According to the results, the discriminant validity of the measurement model was also assessed using the Fornell–Larcker criterion and the HTMT ratio (Henseler et al., 2015).

5.3.3. Estimating the Structural Model

Following the achievement of a satisfactory assessment of the measurement model, the second stage of analysis is to perform a structural model for children and adolescents before and after the Social Marketing intervention. We intended to analyse if the relationships between the model's constructs were significant, because if not, at least in one of the groups, there was no point in continuing the analysis. Explained variance (R^2), effect size (f^2), predictive relevance (Q^2), and the size and statistical significance of the structural path coefficients constitutes important metrics for the structural model (Hair Jr et al., 2016), and were used in the analysis. Thus, we performed the structural model before and after the Social Marketing intervention, for both the experimental and the control groups. In order to generate the structural path coefficients, t-statistics and standard errors, the bootstrapping technique (5.000 samples)

was employed (Hair Jr et al., 2016). This bootstrapping procedure generates a large number of sub-samples from the original sample through the systematic deletion of observations (Hair Jr et al., 2016). Moreover, we verified that the values of the structural model for both the experimental and the control groups assumed acceptable values (Table 87), namely, the factors loadings were all above 0.50, the Cronbach's alpha, rho_A and the CR were above 0.70 (Hair Jr et al., 2016, 2018), and the values of AVE were higher than 0.50 (Chin & Dibbern, 2010; Hair et al., 2011; Hair Jr et al., 2016).

Table 87 - Structural Model Measurement

Items	Experimental Group					Control Group				
	Before		After		Sig.	Before		After		Sig.
	Factor Loadings	T p-value	Factor Loadings	T p-value		Factor Loadings	T p-value	Factor Loadings	T p-value	
INT1	0.958	109.548***	0.945	76.385***	Yes	0.910	31.884***	0.958	90.701***	Yes
INT2	0.945	89.441***	0.924	48.539***	Yes	0.900	29.858***	0.940	53.234***	Yes
INT3	0.891	34.073***	0.896	40.452***	Yes	0.898	35.594***	0.923	52.548***	Yes
OE1	0.755	17.641***	0.704	13.776***	Yes	0.783	19.335***	0.614	9.323***	Yes
OE2	0.771	19.952***	0.735	16.829***	Yes	0.773	17.550***	0.685	10.568***	Yes
OE3	0.894	43.757***	0.883	55.228***	Yes	0.886	34.008***	0.846	26.808***	Yes
OE4	0.928	74.525***	0.885	41.634***	Yes	0.872	30.900***	0.864	34.633***	Yes
OE5	0.851	29.391***	0.821	23.015***	Yes	0.846	31.087***	0.733	14.120***	Yes
OE6	0.782	19.309***	0.832	33.146***	Yes	0.661	10.633***	0.771	18.252***	Yes
ATTd1	0.891	29.499***	0.890	14.308***	Yes	0.882	13.851***	0.862	20.916***	Yes
ATTd2	0.642	13.496***	0.709	14.344***	Yes	0.659	10.408***	0.589	7.481***	Yes
ATTd3	0.891	15.278***	0.885	14.482***	Yes	0.820	11.812***	0.885	14.397***	Yes
ATTd4	0.905	25.713***	0.894	10.682***	Yes	0.858	9.636***	0.882	18.558***	Yes
ATTd5	0.891	11.504***	0.896	16.772***	Yes	0.876	10.809***	0.901	12.853***	Yes
ATTd6	0.612	18.386***	0.692	15.779***	Yes	0.627	9.341***	0.719	19.092***	Yes
ATTd7	0.871	64.338***	0.879	53.856***	Yes	0.831	47.108***	0.882	32.790***	Yes
ATTb4_R	0.864	13.413***	0.782	15.500***	Yes	0.772	13.059***	0.892	9.223***	Yes
ATTb5_R	0.784	65.097***	0.781	48.198***	Yes	0.687	28.799***	0.732	50.673***	Yes
ATTb6_R	0.801	66.262***	0.787	53.039***	Yes	0.731	45.672***	0.838	44.568***	Yes
ATTb7_R	0.851	52.414***	0.771	45.069***	Yes	0.706	46.376***	0.883	59.760***	Yes
ATTb8_R	0.740	11.199***	0.832	14.392***	Yes	0.786	11.524***	0.852	14.677***	Yes
ATTb12_R	0.822	48.208***	0.803	48.918***	Yes	0.690	31.872***	0.892	38.688***	Yes
SN9	0.859	13.153***	0.847	13.729***	Yes	0.833	10.142***	0.865	7.121***	Yes
SN10	0.712	32.909***	0.695	23.461***	Yes	0.653	15.058***	0.606	18.212***	Yes
SN11	0.824	38.945***	0.792	30.808***	Yes	0.788	24.401***	0.788	34.427***	Yes
SE1	0.808	20.136***	0.817	22.480***	Yes	0.822	21.328***	0.720	7.329***	Yes
SE2	0.850	35.387***	0.730	12.008***	Yes	0.857	28.107***	0.831	11.297***	Yes
SE3	0.755	19.015***	0.810	27.665***	Yes	0.726	11.471***	0.805	15.797***	Yes

Note: *** p < 0.001; ** p < 0.01; * p < 0.05

With regard to the predictive power of the structural model, in Smart PLS 3.3.2 software we can assess that by calculating the Q value, based on the blindfolding procedure (Hair et al., 2019). So, as we have

endogenous constructs with a reflective model, we followed the blindfolding procedure, 1.000 interactions and “casewise deletion” and we evaluated the model by computing the cross-validated redundancy index (Q^2), (Hair Jr et al., 2016). A value of $Q^2 > 0$ implies that the model has predictive relevance (Hair et al., 2019; Hair Jr et al., 2016). Results indicate that our structural model shows appropriate predictive power for all the dependent variables (Table 88).

Table 88 - Results of Construct Crossvalidated Commuality (CV-C) Q^2 and Construct Crossvalidated Redundancy (CV-R) Q^2

Experimental Group					Control Group				
Latent Variables	Before		After		Latent Variables	Before		After	
	CV-C Q2	CV-R Q2	CV-C Q2	CV-R Q2		CV-C Q2	CV-R Q2	CV-C Q2	CV-R Q2
INT	0.690	0.403	0.659	0.294	INT	0.659	0.352	0.714	0.361
OE	0.546	0.455	0.523	0.371	OE	0.480	0.309	0.406	0.202
ATTb	0.495		0.506		ATTb	0.442		0.581	
ATTd	0.565		0.572		ATTd	0.477		0.510	
SE	0.306		0.249		SE	0.318		0.234	
SN	0.294		0.236		SN	0.167		0.204	

Note: $Q^2 > 0$

Regarding to the coefficient of determination (R^2), normally, R^2 is considered to be substantial, moderate and weak for values of 0.75, 0.50, and 0.25, respectively (Hair Jr et al., 2016; Henseler et al., 2009). For the experimental group, the proportion of the total variance explained by the model of the endogenous variables, intention to join dance activities and outcome expectancies of join dance activities, are 0.49 and 0.68 before the Social Marketing intervention, and 0.36 and 0.58 after Social Marketing intervention, respectively (Table 89). This indicates that there was no improvement regarding the power explanation of the model. The same was verified in the control group.

Complementing the R^2 analysis, the effect size (f^2) was calculated for each endogenous variable (Table 89) to determine if there is effect ($f^2 > 0.02$), (Hair Jr et al., 2016), which effect is used to analyse if a predictor latent variable has some effect at the structural level (Henseler et al., 2009), more specifically, the f^2 enable the analysis of the importance of constructs in explaining certain endogenous constructs (Hair Jr et al., 2016). The Cohen f^2 values of 0.02, 0.15, and 0.35 are interpreted respectively as small, moderate and large effects (Hair Jr et al., 2016; Roldán & Sánchez-Franco, 2012). The effect size on the “Outcome expectancies of joining dance activities” before and after Social Marketing Intervention was visible with a small effect on ATTb ($f^2 = 0.02 \rightarrow f^2 = 0.03$); and small and moderate effect in SN ($f^2 = 0.09 \rightarrow f^2 = 0.23$).

Table 89 - Results of Coefficient of determination (R^2) and Effect size (f^2)

Experimental Group						
Latent Variables	R^2	Before		R^2	After	
		f^2 (INT)	f^2 (OE)		f^2 (INT)	f^2 (OE)
INT	0.49			0.36		
OE	0.68			0.58		
ATTb		0.07	0.02		0.01	0.03
ATTd		0.05	0.26		0.03	0.05
SE		0.01	0.15		0.00	0.12
SN		0.33	0.09		0.29	0.23
Control Group						
Latent Variables	R^2	Before		R^2	After	
		f^2 (INT)	f^2 (OE)		f^2 (INT)	f^2 (OE)
INT	0.43			0.42		
OE	0.52			0.39		
ATTb		0.01	0.06		0.04	0.00
ATTd		0.05	0.03		0.03	0.04
SE		0.00	0.19		0.01	0.11
SN		0.37	0.10		0.39	0.08

Legend: R^2 = coefficient of determination; f^2 = Effect size

The Table 90 allows to identify the variables that influence the “Intention to join dance activities”, through the analysis of the path coefficients.

Table 90 - Path coefficients of the structural model

Experimental Group								
Path Coefficients	Before				After			
	Original Sample	SD	T	p-value	Original Sample	SD	T	p-value
ATTb -> INT	-0.217	0.047	4.576	≤ 0.001	-0.091	0.057	1.596	0.111
ATTb -> OE	0.100	0.047	2.136	0.033	0.130	0.060	2.148	0.032
ATTd -> INT	0.216	0.064	3.379	≤ 0.001	0.173	0.064	2.689	0.007
ATTd -> OE	0.390	0.067	5.814	≤ 0.001	0.181	0.065	2.784	0.006
SE -> INT	0.082	0.075	1.097	0.273	-0.043	0.081	0.530	0.596
SE -> OE	0.298	0.064	4.658	≤ 0.001	0.277	0.062	4.497	≤ 0.001
SN -> INT	0.555	0.085	6.529	≤ 0.001	0.539	0.066	8.144	≤ 0.001
SN -> OE	0.229	0.069	3.319	≤ 0.001	0.391	0.066	5.925	≤ 0.001
Control Group								
Path Coefficients	Before				After			
	Original Sample	SD	T	p-value	Original Sample	SD	T	p-value
ATTb -> INT	-0.066	0.051	1.311	0.191	-0.180	0.087	2.069	0.039
ATTb -> OE	0.189	0.064	2.953	0.003	0.060	0.062	0.971	0.332
ATTd -> INT	0.207	0.064	3.215	≤ 0.001	0.157	0.072	2.181	0.030
ATTd -> OE	0.155	0.068	2.276	0.023	0.207	0.079	2.609	0.009
SE -> INT	-0.006	0.080	0.075	0.940	0.063	0.066	0.959	0.338
SE -> OE	0.364	0.076	4.797	≤ 0.001	0.297	0.071	4.185	≤ 0.001
SN -> INT	0.547	0.076	7.217	≤ 0.001	0.559	0.059	9.474	≤ 0.001
SN -> OE	0.258	0.071	3.613	≤ 0.001	0.252	0.074	3.398	≤ 0.001

Legend: SD = Standard Deviation

In sum, we analysed if the relationships between the model's constructs were significant. So, we analysed the explained variance (R^2), the effect size (f^2), the predictive relevance (Q^2), and the size and statistical significance. In the next subsection, after specifying the measurement model and the estimation of the structural model, we move to the last step of our analysis, to the MGA, that will allow to draw conclusions regarding the relationships among the constructs.

5.3.4. MGA: Before and after Social Marketing Intervention

In order to access to the MGA results, we followed the guideline to the behavioural researches proposed by Cheah et al. (2020), namely:

- i) data preparation;
- ii) generate data groups;
- iii) test for measurement invariance;
- iv) test for multi-group comparisons.

The next subsections explain all of these steps used in our research.

5.3.4.1. Data preparation

Concerning the step one, data preparation, we ensured sufficient statistical power, since the minimum of 64 observations per group is necessary to detect R^2 values of about 0.25 at a significance level of 5% and a power level of 80% (Cheah et al., 2020). Therefore, the group-specific sample size of experimental group before ($n = 232$) and after ($n = 232$) the intervention, and the control group before ($n = 204$) and after ($n = 204$) the intervention was considered sufficient. Moreover, the reliability and validity of the dataset were confirmed (Hair Jr et al., 2016), as shown in the previous section. Additionally, the data sizes were similar (Cheah et al., 2020; Hair Jr et al., 2016).

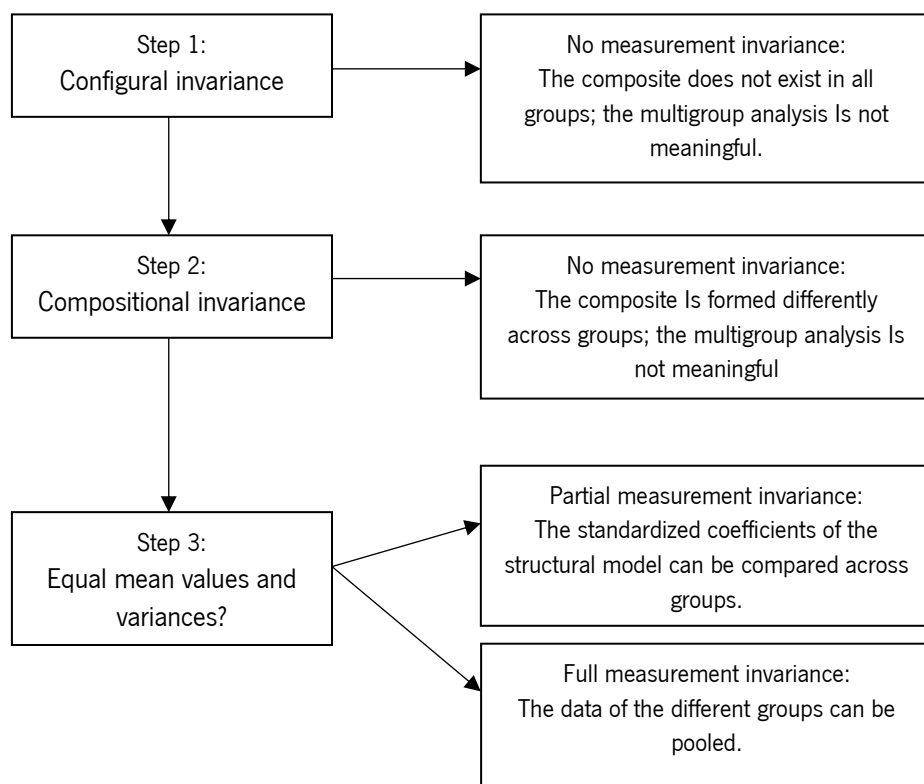
5.3.4.2. Generate data groups

In the second step we created in SmartPLS the data groups, generating the categorical moderator variable of interest (moment of the Social Marketing intervention). Specifically,, in both the experimental and control groups database, we created the group “before the intervention” and the group “after the intervention” (Cheah et al., 2020; Hair Jr et al., 2016).

5.3.4.3. Test for measurement invariance

Moving to the third step, as we intended compare the group-specific path coefficients, to measure the before-after differences that could be attributed to the Social Marketing intervention, an assessment of the measurement invariance was required (Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016). Moreover, we analysed the invariance between groups since it is a necessary condition to proceed with a MGA (Henseler, Ringle, & Sarstedt, 2016). In fact, we intended to confirm if the measurement models specify measures of the same attribute under different conditions (Henseler, Ringle, & Sarstedt, 2016). To do that, we followed the three-steps measurement invariance of composite models (MICOM) proposed. As Figure 16 presents, these three steps include i) configural invariance assessment; ii) the establishment of compositional invariance assessment; and iii) an assessment of equal means and variances. These three levels of invariance are hierarchical, since first the configural invariance is verified, then we can validate the compositional invariance, and only after these two types of invariance are verified, can we confirm the equality of means and variances (Henseler, Ringle, & Sarstedt, 2016).

Figure 16 - The MICOM procedure



Source: Henseler, Ringle, & Sarstedt (2016, p.412)

We considered the analysis for the control group (before and after de intervention) and for the experimental group (before and after the intervention) in order to demonstrate the invariance of both the experimental and control groups. Configural invariance (step 1) occurs when the same parameterization and way of estimation is used, meaning that some composite should be unidimensional for all groups (Henseler, Ringle, & Sarstedt, 2016). In this research, configural invariance was established (Table 91) for all items since we used identical indicators across groups, identical data treatment (e.g., coding, reverse coding, data handling) and identical algorithm setting, which are the criteria required to assess configural invariance (Henseler, Ringle, & Sarstedt, 2016).

Table 91 - Configural Invariance before and after Social Marketing Intervention of Experimental and Control groups

Items	Step 1									
	Experimental Group					Control Group				
	Before		After		Sig.	Before		After		Sig.
	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)		Factor Loadings	T (p-value)	Factor Loadings	T (p-value)	
INT1	0.960	126.322***	0.946	78.469***	Yes	0.912	8.447***	0.958	16.380***	Yes
INT2	0.949	100.048***	0.930	57.798***	Yes	0.902	12.428***	0.942	17.479***	Yes
INT3	0.886	31.259***	0.889	36.885***	Yes	0.893	9.602***	0.922	6.952***	Yes
OE1	0.755	16.912***	0.706	14.738***	Yes	0.784	11.319***	0.612	13.399***	Yes
OE2	0.772	20.013***	0.733	16.257***	Yes	0.773	8.261***	0.682	16.514***	Yes
OE3	0.893	47.277***	0.884	56.394***	Yes	0.886	11.167***	0.848	11.284***	Yes
OE4	0.927	78.062***	0.885	42.280***	Yes	0.872	44.556***	0.865	29.907***	Yes
OE5	0.850	28.874***	0.822	22.175***	Yes	0.847	12.774***	0.734	9.555***	Yes
OE6	0.783	19.146***	0.831	31.443***	Yes	0.659	27.221***	0.773	49.031***	Yes
ATTd1	0.891	28.263***	0.890	14.306***	Yes	0.882	42.756***	0.862	47.384***	Yes
ATTd2	0.642	13.086***	0.710	14.077***	Yes	0.659	45.610***	0.589	59.927***	Yes
ATTd3	0.891	15.747***	0.885	14.691***	Yes	0.820	11.346***	0.885	15.306***	Yes
ATTd4	0.905	24.887***	0.894	10.511***	Yes	0.858	29.939***	0.882	42.264***	Yes
ATTd5	0.891	10.611***	0.896	15.956***	Yes	0.876	33.263***	0.901	93.457***	Yes
ATTd6	0.612	18.624***	0.692	16.279***	Yes	0.627	29.644***	0.718	58.801***	Yes
ATTd7	0.871	63.802***	0.879	55.792***	Yes	0.831	32.795***	0.882	51.587***	Yes
ATTb4_R	0.864	12.900***	0.782	15.805***	Yes	0.772	19.775***	0.892	9.068***	Yes
ATTb5_R	0.784	62.485***	0.781	49.927***	Yes	0.687	17.664***	0.732	10.954***	Yes
ATTb6_R	0.801	66.379***	0.787	52.249***	Yes	0.731	36.811***	0.838	25.759***	Yes
ATTb7_R	0.851	52.593***	0.771	45.657***	Yes	0.706	33.366***	0.883	36.957***	Yes
ATTb8_R	0.740	11.230***	0.832	14.505***	Yes	0.786	31.355***	0.853	13.806***	Yes
ATTb12_R	0.821	49.230***	0.803	51.878***	Yes	0.690	10.415***	0.892	18.286***	Yes
SN9	0.859	37.323***	0.847	30.736***	Yes	0.833	21.671***	0.865	7.305***	Yes
SN10	0.712	12.959***	0.696	12.952***	Yes	0.653	27.280***	0.607	12.229***	Yes
SN11	0.824	32.333***	0.791	23.254***	Yes	0.787	11.861***	0.788	15.789***	Yes
SE1	0.809	20.835***	0.817	21.727***	Yes	0.822	9.625***	0.720	7.309***	Yes
SE2	0.850	33.713***	0.730	11.580***	Yes	0.857	16.771***	0.831	17.625***	Yes
SE3	0.755	18.849***	0.809	26.541***	Yes	0.726	23.783***	0.805	34.181***	Yes

Legend: *** p < 0.001; ** p < 0.01; * p < 0.05

Through the permutation algorithm of the Smart PLS 3.3.2 software, based on 1.000 permutations, two tailed test, significance level 0.05, 1.000 interactions, “factor weighting scheme”, and “pairwise deletion” we achieved the second and third steps of MICOM. The second step includes the compositional invariance, which arises when the conditions for the condensing of the indicator variables into composites occurs, and can only be establish after the establishment of the configural invariance and occurs when we use equal indicator weights (Henseler, Ringle, & Sarstedt, 2016). As configural invariance was established and verified, the establishment of compositional invariance for all the constructs was also computed (Table 92). As the permutation p value is higher than 0.05 (Henseler, Ringle, & Sarstedt, 2016), except for the “attitudes towards dance” of the control group. The measurement invariance was partially verified.

Table 92 - Results of Compositional Invariance Measurement using Permutation before and after Social Marketing intervention of Experimental and Control groups

Step 2						
Constructs	Experimental Group			Control Group		
	Original Correlation	Permutation p value	Sig.	Original Correlation	Permutation p value	Sig.
ATTb	0.998	0.710	Yes	0.991	0.196	Yes
ATTd	1.000	0.934	Yes	0.996	0.035	No
INT	1.000	0.589	Yes	1.000	0.458	Yes
OE	1.000	0.518	Yes	0.999	0.393	Yes
SE	0.996	0.159	Yes	0.991	0.134	Yes
SN	0.999	0.480	Yes	0.997	0.454	Yes
Note: Original correlation > 0.05 than 5% Quartile; p > 0.05						

As both configural and compositional invariance are established for the experimental group, we verified the existence of partial measurement invariance (Henseler, Ringle, & Sarstedt, 2016). Then, we moved to the third step of the MICOM to verify equality of composite mean values and variances, by examining differences in mean values and variances between before and after intervention construct scores (Hair Jr et al., 2018; Henseler, Ringle, & Sarstedt, 2016). Concerning the experimental group, we confirmed total measurement invariance for two constructs, the self-efficacy to perform dance activities and intention to join dance activities (Table 93). Regarding the control group, we verified total measurement invariance for three constructs, namely, “Attitudes towards boys who dance”, “Intention to join dance activities” and “Self-efficacy to perform dance activities”. In both experimental and control groups, partial measurement invariance was established, which is considered sufficient to compare the estimated path coefficients across the groups (Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016).

Table 93 - Results of Equality of Composite Mean Values and Variances using Permutation before and after Social Marketing intervention of Experimental and Control groups

Step 3								
Experimental Group								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment			Equal Variance Assessment			Total Measurement Invariance Established (Step 3)
		Mean - Original Difference (Before-After)	Permutation p value	Sig	Variance - Original Difference (Before - After)	Permutation p-Values	Sig	
Yes	ATTb	-0.261	0.007	No	0.515	0.045	No	No
Yes	ATTd	-0.276	0.005	No	0.149	0.191	Yes	No
Yes	INT	-0.179	0.085	Yes	-0.033	0.813	Yes	Yes
Yes	OE	-0.327	0.002	No	0.238	0.041	No	No
Yes	SE	-0.194	0.058	Yes	0.155	0.157	Yes	Yes
Yes	SN	-0.310	0.005	No	0.069	0.547	Yes	No
Control Group								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment			Equal Variance Assessment			Total Measurement Invariance Established (Step 3)
		Mean - Original Difference (Before-After)	Permutation p value	Sig	Variance - Original Difference (Before - After)	Permutation p-Values	Sig	
Yes	ATTb	-0.114	0.238	Yes	0.044	0.878	Yes	Yes
No	ATTd	-	-	-	-	-	-	-
Yes	INT	-0.055	0.630	Yes	0.032	0.853	Yes	Yes
Yes	OE	-0.285	0.015	No	0.351	0.018	No	No
Yes	SE	-0.212	0.065	Yes	0.181	0.179	Yes	Yes
Yes	SN	-0.231	0.043	No	0.177	0.199	Yes	No

Note: Original correlation > than 5%-quantile of the empirical Distribution; $p > 0.05$

As the measurement invariance was established we could proceed to MGA (Henseler, Ringle, & Sarstedt, 2016).

5.3.4.4. Test for multi-group comparisons

The results of the MGA analysis provided by SmartPLS includes three different approaches based on bootstrapping (Cheah et al., 2020; Hair Jr et al., 2018), namely: i) PLS-MGA (Henseler, 2012); ii) the Parametric Test (Keil et al., 2000); iii) and the Welch-Satterthwait Test (Welch, 1947). Moreover, we can assess multi-group comparison in SmartPLS through the permutation test (Chin & Dibbern, 2010), through the MICOM, that we calculated in the previous subsection (Sarstedt et al., 2011).

PLS uses non-parametric assumptions (Hair Jr et al., 2016) and for this reason we did not use the results of the Parametric Test, neither the Welch-Satterthwait Test (a variant of the Parametric Test). Therefore, we used both PLS-MGA test (Henseler, 2012) and the permutation test (Chin & Dibbern, 2010)

that use nonparametric assumptions, and do not require any distributional assumptions (Cheah et al., 2020). Thus, we intended to verify the existence of significant differences between the two moments of the Social Marketing intervention (before vs after) in the different relationships of our model. By analysing the Permutation test, a relationship will be significant at the 5% probability level when the p-value for the difference in group-specific path coefficients is smaller than 0.05 (Chin & Dibbern, 2010). By analysing the Henseler's PLS-MGA, a relationship will be significant at the 5% probability level when the p-value for the difference in group-specific path coefficients is smaller than 0.05 or larger than 0.95 (Cheah et al., 2020; Henseler et al., 2009; Sarstedt et al., 2011).

Therefore, the MGA was performed based on 5.000 samples (bootstrapping), two tailed test, significance level of 0.05, 1.000 interactions, "path weighting scheme" and "pairwise deletion" to compare the strength of path coefficients into the same group before and after the Social Marketing intervention (Sarstedt et al., 2011). Moreover, we intended to test if the groups before and after Social Marketing intervention had significant differences in their group-specific parameter estimates, e.g., path coefficients (Hair Jr et al., 2018). Hypotheses for each proposed model (Figure 10) were estimated by path coefficients and their statistical significance. The Table 94 summarises the results for the experimental group of the path coefficients bootstrapping, PLS-MGA Test and Permutation Test. The results indicate that, concerning to the experimental group, several path coefficients evidence some differences between before and after the Social Marketing intervention. However, analysing the PLS-MGA, the results indicate that there was one significant difference ($p \leq 0.05$) for the relationship ATTd $\rightarrow$ OE (H10), ($\beta_{\text{DIFF}} = 0.210$; $p = 0.032$). The same results were achieved through the Permutation Test. We also compared the bootstrapping result to assess the difference between the moments of the Social Marketing intervention, and the results show that before the intervention the relationship between "Attitude towards dance" and "Outcome expectancies of joining dance activities" ($\beta = 0.390$, $t = 5.635$; $p \leq 0.001$) had a stronger path coefficient than after ($\beta = 0.181$, $t = 2.775$; $p = 0.006$). However, this relationship continued to be significant ($t > 1.96$) at a significance level of 5% ($\alpha = 0.05$; two-tailed test). In the control group, there are differences between before and after Social Marketing intervention, however, all of them did not pass on the PLS-MGA test and Permutation Test, except the SN $\rightarrow$ OE (H12) that do not interfere with the results of the experimental group, straightening the results achieved in the experimental group (Appendix 18).

Table 94 - Results of Hypotheses testing of Experimental Group (before and after Social Marketing intervention)

Experimental Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.217 t = 4.443 p ≤ 0.001	-0.091 t = 1.614 p = 0.107	[-0.316, -0.125]	[-0.203, 0.018]	-0.125	0.096	0.087	No/No
ATTb -> OE (H9)	0.100 t = 2.105 p = 0.035	0.130 t = 2.190 p = 0.029	[0.008, 0.197]	[0.014, 0.245]	-0.030	0.696	0.711	No/No
ATTd -> INT (H8)	0.216 t = 3.330 p = 0.001	0.173 t = 2.767 p = 0.006	[0.094, 0.345]	[0.045, 0.290]	0.043	0.630	0.657	No/No
ATTd -> OE (H10)	0.390 t = 5.635 p ≤ 0.001	0.181 t = 2.775 p = 0.006	[0.246, 0.517]	[0.060, 0.316]	0.210	0.032	0.034	Yes/Yes
SN -> INT (H11)	0.555 t = 7.027 p ≤ 0.001	0.539 t = 7.822 p ≤ 0.001	[0.388, 0.702]	[0.401, 0.672]	0.016	0.873	0.866	No/No
SN -> OE (H12)	0.229 t = 3.534 p ≤ 0.001	0.391 t = 5.683 p ≤ 0.001	[0.107, 0.357]	[0.257, 0.525]	-0.162	0.086	0.096	No/No
SE -> INT (H13)	0.082 t = 1.139 p = 0.255	-0.043 t = 0.562 p = 0.574	[-0.058, 0.222]	[-0.198, 0.103]	0.125	0.232	0.253	No/No
SE -> OE (H14)	0.298 t = 4.856 p ≤ 0.001	0.277 t = 4.230 p ≤ 0.001	[0.181, 0.423]	[0.143, 0.403]	0.021	0.821	0.823	No/No

Note: Confidence Interval of 95%; p < 0.05

5.3.5. MGA: Boys and Girls

At this level of the analysis, we were interested in knowing if there were differences between boys and girls of both experimental group (before and after intervention) and control group (before and after intervention). As we did in the previous subsection, we followed the guideline to the behavioural researches proposed by Cheah et al. (2020) to access to the MGA results.

5.3.5.1. Data preparation

Since the minimum of 64 observations per group is necessary to detect R^2 values of about 0.25 at a significance level of 5% and a power level of 80% (Cheah et al., 2020), we confirmed the sufficient statistical power because the group-specific sample size was considered sufficient, namely: boys of the

experimental group before (n = 120) and after (n = 120); girls of the experimental group before (n = 112) and after (n = 112); boys of the control group before (n = 104) and after (n = 104), and girls of the control group before (n = 100) and after (n = 100). Moreover, the data sizes were similar (Cheah et al., 2020; Hair Jr et al., 2016), and validity of the dataset were confirmed (Hair Jr et al., 2016), as shown in the previous sections.

5.3.5.2. Generate data groups

In SmartPLS the data groups, generating the categorical moderator variable of interest (gender) were created, namely, in both the before and after experimental groups databases and in both the before and after control groups databases we created the group “boys” and the group “girls” (Cheah et al., 2020; Hair Jr et al., 2016). So, we analysed: i) boys of the experimental group before and after intervention; ii) boys of the control group before and after intervention; iii) girls of the experimental group before and after intervention; and iv) girls of the control group before and after intervention.

5.3.5.3. Test for measurement invariance

Before conducting a MGA analysis, as we did before, we first analysed the invariance of the groups, using MICOM (Figure 16) procedure (Henseler, Ringle, & Sarstedt, 2016). For the experimental group, configural invariance (step 1) was established (Table 95) since we used identical indicators across groups, identical data treatment (e.g., coding, reverse coding, data handling) and identical algorithm setting, which are required criteria to assess configural invariance (Henseler, Ringle, & Sarstedt, 2016). Configural invariance (step 1) was also established (Appendix 19) for the control group, since we used identical indicators across groups, identical data treatment (e.g., coding, reverse coding, data handling) and identical algorithm setting, criteria that are required to assess configural invariance (Henseler, Ringle, & Sarstedt, 2016).

Table 95 - Configural Invariance of Boys and Girls of Experimental Group (before and after Social Marketing intervention)

Step 1												
Experimental Group												
Items	Boys						Girls					
	Before			After			Before			After		
	Factor Loadings	T (p-value)	Sig.	Factor Loadings	T (p-value)	Sig.	Factor Loadings	T (p-value)	Sig.	Factor Loadings	T (p-value)	Sig.
INT1	0.888	27.240***	Yes	0.893	27.240***	Yes	0.966	120.952***	Yes	0.959	64.792***	Yes
INT2	0.880	26.965***	Yes	0.872	26.965***	Yes	0.950	71.995***	Yes	0.951	62.811***	Yes
INT3	0.804	17.277***	Yes	0.822	17.277***	Yes	0.905	27.120***	Yes	0.925	42.241***	Yes
OE1	0.732	12.220***	Yes	0.593	12.220***	Yes	0.672	6.662***	Yes	0.797	12.186***	Yes
OE2	0.715	10.871***	Yes	0.733	10.871***	Yes	0.722	9.828***	Yes	0.691	8.350***	Yes
OE3	0.865	30.165***	Yes	0.861	30.165***	Yes	0.905	30.706***	Yes	0.895	32.253***	Yes
OE4	0.920	61.476***	Yes	0.847	61.476***	Yes	0.912	26.496***	Yes	0.920	58.022***	Yes
OE5	0.813	19.335***	Yes	0.751	19.335***	Yes	0.858	14.768***	Yes	0.866	21.773***	Yes
OE6	0.808	15.402***	Yes	0.831	15.402***	Yes	0.649	6.317***	Yes	0.841	25.352***	Yes
ATTd1	0.854	23.061***	Yes	0.853	19.437***	Yes	0.865	2.772**	Yes	0.884	6.110***	Yes
ATTd2	0.627	19.437***	Yes	0.642	10.925***	Yes	0.261	2.292**	Yes	0.666	6.048***	Yes
ATTd3	0.876	10.925***	Yes	0.876	11.542***	Yes	0.817	2.553**	Yes	0.838	12.388***	Yes
ATTd4	0.883	11.542***	Yes	0.864	27.345***	Yes	0.879	2.417**	Yes	0.895	10.587***	Yes
ATTd5	0.860	27.345***	Yes	0.840	13.059***	Yes	0.855	2.459**	Yes	0.921	8.670***	Yes
ATTd6	0.592	13.059***	Yes	0.585	23.061***	Yes	0.566	0.863	No	0.719	7.169***	Yes
ATTd7	0.847	33.572***	Yes	0.844	33.572***	Yes	0.814	31.640***	Yes	0.882	27.388***	Yes
ATTb4_R	0.851	9.337***	Yes	0.761	9.337***	Yes	0.602	1.627	No	0.837	5.689***	Yes
ATTb5_R	0.759	37.697***	Yes	0.755	37.697***	Yes	0.688	18.076***	Yes	0.799	20.783***	Yes
ATTb6_R	0.774	36.734***	Yes	0.683	36.734***	Yes	0.792	29.847***	Yes	0.927	43.043***	Yes
ATTb7_R	0.872	27.141***	Yes	0.672	27.141***	Yes	0.711	22.496***	Yes	0.933	46.075***	Yes
ATTb8_R	0.799	7.818***	Yes	0.801	7.818***	Yes	0.326	5.372***	Yes	0.919	7.805***	Yes
ATTb12_R	0.856	31.541***	Yes	0.779	31.541***	Yes	0.768	13.625***	Yes	0.865	32.086***	Yes
SN9	0.822	21.644***	Yes	0.775	21.644***	Yes	0.818	14.965***	Yes	0.913	51.578***	Yes
SN10	0.635	6.602***	Yes	0.653	6.602***	Yes	0.516	2.858**	Yes	0.659	5.020***	Yes
SN11	0.729	11.743***	Yes	0.653	11.743***	Yes	0.858	20.944***	Yes	0.878	37.761***	Yes
SE1	0.752	11.234***	Yes	0.822	11.234***	Yes	0.751	5.725***	Yes	0.730	3.630***	Yes
SE2	0.871	31.398***	Yes	0.738	31.398***	Yes	0.714	5.252***	Yes	0.648	2.812**	Yes
SE3	0.749	12.859***	Yes	0.831	12.859***	Yes	0.791	11.447***	Yes	0.776	6.773***	Yes

Legend: *** p < 0.001; ** p < 0.01; * p < 0.05

The second and third steps of MICOM were achieved through the permutation algorithm of the Smart PLS 3.3.2 software, based on 1.000 permutations, two tailed test, significance level 0.05, 1.000 interactions, “factor weighting scheme”, and “pairwise deletion”. For the items with configural invariance established we analysed the compositional invariance. Concerning the experimental and control groups, we verified the establishment of compositional invariance for all of the constructs, since permutation p value is higher than 0.05 (Henseler, Ringle, & Sarstedt, 2016), except for the “attitude towards dance”

for girls of the control group (Table 96). At this moment we have established partial measurement invariance.

Table 96 - Results of Compositional Invariance Measurement using Permutation of Boys and Girls of both Experimental and Control groups (before and after Social Marketing intervention)

Step 2						
Experimental Group						
Constructs	Boys			Girls		
	Original Correlation	Permutation p value	Sig.	Original Correlation	Permutation p value	Sig.
ATTb	0.994	0.318	Yes	0.951	0.197	Yes
ATTd	0.998	0.321	Yes	0.998	0.685	Yes
INT	0.999	0.579	Yes	1.000	0.330	Yes
OE	0.999	0.519	Yes	0.998	0.292	Yes
SE	0.994	0.202	Yes	0.999	0.886	Yes
SN	0.995	0.503	Yes	0.994	0.344	Yes
Control Group						
Constructs	Boys			Girls		
	Original Correlation	Permutation p value	Sig.	Original Correlation	Permutation p value	Sig.
ATTb	0.999	0.722	Yes	0.605	0.346	Yes
ATTd	0.990	0.185	Yes	0.942	0.020	No
INT	0.997	0.091	Yes	0.999	0.283	Yes
OE	0.999	0.421	Yes	0.983	0.382	Yes
SE	0.967	0.069	Yes	0.998	0.809	Yes
SN	0.966	0.139	Yes	0.991	0.610	Yes
Note: Original correlation > 0.05 than 5% Quartile; p > 0.05						

In the third step of the MICOM we examined differences in mean values and variances between the before intervention's construct scores and after intervention's construct scores (Hair Jr et al., 2018; Henseler, Ringle, & Sarstedt, 2016). Concerning the experimental group, we confirmed partial measurement invariance for all of the constructs of the boys' sample, and total measurement invariance for all of the constructs of the girls' sample (Table 97). In sum, invariance to compare the estimated path coefficients across the groups (boys and girls) of the experimental group was established (Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016). Regarding the control group, we verified total measurement invariance for three constructs of the boys' sample ("Attitudes towards boys who dance", "Attitudes towards dance", and "Intention to join dance activities"), and for five constructs of the girls' sample ("Attitudes towards boys who dance", "Intention to join dance activities", "Outcome expectancies of joining dance activities", "Self-efficacy to perform dance activities" and "Subjective norms towards dancing"), (Appendix 20). In both groups, boys and girls, of the control group, at least partial

measurement invariance was established, which is considered sufficient to compare the estimated path coefficients across the groups (Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016).

Table 97 - Results of Equality of Composite Mean Values and Variances using Permutation of Boys and Girls of Experimental Group (before and after Social Marketing intervention)

Step 3								
Experimental Group								
Boys								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment			Equal Variance Assessment			Total Measurement Invariance Established (Step 3)
		Mean - Original Difference (Before-After)	Permutation p value	Sig	Variance - Original Difference (Before - After)	Permutation p-Values	Sig	
Yes	ATTb	-0.380	0.003	No	0.727	0.008	No	No
Yes	ATTd	-0.414		No	0.228	0.117	Yes	No
Yes	INT	-0.365	0.011	No	-0.569	0.004	No	No
Yes	OE	-0.461		No	0.323	0.026	No	No
Yes	SE	-0.301	0.027	No	0.074	0.576	Yes	No
Yes	SN	-0.506		No	-0.123	0.451	Yes	No
Girls								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment			Equal Variance Assessment			Total Measurement Invariance Established (Step 3)
		Mean - Original Difference (Before-After)	Permutation p value	Sig	Variance - Original Difference (Before - After)	Permutation p-Values	Sig	
Yes	ATTb	-0.116	0.422	Yes	-0.241	0.705	Yes	Yes
Yes	ATTd	-0.217	0.119	Yes	-0.227	0.474	Yes	Yes
Yes	INT	-0.077	0.633	Yes	0.078	0.609	Yes	Yes
Yes	OE	-0.183	0.247	Yes	-0.158	0.544	Yes	Yes
Yes	SE	-0.086	0.588	Yes	0.117	0.661	Yes	Yes
Yes	SN	-0.181	0.273	Yes	-0.052	0.814	Yes	Yes

Note: Original correlation > than 5%-quantile of the empirical Distribution; $p > 0.05$

5.3.5.4. Test for multi-group comparisons

As measurement invariance was established we proceeded to MGA (Henseler, Ringle, & Sarstedt, 2016) to compare the strength of path coefficients into the same group before and after the Social Marketing intervention, for boys and girls (Sarstedt et al., 2011). As we did before in the MGA for “before and after Social Marketing intervention”, we used both PLS-MGA test (Henseler, 2012) and the permutation test (Chin & Dibbern, 2010) that use nonparametric assumptions (Cheah et al., 2020). Hypotheses for each proposed model (Figure 10) were estimated by path coefficients and their statistical

significance and MGA was performed based on 5.000 samples (bootstrapping), two tailed test, significance level 0.05, 1.000 interactions, “path weighting scheme” and “pairwise deletion”. The Table 98 summarises the results for boys of the experimental group, before and after Social Marketing Intervention.

Table 98 - Results of Hypotheses testing of Boys of the Experimental Group (before and after Social Marketing intervention)

Boys Experimental Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.353 t = 4.371 p ≤ 0.001	-0.152 t = 1.356 p = 0.175	[-0.511, -0.197]	[-0.331, 0.109]	-0.201	0.137	0.134	No/No
ATTb -> OE (H9)	0.129 t = 2.151 p = 0.032	0.148 t = 1.838 p = 0.066	[0.004, 0.244]	[-0.013, 0.297]	-0.019	0.860	0.848	No/No
ATTd -> INT (H8)	0.205 t = 2.476 p = 0.013	0.056 t = 0.537 p = 0.592	[0.047, 0.373]	[-0.180, 0.239]	0.150	0.256	0.271	No/No
ATTd -> OE (H10)	0.378 t = 5.012 p ≤ 0.001	0.142 t = 1.850 p = 0.064	[0.224, 0.523]	[-0.010, 0.292]	0.236	0.031	0.033	No/No
SN -> INT (H11)	0.476 t = 4.702 p ≤ 0.001	0.449 t = 4.604 p = 0.000	[0.258, 0.661]	[0.228, 0.618]	0.027	0.848	0.827	No/No
SN -> OE (H12)	0.252 t = 3.234 p ≤ 0.001	0.418 t = 4.900 p ≤ 0.001	[0.090, 0.395]	[0.251, 0.583]	-0.166	0.150	0.139	No/No
SE -> INT (H13)	0.158 t = 1.669 p = 0.095	-0.065 t = 0.604 p = 0.546	[-0.036, 0.341]	[-0.289, 0.132]	0.223	0.118	0.143	No/No
SE -> OE (H14)	0.336 t = 4.406 p ≤ 0.001	0.283 t = 3.006 p = 0.003	[0.186, 0.484]	[0.101, 0.464]	0.053	0.665	0.665	No/No

Note: Confidence Interval of 95%; p < 0.05

Concerning boys of the experimental group, the results indicate that several path coefficients evidence some differences between before and after the Social Marketing intervention. Analysing the PLS-MGA and the Permutation Test, the results indicate a significant difference ($p < 0.05$ or $p > 0.95$) for the relationship ATTd -> OE (H10), ($\beta_{\text{BEFORE-AFTER}} = 0.236$; $p = 0.031$), although after the intervention this relationship was no longer significant ($t < 1.96$) at a significance level of 5% ($\alpha = 0.05$; two-tailed test). For this reason, the hypothesis was not supported since the effect after the intervention was not significant. Thus, we cannot

conclude about the effect of the Social Marketing intervention, because the result may have happened by chance. There were not differences in the results of the control group (Appendix 21).

The Table 99 summarises the results for girls of the experimental group, before and after Social Marketing Intervention.

Table 99 - Results of Hypothesis testing of Girls of the Experimental Group (before and after Social Marketing intervention)

Girls Experimental Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.135 t = 1.141 p = 0.254	-0.057 t = 0.755 p = 0.450	[-0.278, 0.264]	[-0.174, 0.136]	-0.078	0.495	0.408	No/No
ATTb -> OE (H9)	0.104 t = 0.754 p = 0.451	0.181 t = 1.403 p = 0.161	[-0.145, 0.376]	[-0.019, 0.519]	-0.078	0.707	0.730	No/No
ATTd -> INT (H8)	0.174 t = 1.291 p = 0.197	0.250 t = 2.347 p = 0.019	[-0.093, 0.417]	[0.052, 0.457]	-0.076	0.633	0.640	No/No
ATTd -> OE (H10)	0.391 t = 2.613 p = 0.009	0.304 t = 1.831 p = 0.067	[0.089, 0.644]	[0.015, 0.672]	0.087	0.672	0.674	No/No
SN -> INT (H11)	0.453 t = 3.142 p = 0.002	0.453 t = 3.372 p = 0.001	[0.186, 0.736]	[0.172, 0.698]	-0.001	0.998	1.000	Yes/Yes
SN -> OE (H12)	0.219 t = 1.788 p = 0.074	0.258 t = 2.115 p = 0.034	[0.018, 0.480]	[0.042, 0.509]	-0.039	0.820	0.826	No/No
SE -> INT (H13)	0.111 t = 0.900 p = 0.368	0.026 t = 0.169 p = 0.866	[-0.123, 0.353]	[-0.291, 0.309]	0.085	0.657	0.635	No/No
SE -> OE (H14)	0.263 t = 2.309 p = 0.021	0.269 t = 2.321 p = 0.020	[0.046, 0.505]	[0.038, 0.489]	-0.007	0.957	0.970	Yes/Yes

Note: Confidence Interval of 95%; $p < 0.05$

Regarding girls of the experimental group, the results indicate that several path coefficients evidence some differences between before and after the Social Marketing intervention, however, analysing the PLS-MGA, the results imply that there was a significant difference ($p < 0.05$ or $p > 0.95$) for the relationships SN -> INT (H11), ($\beta_{\text{BEFORE-AFTER}} = -0.001$; $p = 0.998$) and SE -> OE (H14), ($\beta_{\text{BEFORE-AFTER}} = -0.007$; $p = 0.957$). The same results were achieved through the Permutation Test. We also compared the bootstrapping result to assess the difference between the moments of the Social Marketing intervention. The results show that the relationship between “Subjective norms towards dancing” and “Intention to join dance

activities” had a weaker path coefficient before ($\beta = 0.453$, $t = 3.142$, $p = 0.002$) than after intervention ($\beta = 0.453$, $t = 3.372$, $p = 0.001$). Moreover, the results confirm the relationship between “Self-efficacy to perform dance activities” and “Outcome expectancies of joining dance activities” had a weaker path coefficient before ($\beta = 0.263$, $t = 2.309$, $p = 0.021$) than after intervention ($\beta = 0.269$, $t = 2.321$, $p = 0.020$). Both relationships continue to be significant ($t > 1.96$) at a significance level of 5% ($\alpha = 0.05$; two-tailed test) after the intervention. For the girls of the control group (Appendix 22), all of them did not pass simultaneously on the both PLS-MGA test and the Permutation Test, except the SE - > INT (H13) that do not interfere with the results of the experimental group, straightening the results achieved in this group.

5.3.6. MGA: Children and Adolescents

At this level of the analysis, we were interested to know if there are differences between children and adolescents of both experimental group (before and after intervention) and control group (before and after intervention). Once again, the guideline to the behavioural researches proposed by Cheah et al. (2020) to access to the MGA results was followed.

5.3.6.1. Data preparation

Since the minimum of 64 observations per group is necessary to detect R^2 values of about 0.25 at a significance level of 5% and a power level of 80% (Cheah et al., 2020), we confirmed the sufficient statistical power because the group-specific sample size of experimental group children ($n = 115$) and adolescents ($n = 117$) and the control group children ($n = 98$) and adolescents ($n = 106$) were considered sufficient. Moreover, the data sizes were similar (Cheah et al., 2020; Hair Jr et al., 2016), and the validity of the dataset was confirmed (Hair Jr et al., 2016), has shown in the previous sections.

5.3.6.2. Generate data groups

In SmartPLS the data groups were created, generating the categorical moderator variable of interest (cycle of studies). In both the experimental and control groups database, we created the group “children” and the group “adolescents” (Cheah et al., 2020; Hair Jr et al., 2016).

5.3.6.3. Test for measurement invariance

We analysed the invariance of the groups, using MICOM (Figure 16) procedure (Henseler, Ringle, & Sarstedt, 2016). For the experimental group, configural invariance (step 1) was established (Table 100), (Henseler, Ringle, & Sarstedt, 2016), since we used identical indicators across groups, identical data treatment (e.g., coding, reverse coding, data handling) and identical algorithm setting, criteria which are required to assess configural invariance.

Table 100 - Configural Invariance of Children and Adolescents of Experimental Group (before and after Social Marketing intervention)

Step 1								
Experimental Group								
Items	Children				Adolescents			
	Before		After		Before		After	
	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)
INT1	0.964	102.723***	0.960	77.970***	0.958	73.867***	0.951	36.052***
INT2	0.945	66.252***	0.947	55.951***	0.953	61.070***	0.957	28.405***
INT3	0.856	18.384***	0.902	28.526***	0.920	32.071***	0.939	22.699***
OE1	0.752	11.592***	0.674	7.871***	0.754	11.603***	0.819	13.141***
OE2	0.703	9.234***	0.687	8.633***	0.832	23.973***	0.800	13.366***
OE3	0.879	26.239***	0.869	31.874***	0.906	46.295***	0.915	46.930***
OE4	0.922	56.992***	0.896	46.219***	0.937	60.035***	0.858	24.467***
OE5	0.798	14.664***	0.798	13.008***	0.904	34.279***	0.839	19.434***
OE6	0.850	20.731***	0.823	19.336***	0.722	9.677***	0.638	24.236***
ATTd1	0.890	42.884***	0.872	31.184***	0.896	45.923***	0.863	49.457***
ATTd2	0.518	5.342***	0.738	11.658***	0.740	16.555***	0.735	10.953***
ATTd3	0.883	43.399***	0.862	28.646***	0.897	43.383***	0.792	40.415***
ATTd4	0.906	54.372***	0.870	22.839***	0.902	38.558***	0.824	59.849***
ATTd5	0.869	25.905***	0.868	24.145***	0.906	50.831***	0.856	40.527***
ATTd6	0.678	10.031***	0.745	11.309***	0.551	6.221***	0.636	8.877***
ATTd7	0.874	34.312***	0.858	29.909***	0.869	32.440***	0.841	39.798***
ATTb4_R	0.885	3.263***	0.771	8.736***	0.884	27.798***	0.806	7.365***
ATTb5_R	0.803	3.299***	0.774	9.106***	0.784	10.049***	0.786	7.377***
ATTb6_R	0.825	3.271***	0.720	5.772***	0.780	10.746***	0.805	8.847***
ATTb7_R	0.684	2.653***	0.701	4.637***	0.825	18.089***	0.714	6.785***
ATTb8_R	0.567	2.338*	0.809	7.323***	0.738	8.190***	0.851	7.518***
ATTb12_R	0.589	2.080*	0.821	10.682***	0.843	19.416***	0.732	6.684***
SN9	0.859	24.308***	0.800	13.490***	0.868	28.723***	0.867	40.447***
SN10	0.777	11.730***	0.720	10.261***	0.670	6.778***	0.639	7.918***
SN11	0.803	20.023***	0.780	15.346***	0.842	23.958***	0.822	19.368***
SE1	0.807	14.375***	0.827	14.572***	0.795	12.719***	0.797	18.797***
SE2	0.864	28.457***	0.710	6.209***	0.828	17.233***	0.852	10.266***
SE3	0.771	12.634***	0.829	17.247***	0.743	12.825***	0.736	18.332***

Note: *** p < 0.001; ** p < 0.01; * p < 0.05

The configural invariance (step 1) was also established (Appendix 23) for the control group. since we use identical indicators across groups, identical data treatment (e.g., coding, reverse coding, data

handling) and identical algorithm setting, which are the criteria required to assess configural invariance (Henseler, Ringle, & Sarstedt, 2016).

Through the permutation algorithm of the Smart PLS 3.3.2 software, we achieved to the second and third steps of MICOM, based on 1.000 permutations, two tailed test, significance level 0.05, 1.000 interactions, “factor weighting scheme”, and “pairwise deletion”. Concerning the experimental and control groups, we verified the establishment of compositional invariance for all of the constructs, since permutation p value is higher than 0.05 (Henseler, Ringle, & Sarstedt, 2016), except for the “Self-efficacy to perform dance activities” of the children of the experimental group and for the “Attitudes towards dance” of the adolescents of the control group (Table 101). At this moment we have established partial measurement invariance.

Table 101 - Results of Compositional Invariance Measurement using Permutation of Children and Adolescents of both Experimental and Control Groups (before and after Social Marketing intervention)

Step 2						
Experimental Group						
	Children			Adolescents		
Constructs	Original Correlation	Permutation p value	Sig.	Original Correlation	Permutation p value	Sig.
ATTb	0.888	0.079	Yes	0.995	0.105	Yes
ATTd	0.998	0.181	Yes	0.998	0.239	Yes
INT	1.000	1.000	Yes	1.000	0.482	Yes
OE	1.000	0.845	Yes	1.000	0.587	Yes
SE	0.987	0.035	No	0.999	0.713	Yes
SN	0.999	0.597	Yes	1.000	0.862	Yes
Control Group						
	Children			Adolescents		
Constructs	Original Correlation	Permutation p value	Sig.	Original Correlation	Permutation p value	Sig.
ATTb	0.980	0.520	Yes	0.997	0.538	Yes
ATTd	0.997	0.493	Yes	0.994	0.037	No
INT	0.999	0.224	Yes	1.000	0.884	Yes
OE	0.999	0.768	Yes	0.999	0.683	Yes
SE	0.999	0.888	Yes	0.968	0.091	Yes
SN	0.996	0.606	Yes	0.997	0.641	Yes

Note: Original correlation > 0.05 than 5% Quartile; p > 0.05

Moving to the third step of the MICOM, we examined differences in mean values and variances between the constructs' scores before intervention and after intervention (Hair Jr et al., 2018; Henseler, Ringle, & Sarstedt, 2016). The results are presented in Table 102 Concerning the children of the experimental group, we confirmed partial measurement invariance for all of the constructs, except for the “Intention to join dance activities” and “Subjective norms towards dancing” that had total measurement

invariance. Concerning the adolescents of the experimental group, we confirmed total measurement invariance for all the constructs, except for the “Subjective norms towards dancing” that had partial measurement invariance. In sum, invariance to compare the estimated path coefficients across the groups (children and adolescents) of the experimental group was partially established (Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016).

Table 102 - Results of Equality of Composite Mean Values and Variances using Permutation of Children and Adolescents of the Experimental Group (before and after Social Marketing intervention)

Step 3								
Experimental Group								
Children								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment			Equal Variance Assessment			Total Measurement Invariance Established (Step 3)
		Mean - Original Difference (Before-After)	Permutation p value	Sig	Variance - Original Difference (Before - After)	Permutation p-Values	Sig	
Yes	ATTb	-0.357	0.007	No	0.580	0.134	Yes	No
Yes	ATTd	-0.384	0.004	No	0.237	0.200	Yes	No
Yes	INT	-0.148	0.326	Yes	-0.074	0.698	Yes	Yes
Yes	OE	-0.413	0.004	No	0.326	0.078	Yes	No
No	SE	-0.266	0.092	Yes	0.226	0.125	Yes	No
Yes	SN	-0.331	0.022	Yes	0.236	0.159	Yes	Yes
Adolescents								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment			Equal Variance Assessment			Total Measurement Invariance Established (Step 3)
		Mean - Original Difference (Before-After)	Permutation p value	Sig	Variance - Original Difference (Before - After)	Permutation p-Values	Sig	
Yes	ATTb	-0.160	0.238	Yes	0.427	0.193	Yes	Yes
Yes	ATTd	-0.184	0.178	Yes	0.119	0.398	Yes	Yes
Yes	INT	-0.224	0.114	Yes	-0.017	0.953	Yes	Yes
Yes	OE	-0.254	0.066	Yes	0.187	0.249	Yes	Yes
Yes	SE	-0.114	0.436	Yes	0.036	0.815	Yes	Yes
Yes	SN	-0.295	0.044	No	-0.099	0.572	Yes	No

Note: Original correlation > than 5%-quantile of the empirical Distribution; p > 0.05

Concerning the children of the control group, we verified total measurement invariance for all of the constructs of the boys, except for the “Attitude towards boys who dance” that had partial measurement invariance (Appendix 24). Regarding the adolescents of the control group, we verified total measurement invariance for all of the constructs of the boys, except for the “Attitude towards dance” that had partial measurement invariance. In both groups, children and adolescents, of the control group, at least partial measurement invariance was established, which is considered sufficient to compare the estimated path coefficients across the groups (Hair Jr et al., 2016; Henseler, Ringle, & Sarstedt, 2016).

5.3.6.4. Test for multi-group comparisons

We proceeded to MGA (Henseler, Ringle, & Sarstedt, 2016) to compare the strength of path coefficients into the same group before and after the Social Marketing intervention, for children and adolescents, since measurement invariance was established (Sarstedt et al., 2011). Similarly to how we proceeded before, we used both PLS-MGA test (Henseler, 2012) and the permutation test (Chin & Dibbern, 2010) that use nonparametric assumptions (Cheah et al., 2020). Thus, MGA was performed based on 5.000 samples (bootstrapping), two tailed test, significance level 0.05, 1.000 interactions, “path weighting scheme” and “pairwise deletion”. The Table 103 summarises the results for children of the experimental group, before and after Social Marketing Intervention. Concerning the children of the experimental group, the results indicate that several path coefficients evidence some differences between before and after the Social Marketing intervention. However, analysing the PLS-MGA and the Permutation Test, the results imply that there were three significant differences ($p < 0.05$ or $p > 0.95$). The first significant difference found was on the relationship ATTb $\rightarrow$ OE (H9) and the results of bootstrapping (to assess the difference between the moments of the Social Marketing intervention) show that before the intervention the relationship between “Attitude towards boys who dance” and “Outcome expectancies of joining dance activities” ($\beta = -0.041$, $t = 0.598$; $p = 0.550$) had a stronger path coefficient than after ($\beta = 0.231$, $t = 2.985$; $p = 0.003$). After the intervention, the relationship went from non-significant to significant ($t > 1.96$) at a significance level of 5% ($\alpha = 0.05$; two-tailed test). This allows us to conclude a positive effect of the intervention. As there was no change in the control group (Appendix 25), these results of the experimental group are even more relevant. The other two significant differences found were on the relationships ATTd $\rightarrow$ INT (H8), ($\beta_{\text{BEFORE-AFTER}} = 0.265$; $p = 0.026$), and on the relationship ATTd $\rightarrow$ OE (H10), ($\beta_{\text{BEFORE-AFTER}} =$; $p = 0.008$). However, after the intervention both relationships were no longer significant ($t < 1.96$) at a significance level of 5% ($\alpha = 0.05$; two-tailed test). For this reason, the hypotheses were not supported since the effect after the intervention is not significant, namely, we cannot conclude about the effect of the Social Marketing intervention, because the result may have happened by chance.

Table 103 - Results of Hypotheses of Children of the Experimental Group (before and after Social Marketing intervention)

Children of the Experimental Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.085 t = 0.575 p = 0.565	-0.059 t = 0.794 p = 0.427	[-0.312, 0.308]	[-0.195, 0.096]	-0.026	0.847	0.811	No/No
ATTb -> OE (H9)	-0.041 t = 0.598 p = 0.550	0.231 t = 2.985 p = 0.003	[-0.177, 0.091]	[0.077, 0.373]	-0.272	0.008	0.011	Yes/Yes
ATTd -> INT (H8)	0.359 t = 4.355 p ≤ 0.001	0.094 t = 1.114 p = 0.265	[0.179, 0.507]	[-0.076, 0.259]	0.265	0.026	0.024	No/No
ATTd -> OE (H10)	0.474 t = 5.138 p ≤ 0.001	0.130 t = 1.475 p = 0.140	[0.299, 0.656]	[-0.031, 0.317]	0.344	0.008	0.019	No/No
SN -> INT (H11)	0.458 t = 3.865 p ≤ 0.001	0.628 t = 6.926 p ≤ 0.001	[0.249, 0.697]	[0.428, 0.792]	-0.170	0.250	0.277	No/No
SN -> OE (H12)	0.181 t = 1.969 p = 0.049	0.390 t = 4.150 p ≤ 0.001	[-0.003, 0.348]	[0.212, 0.583]	-0.209	0.105	0.126	No/No
SE -> INT (H13)	0.004 t = 0.038 p = 0.970	-0.037 t = 0.358 p = 0.720	[-0.247, 0.225]	[-0.251, 0.149]	0.041	0.797	0.807	No/No
SE -> OE (H14)	0.369 t = 4.412 p ≤ 0.001	0.304 t = 3.247 p ≤ 0.001	[0.213, 0.538]	[0.111, 0.476]	0.065	0.611	0.628	No/No

Note: Confidence Interval of 95%; p < 0.05

The Table 104 summarises the results for adolescents of the experimental group, before and after Social Marketing Intervention. Concerning adolescents of the experimental group, the results indicate that several path coefficients evidence some differences between before and after the Social Marketing intervention, however, analysing the PLS-MGA and the Permutation Test, the results imply that there was a significant difference ($p < 0.05$ or $p > 0.95$) for the relationship ATTb -> OE (H9), ($\beta_{\text{BEFORE-AFTER}} = 0.297$; $p = 0.012$). Nevertheless, after the intervention this relationship was no longer significant ($t < 1.96$) at a significance level of 5% ($\alpha = 0.05$; two-tailed test). Thus, the hypothesis was not supported since we cannot conclude about the effect of the Social Marketing intervention, because the result may have happened by chance. Moreover, in the control group (Appendix 26) we verify a significant difference in this relationship, which leads us to not conclude that the change in the experimental group was due to

the intervention. Thus, factors that we do not control may have affected both groups, so we cannot guarantee that the effect on the experimental group was the result of the intervention.

Table 104 - Results of Hypotheses of Adolescents of the Experimental Group (before and after Social Marketing intervention)

Adolescents of the Experimental Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.301 t = 4.022 p ≤ 0.001	-0.148 t = 1.506 p = 0.132	[-0.458, -0.163]	[-0.343, 0.029]	-0.153	0.217	0.246	No/No
ATTb -> OE (H9)	0.331 t = 4.234 p ≤ 0.001	0.034 t = 0.401 p = 0.688	[0.186, 0.487]	[-0.123, 0.201]	0.297	0.012	0.030	No/No
ATTd -> INT (H8)	0.080 t = 0.781 p = 0.435	0.250 t = 2.609 p = 0.009	[-0.116, 0.289]	[0.045, 0.424]	-0.169	0.231	0.273	No/No
ATTd -> OE (H10)	0.264 t = 2.710 p = 0.007	0.243 t = 2.518 p = 0.012	[0.062, 0.446]	[0.063, 0.449]	0.022	0.875	0.879	No/No
SN -> INT (H11)	0.679 t = 5.397 p ≤ 0.001	0.453 t = 3.833 p ≤ 0.001	[0.375, 0.887]	[0.183, 0.653]	0.226	0.190	0.181	No/No
SN -> OE (H12)	0.195 t = 1.967 p = 0.049	0.385 t = 4.111 p ≤ 0.001	[0.003, 0.397]	[0.199, 0.560]	-0.190	0.165	0.150	No/No
SE -> INT (H13)	0.168 t = 1.922 p = 0.055	-0.011 t = 0.093 p = 0.926	[-0.008, 0.336]	[-0.244, 0.223]	0.179	0.225	0.209	No/No
SE -> OE (H14)	0.222 t = 2.393 p = 0.017	0.264 t = 2.922 p = 0.003	[0.033, 0.394]	[0.068, 0.431]	-0.042	0.743	0.743	No/No

Note: Confidence Interval of 95%; p < 0.05 or p > 0.95

The PLS-SEM analysis performed was essential to identify different relevant insights that suggest some effects of Social Marketing intervention in the relationship of explaining factors and intention and outcome expectancies.

6. Discussion of the results

To discuss the results achieved from the implementation of the Social Marketing intervention, we divided this discussion in two subparts. First, we will discuss the effects of the Social Marketing intervention on children's and adolescents' perceptions, and then, we will discuss the effects of the Social Marketing intervention on the relationships between explaining factors and intentions and outcome expectancies.

6.1. The effect of Social Marketing intervention on children's and adolescents' perceptions

The results of the study allowed to identify positive effects of the Social Marketing intervention. This intervention was generally more effective for boys than for girls, and produced particular differences between children and adolescents.

6.1.1. Attitudes towards boys who dance

The reduction of the negative "Attitudes towards boys who dance" was one of the major goals of the Social Marketing intervention and, we concluded that after the intervention, in general, children's and adolescents' "Attitudes towards boys who dance" were indeed more positive. The Social Marketing intervention contributed to children and adolescents considering a less stupid situation when they see a boy dancing, agreeing more that they like to see guys expressing dance moves, considering less that boys who practise dance are less masculine than boys who practise other activities, and considering less that boys who practise dance will be less successful in the future than boys who practise other sports. Thus, we accepted the H1, namely, the Social Marketing intervention influenced the "Attitudes towards boys who dance" in such a way that after the intervention, they were more positive, reinforcing the evidences in literature (McKay-Nesbitt & Yoon, 2015; Smith et al., 2019). The potentialities of Social Marketing in reducing prejudice are evidenced in these results as it is proposed by literature (Campbell & Brauer, 2020), especially, in the case of prejudice towards boys who dance.

Regarding gender differences, in general, girls had less prejudice towards boys who dance than boys, confirming the suggestions from the literature (Garrett & Wrench, 2018; Sanderson, 2001), (Biswal, 2019; Garrett & Wrench, 2018; Lehtikainen, 2006; Polasek & Roper, 2011; Risner, 2002b; Sanderson, 2001). After the Social Marketing intervention, the study detected an increase of positive "Attitudes towards boys who dance" in both boys and girls, since both boys and girls who started to consider less that dance is an activity for girls and agreed less that boys who practise dance are effeminate. These

results in both boys and girls, evidence the effectiveness of the Social Marketing intervention in reducing prejudice towards boys who dance, as suggested in the literature (Campbell & Brauer, 2020; Vlašić et al., 2012). Although the Social Marketing intervention produced effect on both boys and girls, the bigger effect was on boys, who, after the intervention, considered less that dance is an activity for girls, that men should not move to gentle music, that boys who practise dance are less masculine than boys who practise other activities, that the boys who practise dance are effeminate, and that boys who practise dance are less “men” than boys who practise other sports. Thus, we accepted the H1a that predicted that the positive impact of the intervention on attitudes toward boys who dance would be higher on boys than on girls. Because girls are typically more positive concerning dance issues (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017), the big challenge would be to produce an effect on boys’ perceptions with a Social Marketing intervention. This was, in fact, achieved, offering support to the relevance of Social Marketing to fight prejudice and contributing to the knowledge about the effectiveness of Social Marketing interventions.

Additionally, the study allowed to verify that children have less prejudice than adolescents, adding evidence to previous suggestions that prejudice is higher between 12 and 16 years old (Allport & Kramer, 1946), but also that it is easier to change attitudes in earlier stages of development (Killen, 2007; Rutland & Killen, 2015). After the Social Marketing intervention, in general, children’s “Attitudes towards boys who dance” became more positive, but not those of the adolescents for which only one change was recorded in one of the fourteen items. After the intervention, children perceived more that dance is an activity for boys and girls, considered more that boys who practise dance are not less “men” than boys who practise other sports, agreed more that they do not like that boys who dance receive bad comments for practising dance, and considered less that young men who practise dance will be less successful in the future than boys who practise other sports. After the intervention, considered more that boys who practise dance are not less “men” than boys who practise other sports. Thus, we accepted H1b that suggested that the positive impact of the intervention on “Attitudes toward boys who dance” would be higher on children than on adolescents. Consequently, the increase of the children’s positive attitudes towards boys who dance is a relevant contribution for the knowledge about the effectiveness of Social Marketing intervention in the case of prejudice, which seems to be easier to fight with marketing tools at earlier stages of childhood development.

6.1.2. Attitudes towards dance

The reduction of the negative attitudes towards dance (Garrett & Wrench, 2018; Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 2001) was other goal of the Social Marketing intervention, since these negative “Attitudes towards dance” are related with the prejudice towards boys who dance (Clegg et al., 2019; Holdsworth, 2013; Jakubowska & Byczkowska-Owczarek, 2018). We concluded that after the intervention, on average, children and adolescents considered dance more positively. Specifically, they agreed more that dance is a good, exciting, pleasant, and a useful activity. Therefore, we accepted H2 that, based on suggestions from the literature (McKay-Nesbitt & Yoon, 2015; Smith et al., 2019), predicted that the Social Marketing intervention would influence the “Attitudes towards dance” in such a way that after the intervention, those attitudes would be more positive. Once again, the potentialities of Social Marketing in reducing negative attitudes are evidenced in these results adding evidence to the knowledge on the topic (Campbell & Brauer, 2020), especially, in the case of prejudice towards dance.

Concerning gender differences, typically, girls have more positive attitudes towards dance than boys (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017). The results of this research confirmed that boys have more negative attitudes towards dance than girls (Anderson et al., 2017; Garrett & Wrench, 2018; Holdsworth, 2013). After the Social Marketing intervention, both boys and girls perceived dance more positively, however, the bigger effect of this intervention was on boys, who perceived dance more positively in terms of being a good, important, exciting, pleasant, and useful activity. These results may be explained by a generally better assessment of girls’ attitudes towards dance comparing to those of boys even before the intervention, a stress the relevance of acting on specific segments (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017). This evidence leads us to accepted the H2a, which proposed that the impact of the intervention on “Attitudes towards dance” would be higher on boys than on girls. Thus, our results achieved by the Social Marketing intervention in increasing the children’s and adolescents’ positive attitudes towards dance, especially in boys, are a relevant contribution.

Regarding the different levels of child development, in general, children perceived dance more positively than adolescents, providing evidence that negative “Attitudes towards dance” are more expressive in adolescence (Allport & Kramer, 1946). After the Social Marketing intervention, both children and adolescents increased their perceptions about dance being a good and pleasant activity. However, although there were not very strong differences, the higher effect of the Social Marketing intervention was on children, suggesting that it is easier to fight prejudice in earlier ages (Killen, 2007; Rutland & Killen,

2015). Thus, we accepted H2b that suggested that the positive impact of the intervention on “Attitudes toward dance” would be higher on children than on adolescents. Accordingly, the increase of the children’s positive attitudes towards dance is an appropriate contribution to support the argument of the effectiveness of the Social Marketing interventions.

6.1.3. Subjective norms towards dancing

The literature show that social norms, peers and parents support are important to children and adolescents and to the development of prejudices (Dovidio, 2001; Miklikowska et al., 2019), and that the influence of social norms is important to modify prejudices (Zitek & Hebl, 2007). In the case of dance activities, social norms, peers and parents have an important role (Holdsworth, 2013; Lee et al., 1999; Lehtikainen, 2006; Polasek & Roper, 2011; Risner, 2002a, 2002b). After the Social Marketing intervention, in general, children’s and adolescents’ “Subjective norms towards dancing” were more positive, namely, children and adolescents agreed more that many of their male friends practise dance, and that people who are important to them think that dance is an appropriate activity for them to practise. Thus, we accepted the H3 that posited that the Social Marketing intervention would positively influence the “Subjective norms towards dancing”, adding evidence to the literature (Burchell et al., 2013). Accordingly, the potentialities of Social Marketing to positively influence the subjective norms towards dancing are an important contribution to the understanding of the effectiveness of Social Marketing interventions.

In terms of gender differences, on average, boys feel less support than girls from family, friends or other important people, confirming the suggestions from the literature (Klapper, 2017; Polasek & Roper, 2011; Risner, 2002b, 2007) and the exploratory results from the interviews. After the Social Marketing intervention, both boys and girls perceived more positive subjective norms. The bigger effect of this intervention was on boys, however, who recognized more that many of the boys in their school practise dance, that people who are important to them think dance is an appropriate activity for them, and that their friends consider that they should choose to practise dance. Thus, we accepted the H3a, which indicated that the Social Marketing intervention would be able to promote an increase in the positive perceptions of children and adolescents, especially of boys, concerning to subjective norms towards dancing, which is a relevant contribution of this study.

Additionally, children rate their “Subjective norms towards dancing” better than adolescents, indicating that children feel more support from important referrals, which may suggest that peer pressure is higher in adolescence (Garrett & Wrench, 2018; Sanderson, 2001; Sim & Koh, 2003). The Social

Marketing intervention had a positive impact in both groups, children and adolescents. However, the impact of the intervention on “Subjective norms towards dancing” was bigger on children than on adolescents, offering evidence that, once again, the Social Marketing intervention had further effect in children, it was suggested (Allport & Kramer, 1946). Thus, we accepted the H3b, which constitute a contribution for the effectiveness of Social Marketing intervention, since we got a positive increase of the children’s subjective norms towards dancing.

6.1.4. Self-efficacy to perform dance activities

Concerning the “Self-efficacy to perform dance activities”, on average children and adolescents had the same believe about their capabilities to take an action to perform dance activities, indicating that the Social Marketing intervention, did not produce a significant effect on the participants, which lead us to reject the H4. This result is contrary to what we expected, since the intervention included dance lesson precisely to promote the acquisition of abilities and skills to increase self-efficacy to perform dance activities (Iwasaki et al., 2017; Peers et al., 2020). The result may be explained by the difficulty of learning and performing dance steps in the online environment and the possible lack of physical conditions that favour the learning of the dance steps by children and adolescents (Heyang & Martin, 2020; Simamora, 2020).

However, when looking at the girls’ and boys’ results separately, some interesting conclusions can be made. In general, girls believed more than boys in their capabilities to take an action to perform dance activities, corroborating previous findings about boys having lower levels of confidence to perform dance activities (Lee et al., 1999; Lovatt, 2011) and about girls having more developed competences and skills to dance (Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 1996). However, the Social Marketing intervention had effect on the self-efficacy of boys to perform dance activities, contrary to those of girls that was not significantly affected by the intervention. We expected this result on girls, considering their perceptions towards competences and skills to dance, as mentioned above. However, the results of the intervention with boys were very promising, because they started agreeing more that they can choose to dance, even if it means that they have to convince their parents, and if they are going to try a dance class and like it, they can sign up for dance activities even if they have to constantly convince their parents. As the Social Marketing intervention impacted on the boys’ “Self-efficacy to perform dance activities”, but not on girls’, we accepted the H4a. This positive effect of intervention in boys was also found in some research (Garrett & Wrench, 2018; Peng et al., 2020; Pennington & Nelson, 2020), which reinforce the importance of developing capabilities and skills that boys think that only girls have (Jakubowska &

Byczkowska-Owczarek, 2018; Lee et al., 1999). These results suggest that Social Marketing can have a positive outcome concerning boys' self-efficacy in performing dance activities.

Additionally, on average, adolescents believed more than children in their capabilities to take an action to perform dance activities, which is understandable, given the fact that adolescents start to be more aware of their own decisions (McKeown & Nelson, 2018) and parents have less influence (Anderssen & Wold, 1992; Chua, 2015; Holdsworth, 2013). The Social Marketing intervention did not produce effect on both children's and adolescents' beliefs about their capabilities to dance, which is contrary to what we was expected (Jakubowska & Byczkowska-Owczarek, 2018; Peng et al., 2020; Pennington & Nelson, 2020), and for this reason we rejected the H4b. Since participants were performing the dance steps in their homes, a result of an online intervention, the lack of physical and spatial conditions may have affected their self-efficacy. Furthermore, their family context might not have been favourable to the practice of dancing, such as not being well regarded by their family members, particularly by their fathers.

6.1.5. Intention to join dance activities

The increase of the "Intention to join dance activities" was another goal of the Social Marketing intervention since intention is considered a primary indicator of behaviour (Ajzen et al., 2011) and a strong predictor of physical activity behaviour (van Kessel et al., 2016). We concluded that, after the intervention, in general, children's and adolescents' "Intention to join dance activities", was higher, which leads us to accept the H5. Accordingly, the potentialities of Social Marketing in positively influence the intention to join dance activity are a contribute for the effectiveness of the Social Marketing intervention.

Regarding gender differences, in general, boys are not so attracted to dance activities as girls, which was suggested by previous other studies (Anderson et al., 2017; Buck & Turpeinen, 2016; Holdsworth, 2013; Pennington & Nelson, 2020; Sanderson, 2001). As girls are already more attracted than boys to join dance activities, the Social Marketing intervention had a positive effect on boys' "Intention to join dance activities" but not on girls', which leads us to accept the H5a. These results confirm the potentialities of Social Marketing to positively influence the boys' intention to join dance activities, which provides an important contribute for the furthering the knowledge about the effectiveness of the Social Marketing intervention.

In terms of the differences between children and adolescents, on average, both children and adolescent have similar "Intention to join dance activities". The Social Marketing intervention produced an effect on adolescents' "Intention to join dance activities", but not on children', which leads us to reject the H5b. This result may be justified by the fact that parents have more influence on the decision-making

process at earlier ages (Anderssen & Wold, 1992; Chua, 2015; Holdsworth, 2013), which could inhibit children's "Intention to join dance activities", contrary to adolescents' "Intention to join dance activities", since in adolescence, individuals start to win more independence in the decision-making process (McKeown & Nelson, 2018). Although we reject the H5b, we found a positive effect of the Social Marketing intervention in adolescents' intention to join dance activities, which represents an important contribution regarding the assessment of the effectiveness of Social Marketing interventions.

6.1.6. Outcome expectancies of joining dance activities

The increase of the "Outcome expectancies of joining dance activities" was also a goal of the Social Marketing intervention. We found that after the intervention implemented, the "Outcome expectancies of joining dance activities" were more positive, since children and adolescents considered more, they could be proud of themselves, more confident and more sociable if they joined dance activities. Those benefits are also identified in some of previous research (Flannery et al., 2016; Fong Yan et al., 2018; Hanna, 1995; Lovatt, 2011). This result was expected since interventions designed for a specific problem can favour the outcome expectancies (Abacioglu et al., 2019; Hutchison et al., 2010). Thus, we accepted the H6.

Concerning gender differences, on average, boys perceived more negatively than girls the outcome expectancies of joining dance activities, namely, the benefits of joining dance activities, which is aligned with evidences provided by previous studies (Buck & Turpeinen, 2016; Garrett & Wrench, 2018; Holdsworth, 2013; Jakubowska & Byczkowska-Owczarek, 2018; Pennington & Nelson, 2020). As girls have more positive outcome expectancies towards dance benefits (Jakubowska & Byczkowska-Owczarek, 2018) it was expected to find a greater effect of the intervention on boys' "Outcome expectancies of joining dance activities", which was confirmed. After the intervention, boys' outcome expectancies of joining dance activities were more positive, with boys agreeing more that they would be proud of themselves, more confident, more elegant and more sociable if they join dance activities, after the intervention. This result allows us to accept the H6a. They also contribute to support that the potentialities of Social Marketing in positively influencing the boys' outcome expectancies of joining dance activities are a relevant evidence for the effectiveness of the Social Marketing intervention.

Additionally, in terms of the differences between children and adolescents, the Social Marketing intervention had effect in both children's and adolescents' "Outcome expectancies of joining dance activities", indicating the rejection of the H6b. More specifically, after the intervention, children considered more that they will be more confident if they join dance activities, and adolescents recognized more that

they will be more sociable if they join dance activities. Adolescents considered more than children that their friends will be proud of them if they join dance activities. This result suggests that the perceptions of children and adolescents about the outcome expectancies are different.

6.1.7. Summary of the effect of Social Marketing intervention on children's and adolescents' perceptions

Table 105 summarises the results of the verification of the research hypotheses from 1 to 6.

Table 105 - Summary of verification of the research hypotheses for the effect of Social Marketing intervention on children's and adolescents' perceptions

Research Hypotheses	Status
H1: The attitudes towards boys who dance will be more positive after the Social Marketing intervention.	Accepted
H1a: The improvement of the attitudes towards boys who dance after the Social Marketing intervention will be higher in boys than in girls.	Accepted
H1b: The improvement of the attitudes towards boys who dance after the Social Marketing intervention will be higher in children than in adolescents.	Accepted
H2: The attitudes towards dance will be more positive after the Social Marketing intervention.	Accepted
H2a: The improvement of the attitudes towards dance after the Social Marketing intervention will be higher in boys than in girls.	Accepted
H2b: The improvement of the attitudes towards dance after the Social Marketing intervention will be higher in children than in adolescents.	Accepted
H3: The beliefs about subjective norms towards dancing will be more positive after the Social Marketing intervention.	Accepted
H3a: The improvement on the subjective norms towards dancing after the Social Marketing intervention will be higher in boys than in girls.	Accepted
H3b: The improvement of the subjective norms towards dancing after the Social Marketing intervention will be higher in children than in adolescents.	Accepted
H4: The beliefs about self-efficacy to perform dance activities will be more positive after the Social Marketing intervention.	Rejected
H4a: The improvement of the self-efficacy to perform dance activities after the Social Marketing intervention will be higher in boys than in girls.	Accepted
H4b: The improvement of the self-efficacy to perform dance activities after the Social Marketing intervention will be higher in children than in adolescents.	Rejected
H5: The beliefs about intentions to join dance activities will be more positive after the Social Marketing intervention.	Accepted
H5a: The improvement of the intention to join dance activities after the Social Marketing intervention will be higher in boys than in girls.	Accepted
H5b: The improvement of the intention to join dance activities after the Social Marketing intervention will be higher in children than in adolescents.	Rejected
H6: The beliefs about outcome expectancies of joining dance activities will be more positive after the Social Marketing intervention.	Accepted
H6a: The improvement of the outcome expectancies of joining dance activities after the Social Marketing intervention will be higher in boys than in girls.	Accepted
H6b: The improvement of the outcome expectancies of joining dance activities after the Social Marketing intervention will be higher in children than in adolescents.	Rejected

One important conclusion that can be drawn from the study results is that they confirm that the Social Marketing intervention produced a number of effects on the perceptions of the participants included in

the experimental group that were not observed in the control group. The results reveal that the Social Marketing intervention was effective in reducing the prejudice towards dance and towards boys who dance, adding evidence to previous studies that suggested the effectiveness of Social Marketing in fighting prejudice (Campbell & Brauer, 2020). Table 106 synthesises the effects of the Social Marketing intervention on children's and adolescents' perceptions.

Table 106 - The effects of Social Marketing intervention

	ATTb	ATTd	SN	SE	INT	OE
Differences between Before and After the Social Marketing Intervention	Reduction of the prejudice	Increase in positive attitudes towards dance.	Increase in positive subjective norms towards dancing.	Social Marketing intervention had no effect.	Increase in the intention to join dance activities.	Increase in the outcome expectancies of joining dance activities.
Differences between Boys and Girls	Girls have less prejudice than boys. Social Marketing intervention had more effect on boys.	Girls have more positive attitudes towards dance than boys. Social Marketing intervention had more effect on boys.	Boys feel less support than girls if they intend to join dance activities. Social Marketing intervention had more effect on boys.	Girls believe more in their capabilities to perform dance activities than boys. Social Marketing intervention had effect on boys, and no effect on girls.	Girls have higher intention to join dance activities than boys. Social Marketing intervention had effect on boys, and no effect on girls.	Girls have more positive perceptions than boys about the outcome expectancies of joining dance activities. Social Marketing intervention had effect on boys, and no effect on girls.
Differences between Children and Adolescents	Children have less prejudice than adolescents. Social Marketing intervention had effect on children, and none effect on adolescents.	Children have less prejudice than adolescents. Social Marketing intervention had more effect on children.	Children believe they have more support from family, friends and other important people. Social Marketing Intervention had more effect on children.	Adolescents believe more than children that they can choose to dance, even if it means they have to convince their parents. Social Marketing intervention had no effect on both children and adolescents.	There is no difference between children's and adolescents' intention to join dance activities. Social Marketing intervention had effect on adolescents, and no effect on children.	There is no difference between children's and adolescents' outcome expectancies of joining dance activities. Social Marketing intervention had effect on both children and adolescents.

6.2. The effect of Social Marketing intervention on the relationships between explaining factors and Intention and Outcome Expectancies

Concerning the eight hypotheses formulated based on the model assessed in this research, four of them were related with the effect of the Social Marketing intervention on strengthening the relationships between several determinants and the “Intention to join dance activities” and the other four with the same effect regarding the “Outcome expectancies of joining dance activities”.

6.2.1. Explaining factors and Intention to join dance activities

6.2.1.1. Attitudes and Intention to join dance activities

According to the literature, the negative attitude will likely influence individuals to not perform the behaviour (Ajzen, 1991; Fishbein & Ajzen, 1975; Verkuyten et al., 2020), which means that a positive attitude will likely have an impact on the willingness to participate in some physical activity, as is the case of dance activities (Ajzen et al., 2011; Linder et al., 2017). The prejudice towards boys who dance and prejudice towards dance has been mentioned has an inhibitor for children and adolescents join dance activities (Clegg et al., 2019).

Starting with “Attitudes towards boys who dance” and the “Intention to join dance activities”, the hypotheses H7, H7a and H7b were not confirmed, meaning that these relationships were not statistically different before and after the intervention, despite the positive impact of the Social Marketing intervention on the “Attitudes towards boys who dance” (H1, H1a and H1b were accepted). Following with “Attitudes towards dance” and the “Intention to join dance activities”, hypotheses H8, H8a and H8b were also not confirmed, since these relationships were not statistically different before and after the intervention, despite the positive impact of the Social Marketing intervention on the “Attitudes towards dance” (H2, H2a, and H2b were accepted). Both of these results suggested that the Social Marketing intervention had no impact on the relationship between “Attitudes towards boys who dance” and “Intention to join dance activities”, and on the relationship between “Attitudes towards dance” and the “Intention to join dance activities”.

Such results may be justified, by the fact that, although children’s and adolescents’ attitudes towards boys who dance and towards dance were more positive after the Social Marketing intervention (H1, H1a, H1b, H2, H2a, and H2b were accepted), they may have perceived that they do not have the power of decision in terms of choice of their physical activities, because parents have a determining role regarding that choice (Anderssen & Wold, 1992; Chua, 2015; Holdsworth, 2013). Moreover, since all activities,

including sports, were cancelled due to pandemic situation, children's and adolescents' intention to join dance activities in the next school year may have been affected. Additionally, it is possible that the results may have been different if the measurement of the intention referred to children's and adolescents' intention to support boys who dance, and was measured by items such as: "I intend to defend boys who suffer prejudice", "I intend to respect boys who dance", "I intend not to make fun of boys who dance", and "I would do anything to protect boys who dance from prejudice". This suggested items are in line with other research (Peña et al., 2018; Thijs et al., 2016). In other words, children and adolescents may have reduced prejudice through Social Marketing, as hypotheses H1 and H2 and their sub-hypotheses confirmed, but they may not be interested in practicing this activity due to different factors that we cannot control.

Moreover, as it is suggested in the literature, positive attitudes have more chance to influence intention if individuals perceive high levels of self-efficacy (Ajzen, 2002; Earle et al., 2020; Vries et al., 1988; Yzer, 2007). In this case, only boys' self-efficacy increased after the Social Marketing intervention (H4a was accepted, H4 and H4b were rejected), which can also explain the non-significant effect of the intervention on the relationship between attitudes and intentions.

6.2.1.2. Subjective norms towards dancing and Intention to join dance activities

Sports, including dance, have been divided by gender based on prejudices (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2014), which results in different forms of social pressure for boys not to dance because it is not socially accepted (Klapper, 2017; Lee et al., 1999) and in lack of support to children and adolescents from family, peers and important people (Polasek & Roper, 2011; Risner, 2002b, 2002a, 2007). Thus, the existent subjective norms towards dancing affect the intentions to join dance activities, especially, from boys.

Concerning the relationship between "Subjective norms towards dancing" and "Intention to join dance activities", the hypothesis H11a was confirmed, since the impact of the intervention on this relationship was statistical different for boys and for girls. Specifically, the Social Marketing intervention influenced the relationship between the girls' "Subjective norms towards dancing" and the girls' "Intention to join dance activities", confirming the evidence that positive subjective norms are able to impact the willingness to participate in some physical activity event (Fishbein & Ajzen, 2005; Kim et al., 2019). Thus, the Social Marketing intervention influenced the relationship between the girls' subjective norms towards dancing and the girls' intention to join dance activities, such that the girls' subjective norms were perceived as more supportive and had a higher impact on girls' intentions after the intervention, as expected, since

girls are more positive regarding dance issues (Clegg et al., 2019; Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017). Moreover, this result is in line with the literature that suggests that boys feel less support than girls from important referrals if they intend to participate in dance activities (Klapper, 2017; Risner, 2002b, 2007). Still, it was possible to verify that the Social Marketing intervention had a bigger positive effect on boys' subjective norms towards dancing than on girls' (H3a was accepted). This result may be explained by the boys' preference for other sports (Martins & Cró, 2018; Peixoto & Sousa, 2020), and other factors that we could not control, namely, that although boys' "Subjective norms towards dancing" are more positive after the intervention, they may still rather not joining dance activities. Once again, if the measurement of intention had referred to children's and adolescents' intention to help boys who dance, the results could have been different.

The inexistence of statistical differences before and after the intervention led to rejecting hypotheses H11 and H11b. Despite the positive impact of the Social Marketing intervention on the "Subjective norms towards dancing" (H3, H3a, and H3b were accepted), the Social Marketing intervention did not impact the relationship between "Subjective norms towards dancing" and "Intention to join dance activities", and there were no statistically significant differences between children and adolescents. These results suggest that the subjective norms are a weaker predictor of intention, adding evidence to previous similar suggestions (Barbera & Ajzen, 2020; Earle et al., 2020; Kim et al., 2019; Moan & Rise, 2011; Muralidharan & Sheehan, 2016).

Moreover, the literature indicate that positive subjective norms have a positive influence on intention only if individuals perceived a high level of self-efficacy (Bandura, 1997; Barbera & Ajzen, 2020; Castanier et al., 2013). Thus, although the participants' subjective norms were more positive after the intervention (H3 and H4b were accepted), it did not produce an effect on the self-efficacy (H4 and H4b were rejected), which may help explaining the non-impact of the subjective norms on the intention. In the case of girls, as they already had greater self-efficacy compared to boys, because they are more motivated to dance activities (Anderson et al., 2017; Jakubowska & Byczkowska-Owczarek, 2018; Lovatt, 2011), it may have contributed to the positive impact of the girls' "Subjective norms towards dancing" on the "Intention to join dance activities".

6.2.1.3. Self-efficacy to perform dance activities and Intention to join dance activities

According to the literature, when individuals believe in their capabilities and skills to perform physical activities, their intention to perform them is higher (Bandura, 2004; Peers et al., 2020). Performing dance

activities favour the increase of self-efficacy, which can contribute to increasing the intention to join dance activities (Peng et al., 2020).

However, in this research, the Social Marketing intervention did not have an impact on the relationship between the “Self-efficacy to perform dance activities” and the “Intention to join dance activities”, indicating the rejection of hypotheses H13, H13a, and H13b. Possible justifications for these results may be linked with the fact that, at their age, children’s and adolescents’ intention to participate in dance activities or other activities is influenced by several factors, namely, their parents role in those decisions (Anderssen & Wold, 1992; Chua, 2015; Holdsworth, 2013), the existence of other sports preferences (Martins & Cró, 2018; Peixoto & Sousa, 2020; Pinheiro, 2012), and other factors that we could not control. Other possible justifications may have to do with the difficulty of having a dance class online and of learning and performing dance with lack of physical conditions that favour the learning of dance steps by children and adolescents (Heyang & Martin, 2020; Simamora, 2020), among other factors that we do not control, which may have made difficult to increase self-efficacy to perform dance and the consequent interest of children and adolescents to join dance activities.

Particularly in the case of boys, even though the Social Marketing increased their “Self-efficacy to perform dance activities” (H4a was accepted) and their “Intention to join dance activities” (H5a was accepted), the Social Marketing intervention was not effective enough to impact the relationship between the boys’ “Self-efficacy to perform dance activities” and the boys’ “Intention to join dance activities”. This can be justified by the fact that participants were performing the dance steps in their homes, in the presence of their relatives and it may have inhibited them. Moreover, the lack of physical and spatial conditions in their homes may have affected the effective performance of the dance steps, contributing to the non-increase of the intention to participate in dance activities. Thus, these facts can hinder the relationship between self-efficacy and the intention to practice dance.

6.2.1.4. Summary of the relationships between explaining factors and Intention to join dance activities

Table 107 synthetises the results from the hypotheses testing that include the construct “Intention to join dance activities”. Of the four general hypotheses, from which eight sub-hypotheses arose, only one hypothesis was confirmed. That is, only H11a passed the PLS-MGA test, namely, was confirmed that the Social Marketing intervention’s effect was significantly different for boys and girls on the relationship between “Subjective norms towards dancing” and “Intention to join dance activities”, such that the impact of girls’ positive subjective norms on the girls’ intention was higher after the intervention.

Table 107 - Summary of the hypotheses testing that include the construct “Intention to join dance activities”

Research Hypotheses	Status
H7: A Social Marketing intervention influences the relationship between the attitudes towards boys who dance and the intention to join dance activities, such that the impact of positive attitudes on the intention to join will be higher after the intervention.	Rejected
H7a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Rejected
H7b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected
H8: A Social Marketing intervention influences the relationship between the attitudes towards dance and the intention to join dance activities, such that the impact of positive attitudes towards dance on the intention to join dance activities will be higher after the intervention.	Rejected
H8a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Rejected
H8b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected
H11: A Social Marketing intervention influences the relationship between the subjective norms towards dancing and the intention to join dance activities, such that the subjective norms will be perceived as more supportive and have a higher impact on the intention of join dance activities after the intervention.	Rejected
H11a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Accepted
H11b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected
H13: A Social Marketing intervention influences the relationship between the self-efficacy to perform dance activities and the intention to join dance activities, such that the impact of self-efficacy to perform dance activities on the intention to join will be higher after the intervention.	Rejected
H13a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Rejected
H13b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected

6.2.2. Explaining factors and Outcome expectancies of joining dance activities

6.2.2.1. Attitudes and Outcome expectancies of joining dance activities

According to the literature, positive attitudes are positively associated with outcome expectancies (Zosuls et al., 2011). Prejudice has become a form of pressure, which translates into a negative perception of the consequences of practising dance (Lehikoinen, 2006). Thus, a positive attitude will likely have an impact on the outcome expectancies (Bandura, 1998, 2001; Schwarzer & Luszczynska, 2005).

As for the hypotheses related with the effect of the Social Marketing intervention on the relationship between the “Attitudes towards boys who dance” and “Outcome expectancies of joining dance activities”, the hypothesis H9b was confirmed, since there were statistical differences between children and adolescents regarding the impact of the intervention on this relationship. Specifically, the Social Marketing intervention influenced the relationship between the children’s “Attitudes towards boys who dance” and the children’s “Outcome expectancies of joining dance activities”, corroborating the evidence that positive outcome expectancies of joining dance activities are positively related with positive attitudes (Lehikoinen, 2006). Thus, the impact of positive “Attitudes towards boys who dance” on the “Outcome expectancies of joining dance activities” was higher after the intervention with children, corroborating evidences from the literature that individuals will be less reluctant to perform a certain behaviour if they realize that they will get the desired result from performing that behaviour (Terry & O’Leary, 1995). Consequently, the Social Marketing intervention influenced the relationship between the children’s attitudes towards boys who dance and the children’s outcome expectancies of joining dance activities, such that their attitudes towards boys who dance were more positive and had a higher impact on children’s outcome expectancies after the intervention, which is a relevant contribution of this study.

Concerning the other hypotheses related with the effect of the Social Marketing intervention on the relationship between the “Attitudes towards boys who dance” and “Outcome expectancies of joining dance activities”, the results led us to reject hypotheses H9 and H9a, meaning that these relationships were not statistically different before and after the intervention, despite the positive impact of the Social Marketing intervention on the “Attitudes towards boys who dance” (H1 and H1a were accepted) and on the “Outcome expectancies of joining dance activities” (H6 and H6a were accepted), and contrary to the evidences in the literature (Lehikoinen, 2006; Zosuls et al., 2011).

Concerning the hypotheses related with the effect of the Social Marketing intervention on the relationship between the “Attitudes towards dance” and “Outcome expectancies of joining dance activities”, we rejected the hypotheses H10a and H10b, since these relationships were not statistically different before and after the intervention, despite the positive impact of the Social Marketing intervention on the “Attitudes towards dance” (H2a and H2b were accepted) and on the “Outcome expectancies of joining dance activities” (H6 and H6a were accepted), and the evidences from the literature (Lehikoinen, 2006; Zosuls et al., 2011). Statistical differences between children and adolescents were indeed found regarding the impact of the intervention on “Attitudes towards dance” and “Outcome expectancies of joining dance activities”. However, this relationship was weaker after the Social Marketing intervention, against what we predicted based on the literature (Lehikoinen, 2006; Zosuls et al., 2011), and the

achieved positive impact of the Social Marketing intervention on the “Attitudes towards dance” (H2 was accepted) and on “Outcome expectancies of joining dance activities” (H6b was rejected because the intervention got impact in both children and adolescent and not only in children), which led us to reject the hypothesis H10. Moreover, the social approval and disapproval can be forms of outcome expectancy (Bandura, 2004) and the existence of a prejudice towards boys who dance can be a justification for children and adolescents recognising less the dance benefits (Crawford, 1994).

6.2.2.2. Subjective norms and Outcome expectancies of joining dance activities

The existing norms about masculinity (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2014) lead to negative perceptions of the consequences of practising dance (Lehikoinen, 2006), and may motivate individuals to engage in other behaviours with expected positive consequences (Chiu et al., 2006). Therefore, by enhancing perceptions on subjective norms, it would be expected that outcome expectancies would change. However, concerning the hypotheses related with the effect of the Social Marketing intervention on the relationship between “Subjective norms towards dancing” and the “Outcome expectancies of joining dance activities”, hypotheses H12, H12a and H12b were not confirmed, since these relationships were not statistically different before and after the intervention, despite the positive impact of the Social Marketing intervention on the “Subjective norms towards dancing” (H3, H3a, and H3b were accepted) and on the “Outcome expectancies of joining dance activities” (H6 and H6a were accepted, H6b was rejected because the intervention affected both groups). According to the literature, the existing masculinity norms has become a form of pressure that translates into negative perceptions about the consequences of practicing dance (Lehikoinen, 2006), which may justify these results. Other possible justifications may be related to the fact that dance is associated with characteristics often related with women (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2014) and, at the same time, individuals tend to engage in behaviours, which consequences that are expected to be favourable (Chiu et al., 2006). Maybe the prejudice was reduced at one point but there is still much work to be done in order to eliminate prejudice.

6.2.2.3. Self-efficacy and Outcome expectancies of joining dance activities

Finally, concerning the hypotheses related with the effect of the Social Marketing intervention on the relationship between “Self-efficacy to perform dance activities” and the “Outcome expectancies of joining dance activities”, the hypothesis H14a was confirmed, since there were statistical differences between

boys and girls regarding the impact of the intervention on this relationship. Specifically, the Social Marketing intervention influenced the relationship between girls' "self-efficacy to perform dance activities" and their "Outcome expectancies of joining dance activities", corroborating the evidence that self-efficacy influences behaviour through outcome expectancies (Bandura, 1982; Williams et al., 2005). Thus, the impact of positive "Self-efficacy to perform dance activities" on the "Outcome expectancies of joining dance activities" was higher after the intervention on girls, supporting evidences from the literature, namely: i) the existence of gender differences in the perceived outcome expectancies (Crawford, 1994; Hanna, 1995; Lovatt, 2011); ii) the fact that girls have developed competences and skills which allow them to perceived better the benefits of dancing (Jakubowska & Byczkowska-Owczarek, 2018; Pennington & Nelson, 2020; Sanderson, 1996); and iii) the fact that girls perceive more positively than boys both the benefits of dance (Garrett & Wrench, 2018; Holdsworth, 2013) and the self-efficacy to perform dance activities (Lee et al., 1999; Lovatt, 2011). Consequently, the Social Marketing intervention influenced the relationship between girls' self-efficacy to perform dance activities and girls' outcome expectancies of joining dance activities, such that their perceived self-efficacy increased and had a higher impact on their outcome expectancies after the intervention, which is a relevant contribution of this research.

As for the remaining hypotheses related with the effect of the Social Marketing intervention on the relationship between "Self-efficacy to perform dance activities" and the "Outcome expectancies of joining dance activities" H14 and H14b were not confirmed, since there were not statistical differences in these relationships before and after the intervention. However, before and after the intervention, this relationship was significant ($p \leq 0.001$).

6.2.2.4. Summary of the relationships between explaining factors and Outcome expectancies of joining dance activities

Table 108 synthetises the results from the hypotheses testing that include the construct “Outcome expectancies of joining dance activities”.

Table 108 - Summary of the hypotheses testing that include the construct “Outcome expectancies of joining dance activities”

Research Hypotheses	Status
H9: A Social Marketing intervention influences the relationship between the attitudes towards boys who dance and the outcome expectancies of joining dance activities, such that the impact of negative attitudes towards boys who dance on the outcome expectancies of joining dance activities will be lower after the intervention.	Rejected
H9a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Rejected
H9b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Accepted
H10: A Social Marketing intervention influences the relationship between the attitudes towards dance and the outcome expectancies of joining dance activities, such that the impact of positive attitudes towards dance on the outcome expectancies of join will be higher after the intervention.	Rejected
H10a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Rejected
H10b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected
H12: A Social Marketing intervention influences the relationship between the subjective norms towards dancing and the outcome expectancies of joining dance activities, such that the subjective norms towards dancing will be perceived as more supportive and have a higher impact on outcome expectancies of joining dance activities after the intervention.	Rejected
H12a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Rejected
H12b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected
H14: A Social Marketing intervention influences the relationship between the self-efficacy to perform dance activities and the outcome expectancies of joining dance activities, such that the impact of self-efficacy to perform dance activities on the outcome expectancies of joining dance activities will be higher after the intervention.	Rejected
H14a: The impact of the Social Marketing intervention on this relationship will be significantly different for boys and girls.	Accepted
H14b: The impact of the Social Marketing intervention on this relationship will be significantly different for children and adolescents.	Rejected

Of the four general hypotheses, from which eight sub-hypotheses arose, two hypotheses were confirmed. That is, H9b and H14a passed the PLS-MGA test, specifically, it was confirmed that the Social Marketing intervention had a significantly different effect: i) for children and adolescents on the

relationship between “Attitudes towards boys who dance” and “Outcome expectancies of joining dance activities”, such that the impact of children’s attitudes on their outcome expectancies was higher after the intervention; and ii) for boys and girls on the relationship between “Self-efficacy to perform dance activities” and “Outcome expectancies of joining dance activities”, such that the impact of positive girls’ self-efficacy on their outcome expectancies was higher after the intervention.

6.2.3. Summary of the effect of Social Marketing on the relationship between explaining factors and Intention and Outcome expectancies

The results, summarised in the Table 109, reveal that the Social Marketing intervention was effective in three relationships, having produced the expected result.

Table 109 - The effect of Social Marketing on the relationship between explaining factors and Intention and Outcome expectancies

	ATTb -> INT	ATTd -> INT	SN -> INT	SE -> INT
Differences between Before and After Social Marketing Intervention	No effect	No effect	No effect	No effect
Differences between Boys and Girls	No effect	No effect	Girls’ subjective norms have a higher impact on girls’ intention.	No effect
Differences between Children and Adolescents	No effect	No effect	No effect	No effect
	ATTb -> OE	ATTd -> OE	SN -> OE	SE -> OE
Differences between Before and After Social Marketing Intervention	No effect	Attitudes towards dance have a lower impact on outcome expectancies.	No effect	No effect
Differences between Boys and Girls	No effect	No effect	No effect	Girls’ self-efficacy have a higher impact on girls’ outcome expectancies.
Differences between Children and Adolescents	Children’s attitudes towards boys who dance have a higher impact on the children’s outcome expectancies.	No effect	No effect	No effect

7. Conclusion and contributions for the knowledge on the effectiveness of Social Marketing interventions

The power of Social Marketing to solve social problems is recognized (Peattie & Peattie, 2009; Thackeray et al., 2012). Prejudice is one of such social problems that Social Marketing may help to reduce (Campbell & Brauer, 2020; Neto, 2020). Specifically, intervention to reduce prejudice are needed (Garrett & Wrench, 2018; Sanderson, 1996, 2001). Thus, the use of Social Marketing tools to fight prejudice towards boys who dance is an opportunity to accomplish such purpose while also allowing to analyse the role of the Social Marketing interventions outside the health field, where it has been most often applied (Bogueva et al., 2017; Gordon et al., 2006; Peattie & Peattie, 2009; Thackeray et al., 2012).

Through an experimental study, we applied a Social Marketing intervention designed to reach a target audience of children and adolescents aged between 10 and 16 years old to reduce the prejudice towards boys who dance. Although there are more girls than boys involved in dance activities (Garrett & Wrench, 2018; Holdsworth, 2013), we decided to intervene in both boys and girls, since we intended to boost the motivation for social change by acting in heterogeneous groups (Brandt & Crawford, 2019). This study, which followed an experimental design, involved three different stages, namely: i) the first application of the questionnaires to assess the level of prejudice, subjective norms towards dancing, self-efficacy to perform dance activities, intention to join dance activities, and outcome expectancies of joining dance activities; ii) the application of the Social Marketing intervention in the experimental group; and iii) the second application of the questionnaires similar to the first ones, to measure whether the Social Marketing intervention produced any effect on the target groups. Thus, the main objective was to compare the results before the Social Marketing intervention with the results after this intervention. More specifically, the study reported in this third Essay attempted to contribute to a deeper understanding of how different subdimensions of the Theory of Planned Behaviour ("Attitude towards boys who dance", "Attitude towards dance", and "Subjective norms towards dancing") and Social Cognitive Theory ("Self-efficacy to perform dance activities") impact on the "Intention to join dance activities" and on the "Outcome expectancies of joining dance activities". To our best knowledge, there are no previous studies focusing on this type of prejudice that use these two theories.

Based on the literature and on the results of the studies presented in the first and the second Essays, we develop and tested a model capturing the relationships. To test these relationships, we started from an experimental design in which two groups (control and experimental) were examined before and after a specific Social Marketing intervention. This research design gives a contribution, by responding to calls to use of theory and experiments in this field (David & Rundle-Thiele, 2018; Gordon et al., 2016; Rundle-

Thiele et al., 2019). With the results of this experimental study we intended to assess the effectiveness of the Social Marketing intervention, which represents the most important component of Social Marketing (Helmig & Thaler, 2010) but also the most difficult to measure (Gordon et al., 2006; Peattie & Peattie, 2003).

The Social Marketing intervention produced a number of effects within the experimental group that were not observed in the control group, which represent one important conclusion of the research' results. Empirical evidence for the effectiveness of Social Marketing was found to reduce prejudice towards dance and towards boys who dance. This result is a contribution of the potentialities of Social Marketing besides health context (Bogueva et al., 2017; Gordon et al., 2006; Peattie & Peattie, 2009; Thackeray et al., 2012) and a contribution for the prejudice area (Campbell & Brauer, 2020).

Comparing the results before and after the intervention, we identified several differences. The results suggested that children's and adolescents' negative "Attitudes towards boys who dance" were reduced, and children's and adolescents' positive "Attitudes towards dance" were increased. Moreover, after the intervention, children and adolescents increase their positive "Subjective norms towards dancing", their "Intention to join dance activities" and their "Outcome expectancies of joining dance activities". However, the Social Marketing intervention was not effective in increasing the "Self-efficacy to perform dance activities". Therefore, more research needs to be undertaken.

In general, concerning gender differences, we verified that girls are more positive towards dance' issues, confirming previous evidences from literature (Biswal, 2019; Buck & Turpeinen, 2016; Clegg et al., 2019; Jakubowska & Byczkowska-Owczarek, 2018; Pennington & Nelson, 2020). Compared to boys, girls have less prejudice towards boys who dance and less prejudice towards dance. Girls feel more support if they intend to join dance activities and they believe more in their capabilities to perform dance activities. Girls also higher intention to join dance activities, and more positive perceptions about the outcome expectancies of joining dance activities. However, the Social Marketing intervention had more effect on boys than on girls. Namely, after the intervention, boys: i) reduced more the prejudice towards boys who dance; ii) reduced more prejudice towards dance; and iii) increased more positive subjective norms towards dancing. Moreover, the Social Marketing intervention did not have any significant effect on girls' self-efficacy, girls' intention to join dance activities, and girls' outcome expectancies of joining dance activities, contrary to boys. More specifically, after the intervention, boys increased their self-efficacy to perform dance activities, their intention to join dance activities, and their outcome expectancies of joining dance activities.

The study also found several differences between children and adolescents. On the one hand, compared to adolescents, children have less prejudice towards boys who dance, less prejudice towards dance and believe they have more support from family, friends and other important people, corroborating the insights that prejudice is more evident in oldest ages (Killen, 2007; Rutland & Killen, 2015; Sanderson, 2001). By other side, on average, comparing with children, adolescents believe more that they can choose to dance, even if it means they have to convince their parents, contributing to the idea that adolescents are more independent in the decision-making process (McKeown & Nelson, 2018). However, we did not find differences between children's and adolescents' intention to join dance activities, and between children's and adolescents' outcome expectancies of joining dance activities, indicating that intention and outcome expectancies are not influenced by age (level of development) as is suggested in literature (Gard, 2003; Hanna, 1995; Lovatt, 2011). We also identified some differences between children and adolescents after the intervention. The Social Marketing intervention had an effect on children's attitudes towards boys who dance, but no effect on adolescents' attitudes towards boys who dance. Children's attitudes towards dance and children's subjective norms towards dancing had higher positive impact comparing with those of adolescents. Moreover, Social Marketing intervention had an effect on adolescents' intention to join dance activities, but no effect on children's intention to join dance activities. Concerning the outcome expectancies of joining dance activities, the Social Marketing intervention had a positive effect on both children and adolescents. Finally, regarding self-efficacy to perform dance activities, the Social Marketing intervention had no effect.

The effects of the Social Marketing intervention on the relationship between explaining factors and both intentions and outcome expectancies were also target of analysis. First, we identify a positive effect of the Social Marketing intervention on the relationship between girls' subjective norms and girls' intention, confirming previous suggestions from the literature (Fishbein & Ajzen, 2005; Kim et al., 2019). Second, we found a positive effect of the Social Marketing intervention on the relationship between children's attitudes towards boys who dance and children's outcome expectancies, confirming insights from the literature (Terry & O'Leary, 1995). Third, we verified a positive effect of the Social Marketing intervention on the relationship between girls' self-efficacy and girls' outcome expectancies, in line with findings from previous research (Crawford, 1994; Hanna, 1995; Lovatt, 2011).

The research presented in the third, and last Essay of this thesis, following an experimental design, allowed to explore changes in the children's and adolescents' attitudes towards boys who dance, attitudes towards dance, subjective norms towards dancing, self-efficacy to perform dance activities, intention to join dance activities and outcome expectancies of joining dance activities. The results suggest a positive

impact of the Social Marketing intervention, contributing to the Social Marketing field, particularly to the knowledge on the effectiveness of Social Marketing interventions.

V. Limitations and suggestions for future research

The research is not without limitations and suggestions can be presented for future research. First, even though the Social Marketing field calls for application of experimental studies (David & Rundle-Thiele, 2018; Evans et al., 2014), these studies are difficult to implement, mainly because there are many factors that we cannot control (Geller, 1989; Gordon et al., 2006; Podsakoff & Podsakoff, 2019). First, the selection of the sample and the attribution of participants to the experimental and control groups could not be made randomly, due to the pre-existence of groups (classes), which means that the study had to follow quasi-experimental design due to non-randomly selection of the samples (Campbell & Stanley, 2015; Grimshaw et al., 2000; Habibi et al., 2018; Podsakoff & Podsakoff, 2019). Even though the equivalence between experimental and control groups is also not guaranteed in experimental design with sample randomization, it is less so in quasi-experimental designs (Biggs et al., 2014).

Second, this Social Marketing intervention was conducted in just one city of Portugal, therefore the findings may not be possible to generalise to other cities or countries. These findings must, therefore, be interpreted as a preliminary evidence that a Social Marketing intervention may allow to intervene in social problems, as it is the case of prejudice. As culture plays an important role in the development and persistence of prejudice (Allport et al., 1954), expanding this research to other countries, could be relevant. Moreover, attitudes towards boys who dance are rooted in social and cultural beliefs about gender roles regarding some activities (Clegg et al., 2019; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017). This study was developed in a western culture country, where sports are predominantly associated with football, which was historically stereotyped as a male activity (Martins & Cró, 2018; Pinheiro, 2012), and dance is viewed as a feminine cultural practice (Richardson, 2018). Thus, a cross-cultural study could be relevant to assess such influences. Another possible influence that would benefit from further exploration is the general social view of dance. The use of the term "sport" instead of "art" to categorize the dance activity has been presented as an attempt to attract more male practitioners (Buck & Turpeinen, 2016). In this context, schools may also have an important role. The fact that most schools do not promote dance activities as a school sport or in physical education classes, has a strong influence on children's and adolescents' preferences and choices (Gard, 2003; Holdsworth, 2013). Additionally, the way dance, and particularly boys who dance, are seen within different cultural contexts may also be important to consider, as culture plays an important role in the development and persistence of prejudice (Allport, 1954).

Third, due to the covid-19 pandemic situation, we had to face several limitations in the collection process. In fact, it was a great challenge to convert the intervention, initially planned to be implemented

face-to-face, to an online format. Some differences found in the control group, could be explained by the fact the intervention occurred in an online environment, where children and adolescents may interchange information more easily. Thus, applying the designed intervention in a face-to-face context, can be also required, in order to compare the levels of Social Marketing effectiveness, considering the intervention implementation medium.

Forth, confirming whether the desired behaviour was effectively adopted is one of the other ways of measuring the effectiveness of the Social Marketing campaign (Firestone et al., 2017). Our intention was to measure the actual enrolment in dance activities by making a new questionnaire at the end of the first period of the following year. However, due to the covid-19 pandemic, sports activities in Portugal, as in other parts of the world, were cancelled, including dance activities or were limited to professional practitioners.

Fifth, in the exploratory research, the number of respondents was limited and future research may need to deepen the information to understand better which variables may impact on the intention to join dance activities. Therefore, we suggest that, in future studies, the measurement of intentions should not be made at the level of joining dance activities but considering anti-prejudice behaviours. More specifically, studies could try to assess children's and adolescents' intentions to help boys who dance, by respecting them, defending and protecting them from damaging comments and negative behaviours from others (Peña et al., 2018; Thijs et al., 2016).

Sixth, the existence of social desirability on the answers occurs when individuals give an answer based on the social norm instead of the real situation (Krumpal, 2013; Sjöström & Holst, 2002). In this research, although participants were informed that their responses would be anonymous and confidential, the nature of topic may have led to providing socially desirable responses. In the case of the questionnaires, the answers were formulated in a very personal register, which may have led them to give a socially accepted answer instead of what they really thought (Krumpal, 2013). More specifically, as prejudice is a sensitive topic (Hoffmann & Musch, 2019), children and adolescents may have not wanted to openly assume a prejudice view. Another difficulty, particularly in the case of the interviews, was that the interviewed children and adolescents often referred to what others thought and not what they truly believed for the individuals (Smith et al., 2019).

Seventh, the results show that the intervention was more effective in children than in adolescents, in coherence with the evidence from the literature suggesting that prejudice must be tackled earlier (Allport & Kramer, 1946; Killen, 2007; Rutland & Killen, 2015). We recommend that in future research implements a Social Marketing intervention both on children with ages from 6 to nine years old and on

children from 10 to 12 years old to compare the effectiveness of the intervention. Moreover, when the differences between the Social Marketing intervention effects on the children's and adolescents' groups are explored, was concluded that they had similarities but also significant differences. These mixed results suggest that a Social Marketing intervention that is more adapted to the different targets may be beneficial. This study contributes to the work of educators and policymakers by suggesting that prejudice regarding some physical activities should be tackled differently at different ages and that earlier ages are more susceptible to change attitudes. Yet, future research should include younger children than those who participated in this study, to further explore this conclusion.

Eighth, the duration of the intervention may be another possible limitation, since we did not find any empirically based guideline for the optimal intervention duration. Thus, our choice for intervention duration was made considering cost factors and the timeline of the research, following the same criteria applied in other studies (Clapp et al., 2003). However, as changing attitudes and even more so, behaviour, is a hard task, one may assume that a longer intervention could have produced better results. Future studies can also compare the effectiveness of Social Marketing Interventions of different durations.

Ninth, the use of both theories, the Theory of Planned Behaviour and the Social Cognitive Theory, may also have contributed to some incongruent results, since the Theory of Planned Behaviour has been used in interventions with individuals not yet motivated to perform a certain behaviour and the Social Cognitive Theory has been used when positive outcome expectancies are already perceived by individuals (Hardeman et al., 2002).

Tenth, future works may use follow-up interviews that could provide explanations for the experimental findings and provide insights to the Social Marketing intervention.

Eleventh, future consumer research can be done to study the fathers, as main influencers in the prejudice addressed by this research, in order to develop a Social Marketing intervention for this target only or in addition to that of children and adolescents.

Twelfth, perceived self-efficacy, which is influenced by socio-structural factors –, consisting of economic conditions, socioeconomic status, educational structure, and family status, – may indirectly influence behavioural effects (Bandura, 2001). These factors were not included in this study, but they might be relevant to understand the Social Marketing intervention's effectiveness.

VI. Overall concluding remarks

The assessment of the effectiveness of Social Marketing has been pointed out as an important unsolved issue of the field (Helmig & Thaler, 2010). In fact, Social Marketing effectiveness has been presented as one of the its biggest challenges (Gordon et al., 2006; Peattie & Peattie, 2003). The multidisciplinary approach to Social Marketing (Lefebvre, 2011), the lack of use of Marketing terminology (Peattie & Peattie, 2003), and the lack of use of the name of Social Marketing in interventions (Andreasen, 2002; Glenane-Antoniadis et al., 2003) have contributed to a fragmented area of research without consolidation (Almestahiri et al., 2017; Thackeray et al., 2012). The requirement of using Social Marketing's own terminology (Almestahiri et al., 2017; Janssen et al., 2013; Peattie & Peattie, 2003; Thackeray et al., 2012) and the need of using theory and rigour have been highlighted in the literature (Gordon et al., 2016; Rundle-Thiele et al., 2019). The use of benchmarking criteria (Almestahiri et al., 2017) as key to reach effective results and the need to test this effectiveness outside the health area (Bogueva et al., 2017; Gordon et al., 2006; Thackeray et al., 2012) are also topics that require further attention. If, on the one hand, it is also its greatest challenge (Andreasen, 2002; Almestahiri et al., 2017; Rundle-Thiele, 2015).

To contribute to the development of the Social Marketing field, particularly to the knowledge about the effectiveness of Social Marketing interventions, this research was designed to address a specific social problem, outside the health area, following the Social Marketing benchmarks, using Social Marketing specific name and terminology and using a mixed methods approach under the name of Social Marketing. Prejudice, the elected social problem to address, has harmful consequences for human development (Abrams & Killen, 2014; Benner & Graham, 2013; Killen et al., 2011) and interventions to tackle this social problem are required (Forscher et al., 2017; Koller & Stuart, 2016; Salzman & D'Andrea, 2001). Social Marketing has been pointed out as a promising framework to design interventions to deal with prejudice (Campbell & Brauer, 2020). Currently, gender inequalities still exist (Carmel, 2019). Compared to men, women have been a bigger target of discrimination, consequently, have been the focus of most research (Koehler, 2016). This research, however, focuses on the less approached gender discrimination, the one that target male dancers, the prejudice towards boys who dance and that prevents them from enjoying the benefits of dancing (Buck & Turpeinen, 2016; Crawford, 1994). Thus, our research is innovative much as it intends to balance the role of men with that of women. Moreover, this research appears to be the first in the Social Marketing field to investigate prejudice towards boys who dance by applying systematically and quantitatively the Theory of Planned Behaviour and Social Cognitive Theory, providing contributions for academics, practitioners and public policy.

Following the consumer research benchmark (Malhotra & Peterson, 2001; Novelli & Bloom, 1981), first, an exploratory qualitative study was carried out (first Essay) based on in-depth interviews that allowed greater and deeper knowledge of the prejudice towards boys who dance, the target audience, and to test some of Social Marketing intervention strategies (Kotler & Zaltman, 1971; Stebbins, 2001). The main conclusions of this exploratory study are in line with the evidence of the existing literature. We found negative attitudes towards boys who dance, which offers additional confidence to support future Social Marketing interventions (Clegg et al., 2019; Gard, 2003; Jadranka et al., 2012; Jakubowska & Byczkowska-Owczarek, 2018; Klapper, 2017; Lee et al., 1999; Polasek & Roper, 2011; Risner, 2002a, 2002b, 2014). In the first Essay we identify categories of prejudice towards boys who dance, in accordance with literature, namely: i) gender attribution of sports activities (Gard, 2003; Jakubowska & Byczkowska-Owczarek, 2018; Sanderson, 2001), ii) association to femininity and homosexuality (Craig, 2013; Risner, 2002b, 2002a), and iii) social exclusion/ harassment of boys who dance (Polasek & Roper, 2011; Risner, 2014). Additionally, the study reported in the first Essay allowed the identification of some suitable tools to achieve prejudice reduction, such as: i) trial dance lessons for children and adolescents; ii) campaigns in schools; iii) advertising/media ; iv) dance shows; v) talks/meetings to give voice to boys who dance; vi) dance shows with boys; vi) dance lesson offers in schools; vii) online dance lessons; viii) dissemination of knowledge about different types of dance; ix) dissemination of knowledge about boys who dance; x) posters; xi) dance rewards; xii) and online videos with boys dancing.

In the second Essay we present the design process of a theory-based intervention targeting children and adolescents, to fight the prejudice towards boys who dance. In line with the literature (Kok, 2014; Kok et al., 2016), and drawing on the Theory of Planned Behaviour (Ajzen, 1991), we used the following methods: i) belief selection; ii) anticipated regret; iii) information about others approval; iv) and shifting focus. Based on the Social Cognitive Theory (Bandura, 2001), we used different methods, namely: i) modelling; ii) active learning; iii) facilitation; iv) verbal persuasion; and v) reinforcement. At this stage we were able to build knowledge on the children's and adolescents' perceptions about the materials used.

The measurement of the effect of the Social Marketing intervention was the focus of the third Essay. The current study provides evidence suggesting that a Social Marketing intervention may be effective when Social Marketing benchmark criteria are considered in the design of the program, since the results showed that Social Marketing can change children's and adolescents' attitudes towards boys who dance.

The results of the study have relevance for marketing theory and practice. From a theoretical perspective, this study confirms the important role of Social Marketing in developing and implementing interventions to address social problems. Taken as a whole, the results of the study confirm that the

reduction of prejudice towards boys who dance can be attained from a marketing perspective, and that interventions can positively impact children's and adolescents' intention to join dance activities.

A methodological contribution was also made through the use of the experimental design, responding to calls for the application of experiments in the Social Marketing field (David & Rundle-Thiele, 2018). The use of mixed methods, combining the qualitative and quantitative approaches, is yet another contribution for the Social Marketing field (Gordon et al., 2016). In terms of data analysis, this study used partial least squares–structural equation modelling (PLS-SEM), which, to our best knowledge, is the first in Social Marketing field using these methods of analysis.

Several challenges arose throughout the investigation, either due to the nature of the study itself or due to the difficulties associated to the implementation of an experimental study. Experimental studies have been required in the area of Social Marketing, but their implementation is very demanding. The management of the factors that could influence the results was quite challenging, from the first exploratory analysis, in which the lack of rigour could condition the entire design of the intervention, to the data collection in the experimental study, from a very large and young audience. In addition to this complexity, the worldwide Covid-19 pandemic arose, hindering the execution of the planned data collection and Social Marketing implementation, within an experimental design. Initially, the intervention had been designed for a face-to-face application and, as a result of the pandemic, all the contents already designed, programmed, prepared and partially implemented had to undergo a transformation to adapt to the digital format. Even without guarantees of being able to apply the intervention, giving up was not in the plans. The intervention was redesigned to fit the digital format, involving new costs, such as with video production. Also, the messages and all the materials initially planned had to be readjusted. In addition to our theoretical purposes, we knew that the intervention had to be appealing, from a practical point of view for schools and participants, so that it could be accepted, specially amid a pandemic that created new demands for the teaching system. The objectives of the investigation and the intervention, along with the prepared digital content, were presented to the majority of the schools in the city of Braga and two schools in Porto. Even though we contacted all of these schools, we only managed a final sample of 436 children and adolescents. Undoubtedly, data collection was the most difficult task and to carry out a study with an experimental design in these conditions was quite an achievement.

Although this study provided several contributions to the field, there is still much to be done. Future research should seek to investigate the effectiveness of the designed Social Marketing intervention to reduce the prejudice towards boys who dance in other cities and countries. The steps that guided the intervention should also be followed to build more confidence on the results about the effectiveness of

the Social Marketing intervention by including the recommendations offered following the studies presented in this thesis. The finding that the marketing intervention had an effect on many of the variables studied, but had little effect on the relationships of the proposed model, should be explored in future studies. The difficulties in controlling all the influences that a study of this magnitude entails, may justify carrying out future investigations with smaller samples, but easier to manipulate from an experimental point of view.

VII. References

- AASM, ISMA, & ESMA. (2013). Consensus definition of social marketing. Available: http://www.i-socialmarketing.org/assets/social_marketing_definition.pdf (Accessed 20-04-2020)
- Abacioglu, C. S., Zee, M., Hanna, F., Soeterik, I. M., Fischer, A. H., & Volman, M. (2019). Practice what you preach: The moderating role of teacher attitudes on the relationship between prejudice reduction and student engagement. *Teaching and Teacher Education*, 86, 102887. <https://doi.org/10.1016/j.tate.2019.102887>
- Abraham, C., & Michie, S. (2008). A taxonomy of behavior change techniques used in interventions. *Health Psychology*, 27(3), 379–387. <https://doi.org/10.1037/0278-6133.27.3.379>
- Abrams, D., & Killen, M. (2014). Social exclusion of children: Developmental origins of prejudice. *Journal of Social Issues*, 70(1), 1–11. <https://doi.org/10.1111/josi.12043>
- Ajzen, I. (1989). Attitude structure and function. In *Attitude Structure and Behaviour* (pp. 241–274). Lawrence Erlbaum Associates.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, I. (2001). Nature and operation of attitudes. *Annual Review of Psychology*, 52(1), 27–58. <https://doi.org/10.1146/annurev.psych.52.1.27>
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665–683. <https://doi.org/10.1111/j.1559-1816.2002.tb00236.x>
- Ajzen, I. (2015). The theory of planned behaviour is alive and well, and not ready to retire: A commentary on Sniehotta, Priesseu, and Araújo-Soares. *Health Psychology Review*, 9(2), 131–137. <https://doi.org/10.1080/17437199.2014.883474>
- Ajzen, I., & Fishbein, M. (2000). Attitudes and the attitude-behavior relation: reasoned and automatic processes. *European Review of Social Psychology*, 11(1), 1–33. <https://doi.org/10.1080/14792779943000116>
- Ajzen, I., Joyce, N., Sheikh, S., & Cote, N. G. (2011). Knowledge and the prediction of behavior: The role of information accuracy in the theory of planned behavior. *Basic and Applied Social Psychology*, 33(2), 101–117. <https://doi.org/10.1080/01973533.2011.568834>
- Albarracín, D., Gillette, J. C., Earl, A. N., Glasman, L. R., Durantini, M. R., & Ho, M. (2005). A test of major assumptions about behavior change: A comprehensive look at the effects of passive and active HIV-prevention interventions since the beginning of the epidemic. *Psychological Bulletin*, 131(6), 856–897. <https://doi.org/10.1037/0033-2909.131.6.856>
- Albuja, A. F., Sanchez, D. T., & Gaither, S. E. (2019). Identity questioning: antecedents and consequences of prejudice attributions. *Journal of Social Issues*, 75(2), 515–537. <https://doi.org/10.1111/josi.12322>

- Alharahsheh, H. H., & Pius, A. (2020). A Review of key paradigms: Positivism vs interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39–43.
- Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- Allport, G. W., & Kramer, B. M. (1946). Some roots of prejudice. *Journal of Psychology*, 22(1), 9–39. <https://doi.org/10.1080/00223980.1946.9917293>
- Almestahiri, R., Rundle-Thiele, S., Parkinson, J., & Arli, D. (2017). The use of the major components of social marketing. *Social Marketing Quarterly*, 23(3), 232–248. <https://doi.org/10.1177/1524500417704813>
- Anderson, S. D., Leyland, S. D., & Ling, J. (2017). Gender differences in motivation for participation in extra-curricular dance: Application of the theory of planned behaviour. *Research in Dance Education*, 18(2), 150–160. <https://doi.org/10.1080/14647893.2017.1330325>
- Anderssen, N., & Wold, B. (1992). Parental and peer influences on leisure-time physical activity in young adolescents. *Research Quarterly for Exercise and Sport*, 63(4), 341–348. <https://doi.org/10.1080/02701367.1992.10608754>
- Andersson, G., & Titov, N. (2014). Advantages and limitations of Internet-based interventions for common mental disorders. *World Psychiatry*, 13(1), 4–11. <https://doi.org/10.1002/wps.20083>
- Andreasen, A. R. (1994). Social marketing: Its definition and domain. *Journal of Public Policy & Marketing*, 13(1), 108–114. <https://doi.org/10.1177/074391569401300109>
- Andreasen, A. R. (2002). Marketing social marketing in the social change marketplace. *Journal of Public Policy and Marketing*, 21(1), 3–13. <https://doi.org/10.1509/jppm.21.1.3.17602>
- Arnott, L., & Yelland, N. (2020). Multimodal lifeworlds: Pedagogies for play inquiries and explorations. *Journal of Early Childhood Education Research*, 9(1), 124–146.
- Ayadi, S., & Ghorbel, S. Z. (2018). Relevance of the mann whitney wilcoxon test in the survival analysis of newly established companies in Tunisia (case of the sfax region). *Journal of Global Entrepreneurship Research*, 8(1), 1–20. <https://doi.org/10.1186/s40497-018-0093-7>
- Azorín, J. M., & Cameron, R. (2010). The application of mixed methods in organisational research: A literature review. *Electronic Journal of Business Research Methods*, 8(2), 95–105.
- Bagozzi, R. P. (1975). Exchange marketing. *Journal of Marketing*, 39(4), 32–39. <https://doi.org/10.1177/002224297503900405>
- Bailey, R. (2020). Examining daily physical activity in community-dwelling adults with stroke using social cognitive theory: An exploratory, qualitative study. *Disability and Rehabilitation*, 42(18), 2631–2639. <https://doi.org/10.1080/09638288.2019.1568591>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>

- Bandura, A. (1997). The anatomy of stages of change. *American Journal of Health Promotion: AJHP*, 12(1), 8–10. <https://doi.org/10.4278/0890-1171-12.1.8>
- Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology and Health*, 13, 623–649. <https://doi.org/10.1080/08870449808407422>
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bandura, A. (2002). Social foundations of thought and action. In *The Health Psychology Reader* (pp. 94–104). SAGE publications.
- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior*, 31(2), 143–164. <https://doi.org/10.1177/1090198104263660>
- Barbera, F. La, & Ajzen, I. (2020). Control interactions in the theory of planned behavior: Rethinking the role of subjective norm. *Europe's Journal of Psychology*, 16(3), 401–417. <https://doi.org/10.5964/ejop.v16i3.2056>
- Bartels, R. (1974). The identity crisis in marketing: Is marketing a specific function with general applicability or a general function that is specifically applied? *Journal of Marketing*, 38(4), 73–76. <https://doi.org/10.1177/002224297403800413>
- Benner, A. D., Crosnoe, R., & Eccles, J. S. (2015). Schools, peers, and prejudice in adolescence. *Journal of Research on Adolescence*, 25(1), 173–188. <https://doi.org/10.1111/jora.12106>
- Benner, A. D., & Graham, S. (2013). The antecedents and consequences of racial/ethnic discrimination during adolescence: Does the source of discrimination matter? *Developmental Psychology*, 49(8), 1602–1613. <https://doi.org/10.1037/a0030557>
- Biggs, A., Brough, P., & Barbour, J. P. (2014). Enhancing work-related attitudes and work engagement: A quasi-experimental study of the impact of an organizational intervention. *International Journal of Stress Management*, 21(1), 43–68. <https://doi.org/10.1037/a0034508>
- Biswal, P. (2019). Gender discrimination in Mahesh Dattani's play "dance Like a man" and "Tara"- A critical analysis. *International Journal of English Literature and Social Sciences*, 4(6), 2038–2041. <https://doi.org/10.22161/ijels.46.64>
- Blanka Rip, Sylvie Fortin, & Robert J. Vallerand. (2006). The relationship between passion and injury in dance students. *Journal of Dance Medicine & Science*, 10, 14–20.
- Blitstein, J. L., Cates, S. C., Hersey, J., Montgomery, D., Shelley, M., Hradek, C., Kosa, K., Bell, L., Long, V., Williams, P. A., Olson, S., & Singh, A. (2016). Adding a social marketing campaign to a school-based nutrition education program improves children's dietary intake: A quasi-experimental study. *Journal of the Academy of Nutrition and Dietetics*, 116(8), 1285–1294. <https://doi.org/10.1016/j.jand.2015.12.016>
- Bloom, P. N., & Novelli, W. D. (1981). Problems and challenges in social marketing. *Journal of Marketing*, 45(2), 79–88. <https://doi.org/10.1177/002224298104500208>

- Bogueva, D., Marinova, D., & Raphaely, T. (2017). Reducing meat consumption: The case for social marketing. *Asia Pacific Journal of Marketing and Logistics*, 29(3), 477–500. <https://doi.org/10.1108/APJML-08-2016-0139>
- Bolotaeva, V., & Cata, T. (2010). Marketing opportunities with social networks. *Journal of Internet Social Networking and Virtual Communities*, 1–8. <https://doi.org/10.5171/2011.409860>
- Bond, K. E., & Stinson, S. W. (2007). 'It's work, work, work, work': Young people's experiences of effort and engagement in dance 1. *Research in Dance Education*, 8(2), 155–183. <https://doi.org/10.1080/14647890701706115>
- Bosnjak, M., Ajzen, I., & Schmidt, P. (2020). The theory of planned behavior: Selected recent advances and applications. *Europe's Journal of Psychology*, 16(3), 352–356. <https://doi.org/10.5964/ejop.v16i3.3107>
- Bradette-Laplanche, M., Carbonneau, É., Provencher, V., Bégin, C., Robitaille, J., Desroches, S., Vohl, M. C., Corneau, L., & Lemieux, S. (2017). Development and validation of a nutrition knowledge questionnaire for a canadian population. *Public Health Nutrition*, 20(7), 1184–1192. <https://doi.org/10.1017/S1368980016003372>
- Brandt, M. J., & Crawford, J. T. (2019). Studying a heterogeneous array of target groups can help us understand prejudice. *Current Directions in Psychological Science*, 28(3), 292–298. <https://doi.org/10.1177/0963721419830382>
- Breitmayer, B. J., Ayres, L., & Knafl, K. A. (1993). Triangulation in qualitative research: Evaluation of completeness and confirmation purposes. *Image: The Journal of Nursing Scholarship*, 25(3), 237–243. <https://doi.org/10.1111/j.1547-5069.1993.tb00788.x>
- Brennan, D. (1996). Dance in the Northern Ireland physical education curriculum: A farsighted policy or an unrealistic innovation? *Women's Studies International Forum*, 19(5), 493–503. [https://doi.org/10.1016/0277-5395\(96\)00050-7](https://doi.org/10.1016/0277-5395(96)00050-7)
- Brounéus, K. (2011). In-depth interviewing. In *Understanding Peace Research: Methods and Challenges* (pp. 130–145). Routledge.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97–113. <https://doi.org/10.1177/1468794106058877>
- Buck, R., & Turpeinen, I. (2016). Dance matters for boys and fathers. *Nordic Journal of Dance*, 7(2), 16–27. <https://doi.org/10.2478/njd-2016-0011>
- Burchell, K., Rettie, R., & Patel, K. (2013). Marketing social norms: Social marketing and the 'social norm approach'. *Journal of Consumer Behaviour*, 12(1), 1–9. <https://doi.org/10.1002/cb.1395>
- Burdenski Jr, T. K. (2000). Evaluating univariate, bivariate, and multivariate normality using graphical procedures. *Multiple Linear Regression Viewpoints*, 26(2), 15–28.
- Burrell, G., & Morgan, G. (2017). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. Routledge.

- Butler, B. J., Tyrrell, M., Feinberg, G., VanManen, S., Wiseman, L., & Wallinger, S. (2007). Understanding and reaching family forest owners: Lessons from social marketing research. *Journal of Forestry*, 105(7), 348–357. <https://doi.org/10.1093/jof/105.7.348>
- Calder, B. J. (1977). Focus groups and the nature of qualitative marketing research. *Journal of Marketing Research*, 14(3), 353–364. <https://doi.org/10.1177/002224377701400311>
- Campbell, D. T., & Stanley, J. C. (2015). *Experimental and quasi-experimental designs for research*. Ravenio Books.
- Campbell, M. R., & Brauer, M. (2020). Incorporating social marketing insights into prejudice research: Advancing theory and demonstrating real-world applications. *Perspectives on Psychological Science*, 15(3), 608–629. <https://doi.org/10.1177/1745691619896622>
- Carmel, S. (2019). Health and well-Being in late life: Gender differences worldwide. *Frontiers in Medicine*, 6, 218. <https://doi.org/10.3389/fmed.2019.00218>
- Carmines, E. G. ., & Zeller, R. A. (1979). *Reliability and validity assessment*. SAGE publications.
- Casale, G., Magnani, C., Magnani, C., Fanelli, R., Surdo, L., Goletti, M., Boyd, K., D'Angelo, D., & Mastroianni, C. (2020). Supportive and palliative care indicators tool (SPICT™): Content validity, feasibility and pre-test of the italian version. *BMC Palliative Care*, 19, 1–5. <https://doi.org/10.1186/s12904-020-00584-3>
- Castanier, C., Deroche, T., & Woodman, T. (2013). Theory of planned behaviour and road violations: The moderating influence of perceived behavioural control. *Transportation Research Part F: Traffic Psychology and Behaviour*, 18, 148–158. <https://doi.org/10.1016/j.trf.2012.12.014>
- Chassiakos, Y. R., Radesky, J., Christakis, D., Moreno, M. A., & Cross, C. (2016). Children and adolescents and digital media. *Pediatrics*, 138(5). <https://doi.org/10.1542/peds.2016-2593>
- Cheah, J. H., Thurasamy, R., Memon, M. A., Chuah, F., & Ting, H. (2020). Multigroup analysis using smartpls: Step-by-step guidelines for business research. *Asian Journal of Business Research*, 1(3). <https://doi.org/10.14707/ajbr.200087>
- Chin, J., & Mansori, S. (2018). Social marketing and public health: A Literature Review. *Journal of Marketing Management and Consumer Behavior*, 2(2), 48–66.
- Chin, W. W., & Dibbern, J. (2010). An introduction to a permutation based procedure for multi-Group PLS analysis: Results of tests of differences on simulated data and a cross cultural analysis of the sourcing of information system services between Germany and the USA. In *Handbook of partial least squares* (pp. 171–193). Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-540-32827-8_8
- Chiu, C. M., Hsu, M. H., & Wang, E. T. G. (2006). Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories. *Decision Support Systems*, 42(3), 1872–1888. <https://doi.org/10.1016/j.dss.2006.04.001>
- Chua, J. (2015). The role of social support in dance talent development. *Journal for the Education of the Gifted*, 38(2), 169–195. <https://doi.org/10.1177/0162353215578281>

- Clapp, J. D., Lange, J. E., Russell, C., Shillington, A., & Voas, R. B. (2003). A failed norms social marketing campaign. *Journal of Studies on Alcohol*, 64(3), 409–414.
<https://doi.org/10.15288/jsa.2003.64.409>
- Cleary, C. M., White, K. M., Young, R. M., Hawkes, A. L., Leske, S., Starfelt, L. C., & Wihardjo, K. (2014). Study protocol: A randomised controlled trial of a theory-based online intervention to improve sun safety among Australian adults. *BMC Cancer*, 14(1), 1–8.
<https://doi.org/10.1186/1471-2407-14-162>
- Clegg, H., Owton, H., & Allen-Collinson, J. (2019). Attracting and retaining boys in Ballet: A qualitative study of female dance teachers. *Journal of Dance Education*, 19(4), 158–167.
<https://doi.org/10.1080/15290824.2018.1472381>
- Clifford, A. M., Shanahan, J., O'Leary, H., O'Neill, D., & Ni Bhriain, O. (2019). Social dance for health and wellbeing in later life. *Complementary Therapies in Clinical Practice*, 37, 6–10.
<https://doi.org/10.1016/j.ctcp.2019.07.006>
- Condello, G., Puggina, A., Aleksovska, K., Buck, C., Burns, C., Cardon, G., Carlin, A., Simon, C., Ciarapica, D., Coppinger, T., Cortis, C., D'Haese, S., De Craemer, M., Di Blasio, A., Hansen, S., Iacoviello, L., Issartel, J., Izzicupo, P., Jaeschke, L., ... Boccia, S. (2017). Behavioral determinants of physical activity across the life course: A 'determinants of diet and physical activity' (DEDIPAC) umbrella systematic literature review. *International Journal of Behavioral Nutrition and Physical Activity*, 14, 1–23. <https://doi.org/10.1186/s12966-017-0510-2>
- Connolly, M. K., Quin, E., & Redding, E. (2011). Dance 4 your life: Exploring the health and well-being implications of a contemporary dance intervention for female adolescents. *Research in Dance Education*, 12(1), 53–66. <https://doi.org/10.1080/14647893.2011.561306>
- Craig, M. L. (2013). *Sorry I don't dance: Why men refuse to move*. Oxford University Press.
- Crawford, J. R. (1994). Encouraging male participation in dance. *Journal of Physical Education, Recreation & Dance*, 65(2), 40–43. <https://doi.org/10.1080/07303084.1994.10606854>
- Crawford, J. T., & Brandt, M. J. (2020). Ideological (a)symmetries in prejudice and intergroup bias. *Current Opinion in Behavioral Sciences*, 34, 40–45.
<https://doi.org/10.1016/j.cobeha.2019.11.007>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications. <https://doi.org/10.1002/tl.20234>
- Cugelman, B., Thelwall, M., & Dawes, P. (2011). Online interventions for social marketing health behavior change campaigns: A meta-analysis of psychological architectures and adherence factors. *Journal of Medical Internet Research*, 13(1). <https://doi.org/10.2196/jmir.1367>
- da Silva, A. C., Farhangmehr, M., & Jalali, M. S. (2017). License to bully: Rites of passage in higher education. *International Review on Public and Nonprofit Marketing*, 15(1), 49–66.
<https://doi.org/10.1007/s12208-017-0190-2>
- DanceSportTotal (2019, October 2). Samba battle | Latin Sports Presentation at World Urban Games [Video]. Retrieved from https://www.youtube.com/watch?v=FVb3_BW6lco

- Dann, S. (2010). Redefining social marketing with contemporary commercial marketing definitions. *Journal of Business Research*, 63(2), 147–153. <https://doi.org/10.1016/j.jbusres.2009.02.013>
- David, P., & Rundle-Thiele, S. (2018). Social marketing theory measurement precision: A theory of planned behaviour illustration. *Journal of Social Marketing*, 8(2), 182–201. <https://doi.org/10.1108/JSOCM-12-2016-0087>
- Deshpande, R. (1983). 'Paradigms lost': On theory and method in research in marketing. *Journal of Marketing*, 47(4), 101–110. <https://doi.org/10.1177/002224298304700411>
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56(1), 5–18. <https://doi.org/10.1037/0022-3514.56.1.5>
- Dewar, D. L., Plotnikoff, R. C., Morgan, P. J., Okely, A. D., Costigan, S. A., & Lubans, D. R. (2013). Testing social-cognitive theory to explain physical activity change in adolescent girls from low-income communities. *Research Quarterly for Exercise and Sport*, 84(4), 483–491. <https://doi.org/10.1080/02701367.2013.842454>
- Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during covid-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118, 105440. <https://doi.org/10.1016/j.childyouth.2020.105440>
- Dovidio, J. F. (2001). On the nature of contemporary prejudice: The third wave. *Journal of Social Issues*, 57(4), 829–849. <https://doi.org/10.1111/0022-4537.00244>
- Draucker, C. B., Nutakki, K., Varni, J. W., & Swigonski, N. L. (2017). The health-related quality of life of children, adolescents, and young adults with neurofibromatosis type 1 and their families: Analysis of narratives. *Journal for Specialists in Pediatric Nursing*, 22(2), 1–9. <https://doi.org/10.1111/jspn.12174>
- Earle, A. M., Napper, L. E., LaBrie, J. W., Brooks-Russell, A., Smith, D. J., & de Rutte, J. (2020). Examining interactions within the theory of planned behavior in the prediction of intentions to engage in cannabis-related driving behaviors. *Journal of American College Health*, 68(4), 374–380. <https://doi.org/10.1080/07448481.2018.1557197>
- Edgar, T., Huhman, M., & Miller, G. A. (2015). Understanding “place” in social marketing: A systematic review. *Social Marketing Quarterly*, 21(4), 230–248. <https://doi.org/10.1177/1524500415607453>
- Ekehammar, B., Akrami, N., & Araya, T. (2003). Gender differences in implicit prejudice. *Personality and Individual Differences*, 34(8), 1509–1523. [https://doi.org/10.1016/S0191-8869\(02\)00132-0](https://doi.org/10.1016/S0191-8869(02)00132-0)
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Engel, R. J., & Schutt, R. K. (2014). *Fundamentals of social work research*. SAGE publications.
- Evans, W. D., Pattanayak, S. K., Young, S., Buszin, J., Rai, S., & Bihm, J. W. (2014). Social marketing of water and sanitation products: A systematic review of peer-reviewed literature. *Social Science*

- and Medicine*, 110, 18–25. <https://doi.org/10.1016/j.socscimed.2014.03.011>
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6–16. <https://doi.org/10.1177/1558689809349691>
- Ferdun, E. (1994). Facing gender issues across the curriculum. *Journal of Physical Education, Recreation & Dance*, 65(2), 46–47. <https://doi.org/10.1080/07303084.1994.10606856>
- Firestone, R., Rowe, C. J., Modi, S. N., & Sievers, D. (2017). The effectiveness of social marketing in global health: A systematic review. *Health Policy and Planning*, 32(1), 110–124. <https://doi.org/10.1093/heapol/czw088>
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Addison-Wesley.
- Fishbein, M., & Ajzen, I. (2005). The influence of attitudes on behavior. In *The Handbook of Attitudes* (pp. 173–221). Lawrence Erlbaum Associates.
- Flannery, D. J., Todres, J., Bradshaw, C. P., Amar, A. F., Graham, S., Hatzenbuehler, M., Masiello, M., Moreno, M., Sullivan, R., Vaillancourt, T., Le Menestrel, S. M., & Rivara, F. (2016). Bullying prevention: A summary of the report of the national academies of sciences, engineering, and medicine. *Prevention Science*, 17(8), 1044–1053. <https://doi.org/10.1007/s11121-016-0722-8>
- Fong Yan, A., Cobley, S., Chan, C., Pappas, E., Nicholson, L. L., Ward, R. E., Murdoch, R. E., Gu, Y., Trevor, B. L., Vassallo, A. J., Weweg, M. A., & Hiller, C. E. (2018). The effectiveness of dance interventions on physical health outcomes compared to other forms of physical activity: A systematic review and meta-analysis. *Sports Medicine*, 48(4), 933–951. <https://doi.org/10.1007/s40279-017-0853-5>
- Fornell, C., & Larcker, D. F. (1981). *Structural equation models with unobservable variables and measurement error: Algebra and statistics*. <https://doi.org/10.1177/002224378101800313>
- Forscher, P. S., Mitamura, C., Dix, E. L., Cox, W. T. L., & Devine, P. G. (2017). Breaking the prejudice habit: Mechanisms, timecourse, and longevity. *Journal of Experimental Social Psychology*, 72, 133–146. <https://doi.org/10.1016/j.jesp.2017.04.009>
- Franke, G., & Sarstedt, M. (2019). Heuristics versus statistics in discriminant validity testing: A comparison of four procedures. *Internet Research*, 29(3), 430–447. <https://doi.org/10.1108/IntR-12-2017-0515>
- French, J. (2009). The nature, development and contribution of social marketing to public health practice since 2004 in England. *Perspectives in Public Health*, 129(6), 262–267. <https://doi.org/10.1177/1757913909347665>
- Gard, M. (2003). Moving and belonging: Dance, sport and sexuality. *Sex Education*, 3(2), 105–118. <https://doi.org/10.1080/14681810309037>
- Garrett, R., & Wrench, A. (2018). Redesigning pedagogy for boys and dance in physical education. *European Physical Education Review*, 24(1), 97–113.

<https://doi.org/10.1177/1356336X16668201>

- Garrison, D. R., Cleveland-Innes, M., Koole, M., & Kappelman, J. (2006). Revisiting methodological issues in transcript analysis: Negotiated coding and reliability. *Internet and Higher Education*, 9(1), 1–8. <https://doi.org/10.1016/j.iheduc.2005.11.001>
- Garson, G. D. (2016). *Partial least squares. Regression and structural equation models*. Statistical Publishing Associates. <https://doi.org/10.1201/b16017-6>
- Geller, E. S. (1989). Applied behavior analysis and social marketing: An integration for environmental preservation. *Journal of Social Issues*, 45(1), 17–36. <https://doi.org/10.1111/j.1540-4560.1989.tb01531.x>
- George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 step by step: A simple guide and reference* (16th ed.). Routledge.
- Giguere, M. (2011). Dancing thoughts: An examination of children's cognition and creative process in dance. *Research in Dance Education*, 12(1), 5–28. <https://doi.org/10.1080/14647893.2011.554975>
- Glanz, K., Rimer, B. k., & Viswanath, K. (2008). *Health behavior and health education: Theory, research, and practice* (4th ed.). Jossey-Bass.
- Glenane-Antoniadis, A., Whitwell, G., Bell, S. J., & Menguc, B. (2003). Extending the vision of social marketing through social capital theory: Marketing in the context of intricate exchange and market failure. *Marketing Theory*, 3(3), 323–343. <https://doi.org/10.1177/147059310333002>
- Gordon, R. (2012). Re-thinking and re-tooling the social marketing mix. *Australasian Marketing Journal*, 20(2), 122–126. <https://doi.org/10.1016/j.ausmj.2011.10.005>
- Gordon, R., & Gurrieri, L. (2014). Towards a reflexive turn: Social marketing assemblages. *Journal of Social Marketing*, 4(3), 261–278. <https://doi.org/10.1108/JSOCM-02-2014-0015>
- Gordon, R., McDermott, L., Stead, M., & Angus, K. (2006). The effectiveness of social marketing interventions for health improvement: What's the evidence? *Public Health*, 120(12), 1133–1139. <https://doi.org/10.1016/j.puhe.2006.10.008>
- Gordon, R., Russell-Bennett, R., & Lefebvre, R. C. (2016). Social marketing: the state of play and brokering the way forward. *Journal of Marketing Management*, 32(11–12), 1059–1082. <https://doi.org/10.1080/0267257X.2016.1199156>
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24(2), 105–112. <https://doi.org/10.1016/j.nedt.2003.10.001>
- Grant, B. M., & Giddings, L. S. (2002). Making sense of methodologies: A paradigm framework for the novice researcher. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 13(1), 10–28. <https://doi.org/10.5172/conu.13.1.10>
- Gregory-Smith, D., Wells, V. K., Manika, D., & Graham, S. (2015). An environmental social marketing

- intervention among employees: Assessing attitude and behaviour change. *Journal of Marketing Management*, 31(3–4), 336–377. <https://doi.org/10.1080/0267257X.2014.971045>
- Grimshaw, J., Campbell, M., Eccles, M., & Steen, N. (2000). Experimental and quasi-experimental designs for evaluating guideline implementation strategies. *Family Practise*, 17, S11–S16. https://doi.org/10.1093/fampra/17.suppl_1.S11
- Guarino, L. (2015). Is dance a sport?: A twenty-first-century debate. *Journal of Dance Education*, 15(2), 77–80. <https://doi.org/10.1080/15290824.2015.978334>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough?: An experiment with data saturation and variability. *Field Methods*, 18(1), 59–82. <https://doi.org/10.1177/1525822X05279903>
- Gummesson, E. (2005). Qualitative research in marketing: Road-map for a wilderness of complexity and unpredictability. *European Journal of Marketing*, 39(3–4), 309–327. <https://doi.org/10.1108/03090560510581791>
- Gunn, R. (2016). ‘Don’t worry, it’s just a girl!’: Negotiating and challenging gendered assumptions in sydney’s breakdancing scene. *Journal of World Popular Music*, 3(1), 54–74. <https://doi.org/10.1558/jwpm.v3i1.31223>
- Habibi, A. A., Gholami, M., & Shamshiri, A. R. (2018). Evaluation of tooth brushing behavior change by social marketing approach among primary students in Qom, Iran: A quasi-experimental controlled study. *PLOS ONE*, 13(10), 1–13. <https://doi.org/10.1371/journal.pone.0206042>
- Hagger, M., Cale, L., & Almond, L. (1997). Children’s physical activity levels and attitudes towards physical activity. *European Physical Education Review*, 3(2), 144–164. <https://doi.org/10.1177/1356336X9700300205>
- Hair, Joe F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice ISSN*, 19(2), 139–152. <https://doi.org/10.2753/MTP1069-6679190202>
- Hair, Joseph F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long Range Planning*, 46, 1–12. <https://doi.org/10.1016/j.lrp.2013.01.001>
- Hair, Joseph F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). *A primer on partial least squares equation modeling (PLS-SEM)* (2nd ed.). SAGE publications.
- Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2018). *Advanced issues in partial squares least squares equation modeling*. SAGE publications.
- Hanna, J. L. (1995). The power of dance: Health and healing. *The Journal of Alternative and Complementary Medicine*, 1(4), 323–331. <https://doi.org/10.1089/acm.1995.1.323>

- Hanson, D., & Grimmer, M. (2007). The mix of qualitative and quantitative research in major marketing journals, 1993-2002. *European Journal of Marketing*, 41(1-2), 58-70.
<https://doi.org/10.1108/03090560710718111>
- Hanson, W. E., Clark, V. L. P., Petska, K. S., Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52(2), 224-235.
<https://doi.org/10.1037/0022-0167.52.2.224>
- Hanusz, S., Tarasinska, J., & Zielinski, W. (2016). Shapiro-wilk test with known mean. *Revstat – Statistical Journal*, 14(1), 89-100.
- Hardeman, W., Johnston, M., Johnston, D., Bonetti, D., Wareham, N., & Kinmonth, A. L. (2002). Application of the theory of planned behaviour in behaviour change interventions: A systematic review. *Psychology and Health*, 17(2), 123-158.
<https://doi.org/10.1080/08870440290013644>
- Harsh, S. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2), 63-75. <https://doi.org/10.3316/QRJ1102063>
- Harwell, M. R. (1988). Choosing between parametric and nonparametric tests. *Journal of Counseling & Development*, 67(1), 35-38. <https://doi.org/10.1002/j.1556-6676.1988.tb02007.x>
- Harwood, T. G., & Garry, T. (2003). An overview of content analysis. *The Marketing Review*, 3(4), 479-498. <https://doi.org/10.1362/146934703771910080>
- Hasking, P. (2017). Differentiating non-suicidal self-injury and risky drinking: A role for outcome expectancies and self-efficacy beliefs. *Prevention Science*, 18(6), 694-703.
<https://doi.org/10.1007/s11121-017-0755-7>
- Hastings, G., & Saren, M. (2003). The critical contribution of social marketing: Theory and application. *Marketing Theory*, 3(3), 305-322. <https://doi.org/10.1177/147059310333005>
- Hastings, G., Stead, M., & MacKintosh, A. M. (2002). Rethinking drugs prevention: Radical thoughts from social marketing. *Health Education Journal*, 61(4), 347-364.
<https://doi.org/10.1177/001789690206100407>
- Helmig, B., & Thaler, J. (2010). On the effectiveness of social marketing-what do we really know? *Journal of Nonprofit & Public Sector Marketing*, 22(4), 264-287.
<https://doi.org/10.1080/10495140903566698>
- Henseler, J. (2012). PLS-MGA: A non-parametric approach to partial least squares-based multi-group. In *Challenges at the Interface of Data Analysis, Computer Science, and Optimization*. Springer, Berlin, Heidelberg. <https://doi.org/http://dx.doi.org/10.1007/978-3-642-24466-7>
- Henseler, J. ., Ringle, C. M. ., & Sarstedt, M. . (2016). Testing measurement invariance of composites using partial least squares. *International Marketing Review*, 33(3), 405-431.
<https://doi.org/10.1108/IMR-09-2014-0304>
- Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: Updated guidelines. *Industrial Management & Data Systems*, 116(1), 2-20.

<https://doi.org/10.1007/s11747-014-0403-8>

- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. In *Advances in International Marketing* (Vol. 20, pp. 277–319). Emerald Group Publishing Limited. [https://doi.org/10.1108/S1474-7979\(2009\)0000020014](https://doi.org/10.1108/S1474-7979(2009)0000020014)
- Hesse-Biber, S. (2010). Qualitative approaches to mixed methods practice. *Qualitative Inquiry*, 16(6), 455–468. <https://doi.org/10.1177/1077800410364611>
- Heyang, T., & Martin, R. (2020). A reimagined world: International tertiary dance education in light of covid-19. *Research in Dance Education*, 1–15. <https://doi.org/10.1080/14647893.2020.1780206>
- Hjerm, M., Eger, M. A., & Danell, R. (2018). Peer attitudes and the development of prejudice in adolescence. *Socius: Sociological Research for a Dynamic World*, 4, 1–11. <https://doi.org/10.1177/2378023118763187>
- Ho, R. (2013). Handbook of univariate and multivariate data analysis with IBM SPSS. In *Journal of Applied Statistics* (2nd ed.). CRC press.
- Hoffmann, A., & Musch, J. (2019). Prejudice against women leaders: Insights from an indirect questioning approach. *Sex Roles*, 80(11–12), 681–692. <https://doi.org/10.1007/s11199-018-0969-6>
- Holdsworth, N. (2013). Boys don't do dance, do they? *Research in Drama Education*, 18(2), 168–178. <https://doi.org/10.1080/13569783.2013.787255>
- Houston, F. S., & Gassenheimer, J. B. (1987). Marketing and exchange. *Journal of Marketing*, 51(4), 3–18. <https://doi.org/10.2307/1251244>
- Hu, L., & Bentler, P. M. (1998). Fit indices in covariance structure modeling: Sensitivity to underparameterized model misspecification. *Psychological Methods*, 3(4), 424–453. <https://doi.org/10.1037//1082-989x.3.4.424>
- Huhman, M., Berkowitz, J. M., Wong, F. L., Prosper, E., Gray, M., Prince, D., & Yuen, J. (2008). The VERB™ campaign's strategy for reaching African-American, Hispanic, Asian, and American Indian children and parents. *American Journal of Preventive Medicine*, 34(6S), S194–S209. <https://doi.org/10.1016/j.amepre.2008.03.012>
- Hui, E., Chui, B. T., & Woo, J. (2009). Effects of dance on physical and psychological well-being in older persons. *Archives of Gerontology and Geriatrics*, 49(1), e45–e50. <https://doi.org/https://doi.org/10.1016/j.archger.2008.08.006>
- Hulland, J. (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. *Strategic Management Journal*, 20(2), 195–204. [https://doi.org/10.1002/\(sici\)1097-0266\(199902\)20:2<195::aid-smj13>3.0.co;2-7](https://doi.org/10.1002/(sici)1097-0266(199902)20:2<195::aid-smj13>3.0.co;2-7)

- Hutchison, P., Fox, E., Laas, A. M., Matharu, J., & Urzi, S. (2010). Anxiety, outcome expectancies, and young people's willingness to engage in contact with the elderly. *Educational Gerontology, 36*(10), 1008–1021. <https://doi.org/10.1080/03601271003723586>
- Hutzler, Y., Meier, S., Reuker, S., & Zitomer, M. (2019). Attitudes and self-efficacy of physical education teachers toward inclusion of children with disabilities: A narrative review of international literature. *Physical Education and Sport Pedagogy, 24*(3), 249–266. <https://doi.org/10.1080/17408989.2019.1571183>
- Ilker, E., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5.1*, 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Ingram, A. (1978). Dance and sport. *International Review for the Sociology of Sport, 13*(1), 85–97. <https://doi.org/10.1177/101269027801300107>
- Iwasaki, Y., Honda, S., Kaneko, S., Kurishima, K., Honda, A., Kakinuma, A., & Jahng, D. (2017). Exercise self-efficacy as a mediator between goal-setting and physical activity: Developing the workplace as a setting for promoting physical activity. *Safety and Health at Work, 8*(1), 94–98. <https://doi.org/10.1016/j.shaw.2016.08.004>
- Jadranka, V., Goran, O., & Darko, K. (2012). Dance attitude differences between female and male students. *Ovidius University Annals, Physical Education and Sport/Science, Movement and Health Series, 12*(2), 417–421.
- Jakubowska, H., & Byczkowska-Owczarek, D. (2018). Girls in football, boys in dance. Stereotypization processes in socialization of young sportsmen and sportswomen. *Qualitative Sociology Review, 14*(2), 12–28. <https://doi.org/10.18778/1733-8077.14.2.02>
- Janssen, M. M., Mathijssen, J. J. P., van Bon-Martens, M. J. H., van Oers, H. a M., & Garretsen, H. F. L. (2013). Effectiveness of alcohol prevention interventions based on the principles of social marketing: A systematic review. *Substance Abuse Treatment, Prevention, and Policy, 8*(18), 1–11. <https://doi.org/10.1186/1747-597X-8-18>
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly, 24*(4), 602–611. <https://doi.org/10.2307/2392366>
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher, 33*(7), 14–26. <https://doi.org/10.3102/0013189X033007014>
- Kaeppler, A. L. (1978). Dance in anthropological perspective. *Annual Review of Anthropology, 7*(1), 31–49. <https://doi.org/10.1146/annurev.an.07.100178.000335>
- Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences, 8*(9), 1–17. <https://doi.org/10.3390/socsci8090255>
- Kawulich, B. B. (2005). Participant observation as a data collection method. *In Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 6*(2). <https://doi.org/10.17169/fqs-6.2.466>

- Keil, M., Tan, B. C. Y., Wei, K. K., Saarinen, T., Tuunainen, V., & Wassenaar, A. (2000). A cross-cultural study on escalation of commitment behavior in software projects. *MIS Quarterly*, 24(2), 299–325. <https://doi.org/10.2307/3250940>
- Kelly, K. J., Edwards, R. W., Comello, M. L. G., Plested, B. A., Thurman, P. J., & Slater, M. D. (2003). The community readiness model: A complementary approach to social marketing. *Marketing Theory*, 3(4), 411–426. <https://doi.org/10.1177/1470593103042006>
- Kennedy, M. G., Genderson, M. W., Sepulveda, A. L., Garland, S. L., Wilson, D. B., Stith-Singleton, R., & Dubuque, S. (2013). Increasing tobacco quitline calls from pregnant African American women: The ‘one tiny reason to quit’ social marketing campaign. *Journal of Women’s Health*, 22(5), 432–438. <https://doi.org/10.1089/jwh.2012.3845>
- Keszei, A. P., Novak, M., & Streiner, D. L. (2010). Introduction to health measurement scales. *Journal of Psychosomatic Research*, 68(4), 319–323. <https://doi.org/10.1016/j.jpsychores.2010.01.006>
- Killen, M. (2007). Children’s social and moral reasoning about exclusion. *Current Directions in Psychological Science*, 16(1), 32–36. <https://doi.org/10.1111/j.1467-8721.2007.00470.x>
- Killen, M., Rutland, A., & Ruck, M. (2011). Promoting equity and justice in childhood: Policy implications. *Social Policy Report*, 25(4), 1–33. <https://doi.org/10.1002/j.2379-3988.2011.tb00069.x>
- Kim, J., Eys, M., Robertson-Wilson, J., Dunn, E., & Rellinger, K. (2019). Subjective norms matter for physical activity intentions more than previously thought: Reconsidering measurement and analytical approaches. *Psychology of Sport and Exercise*, 43, 359–367. <https://doi.org/https://doi.org/10.1016/j.psychsport.2019.04.013>
- King, M. F., & Bruner, G. C. (2000). Social desirability bias: A neglected aspect of validity testing. *Psychology and Marketing*, 17(2), 79–103. [https://doi.org/10.1002/\(SICI\)1520-6793\(200002\)17:2<79::AID-MAR2>3.0.CO;2-0](https://doi.org/10.1002/(SICI)1520-6793(200002)17:2<79::AID-MAR2>3.0.CO;2-0)
- Kirk, R. E. (2012). Experimental design: Procedures for the behavioral sciences. In *Handbook of Psychology* (2nd ed.). SAGE publications.
- Klapper, M. R. (2017). “You shouldn’t tell boys they can’t dance”: Boys and ballet in America. *The Journal of the History of Childhood and Youth*, 10(2), 248–267. <https://doi.org/10.1353/hcy.2017.0027>
- Kleg, M. (1993). *HATE, PREJUDICE and RACISM*. SUNY Press.
- Koch, S. C., Riege, R. F. F., Tisborn, K., Biondo, J., Martin, L., & Beelmann, A. (2014). Effects of dance movement therapy and dance on health-related psychological outcomes: A meta-analysis update. *Arts in Psychotherapy*, 41(1), 46–64. <https://doi.org/10.3389/fpsyg.2019.01806>
- Koehler, G. (2016). Tapping the sustainable development goals for progressive gender equity and equality policy? Gender equity and equality policy? *Gender & Development*, 24(1), 53–68. <https://doi.org/http://dx.doi.org/10.1080/13552074.2016.1142217>

- Koff, S. R. (2000). Toward a definition of dance education. *Childhood Education*, 77(1), 27–32. <https://doi.org/10.1080/00094056.2000.10522134>
- Kok, G. (2014). A practical guide to effective behavior change. *The European Health Psychologist*, 16(5), 156–170. <https://doi.org/10.31234/osf.io/r78wh>
- Kok, G., Gottlieb, N. H., Peters, G. J. Y., Mullen, P. D., Parcel, G. S., Ruiter, R. A. C., Fernández, M. E., Markham, C., & Bartholomew, L. K. (2016). A taxonomy of behaviour change methods: An intervention mapping approach. *Health Psychology Review*, 10(3), 297–312. <https://doi.org/10.1080/17437199.2015.1077155>
- Koller, M., & Stuart, H. (2016). Reducing stigma in high school youth. *Acta Psychiatrica Scandinavica*, 134(S446), 63–70. <https://doi.org/10.1111/acps.12613>
- Kothe, E. J., & Mullan, B. A. (2014). A randomised controlled trial of a theory of planned behaviour to increase fruit and vegetable consumption. Fresh Facts. *Appetite*, 78, 68–75. <https://doi.org/10.1016/j.appet.2014.03.006>
- Kotler, P., & Armstrong, G. (2010). *Principles of marketing* (13th ed.). Pearson education.
- Kotler, P., & Levy, S. J. (1969). Broadening the concept of marketing. *Journal of Marketing*, 33(1), 10–15. <https://doi.org/10.1177/002224296903300103>
- Kotler, P., & Zaltman, G. (1971). Social marketing: An approach to planned social change. *Journal of Marketing*, 35(3), 3–12. <https://doi.org/10.2307/1249783>
- Krumpal, I. (2013). Determinants of social desirability bias in sensitive surveys: A literature review. *Quality and Quantity*, 47(4), 2025–2047. <https://doi.org/10.1007/s11135-011-9640-9>
- Kurtmollaiev, S., Pedersen, P. E., Fjuk, A., & Kvale, K. (2018). Developing managerial dynamic capabilities: A quasi-experimental field study of the effects of design thinking training. *Academy of Management Learning and Education*, 17(2), 184–202. <https://doi.org/10.5465/amle.2016.0187>
- Kvantaster (2018, March 26). Andrey Gusev - Vera Bondareva | Cha-Cha-Cha [Video]. Retrieved from <https://www.youtube.com/watch?v=aoiMO8ulbtI>
- Lahtinen, V., Dietrich, T., & Rundle-Thiele, S. (2020). Long live the marketing mix: Testing the effectiveness of the commercial marketing mix in a social marketing context. *Journal of Social Marketing*, 10(3), 357–375. <https://doi.org/10.1108/JSOCM-10-2018-0122>
- Lee, A. M., Fredenburg, K., Belcher, D., & Cleveland, N. (1999). Gender differences in children's conceptions of competence and motivation in physical education. *Sport, Education and Society*, 4(2), 161–174. <https://doi.org/10.1080/1357332990040204>
- Lee, N. R. ., & Kotler, P. (2011). *Social marketing: Influencing for good*. SAGE publications.
- Lefebvre, R. C. (2007). The new technology: The consumer as participant rather than target audience. *Social Marketing Quarterly*, 13(3), 31–42. <https://doi.org/10.1080/15245000701544325>
- Lefebvre, R. C. (2011). An integrative model for social marketing. *Journal of Social Marketing*, 1(1), 54–

72. <https://doi.org/10.1108/20426761111104437>

- Lehikoinen, K. (2006). *Stepping queerly?: Discourses in dance education for boys in late 20th century Finland*. Peter Lang.
- Lever, J. (1978). Sex differences in the complexity of children's play and games. *American Sociological Review*, 43(4), 471–483.
- Levy, F. J. (1988). *Dance/movement therapy. A healing art*. AAHPERD Publications.
- Lilliefors, H. W. (1967). On the kolmogorov-smirnov test for normality with mean and variance unknown. *Journal of the American Statistical Association*, 62(318), 399–402. <https://doi.org/10.2307/2283970>
- Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1(3), 275–289. <https://doi.org/10.1177/107780049500100301>
- Linder, A. D., Harper, A., Jung, J., & Woodson-Smith, A. (2017). Ajzen's theory of planned behaviors attitude and intention and their impact on physical activity among college students enrolled in lifetime fitness courses. *College Student Journal*, 51(4), 550-560.
- Lopez-Fernandez, O., & Molina-Azorin, J. F. (2011). The use of mixed methods research in the field of behavioural sciences. *Quality and Quantity*, 45(6), 1459–1472. <https://doi.org/10.1007/s11135-011-9543-9>
- Lovatt, P. (2011). Dance confidence, age and gender. *Personality and Individual Differences*, 50(5), 668–672. <https://doi.org/10.1016/j.paid.2010.12.014>
- Lubans, D. R., Plotnikoff, R. C., Morgan, P. J., Dewar, D., Costigan, S., & Collins, C. E. (2012). Explaining dietary intake in adolescent girls from disadvantaged secondary schools: A test of social cognitive theory. *Appetite*, 58(2), 517–524. <https://doi.org/10.1016/j.appet.2011.12.012>
- Luc, P. T. (2020). Outcome expectations and social entrepreneurial intention: Integration of planned behavior and social cognitive career theory. *Journal of Asian Finance, Economics and Business*, 7(6), 399–407. <https://doi.org/10.13106/jafeb.2020.vol7.no6.399>
- Luca, N. R., & Suggs, L. S. (2013). Theory and model use in social marketing health interventions. *Journal of Health Communication*, 18(1), 20–40. <https://doi.org/10.1080/10810730.2012.688243>
- Luck, D. J. (1969). Broadening the concept of marketing. Too far. *Journal of Marketing*, 33(3), 53–55. <https://doi.org/10.2307/1248482>
- Luengo, J., García, S., & Herrera, F. (2009). A study on the use of statistical tests for experimentation with neural networks: Analysis of parametric test conditions and non-parametric tests. *Expert Systems with Applications*, 36(4), 7798–7808. <https://doi.org/10.1016/j.eswa.2008.11.041>
- MacDonald, G., & Leary, M. R. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin*, 131(2), 202–223. <https://doi.org/10.1037/0033-2909.131.2.202>

- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, 16(2), 193–205.
- MacKenzie, S. B., & Podsakoff, P. M. (2012). Common method bias in marketing: Causes, mechanisms, and procedural remedies. *Journal of Retailing*, 88(4), 542–555. <https://doi.org/10.1016/j.jretai.2012.08.001>
- MacLean, J. (2018). Teachers as agents of change in curricular reform: The position of dance revisited. *Sport, Education and Society*, 23(6), 563–577. <https://doi.org/10.1080/13573322.2016.1249464>
- Malhotra, N. K. (1988). Some observations on the state of the art in marketing research. *Journal of the Academy of Marketing Science*, 16(1), 4–24. <https://doi.org/10.1177/009207038801600102>
- Malhotra, N. K., & Peterson, M. (2001). Marketing research in the new millennium: Emerging issues and trends. *Marketing Intelligence & Planning*, 19(4), 216–232. <https://doi.org/10.1108/EUM00000000005560>
- Manikam, S., & Russell-Bennett, R. (2016). The social marketing theory-based (SMT) approach for designing interventions. *Journal of Social Marketing*, 6(1), 18–40. <https://doi.org/10.1108/JSOCM-10-2014-0078>
- Manstead, A. S. R., & van Eekelen, S. A. M. (1998). Distinguishing between perceived behavioral control and self-efficacy in the domain of academic achievement intentions and behaviors. *Journal of Applied Social Psychology*, 28(15), 1375–1392. <https://doi.org/10.1111/j.1559-1816.1998.tb01682.x>
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, 13(6), 522–526. <https://doi.org/10.1093/fampra/13.6.522>
- Martin, J. J., McCaughy, N., Flory, S., Murphy, A., & Wisdom, K. (2011). Using social cognitive theory to predict physical activity and fitness in underserved middle school children. *Research Quarterly for Exercise and Sport*, 82(2), 247–255. <https://doi.org/http://dx.doi.org/10.1080/02701367.2011.10599752>
- Martins, A. M., & Cró, S. (2018). The demand for football in Portugal: New insights on outcome uncertainty. *Journal of Sports Economics*, 19(4), 473–497. <https://doi.org/10.1177/1527002516661602>
- McCausland, K. L., Allen, J. A., Duke, J. C., Xiao, H., Asche, E. T., Costantino, J. C., & Vallone, D. M. (2009). Piloting ex: a social marketing campaign to prompt smoking cessation. *Social Marketing Quarterly*, 15(SUPPL. 1), 80–101. <https://doi.org/10.1080/15245000902989121>
- McConnon, Á., Kirk, S. F. L., Cockcroft, J. E., Harvey, E. L., Greenwood, D. C., Thomas, J. D., Ransley, J. K., & Bojke, L. (2007). The Internet for weight control in an obese sample: Results of a randomised controlled trial. *BMC Health Services Research*, 7(1), 1–9. <https://doi.org/10.1186/1472-6963-7-206>
- McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion (United Kingdom)*, 30(7), 537–542.

<https://doi.org/10.1177/0267659114559116>

- McGregor, S. L. T., & Murnane, J. A. (2010). Paradigm, methodology and method: Intellectual integrity in consumer scholarship. *International Journal of Consumer Studies*, 34(4), 419–427. <https://doi.org/10.1111/j.1470-6431.2010.00883.x>
- McKay-Nesbitt, J., & Yoon, S. (2015). Social marketing communication messages: How congruence between source and content influences physical activity attitudes. *Journal of Social Marketing*, 5(1), 40–55. <https://doi.org/10.1108/JSOCM-04-2013-0021>
- McKeown, A., & Nelson, R. (2018). Independent decision making of adolescents regarding food choice. *International Journal of Consumer Studies*, 42(5), 469–477. <https://doi.org/10.1111/ijcs.12446>
- Meleady, R., Seger, C. R., & Vermue, M. (2017). Examining the role of positive and negative intergroup contact and anti-immigrant prejudice in Brexit. *British Journal of Social Psychology*, 56(4), 799–808. <https://doi.org/10.1111/bjso.12203>
- Michie, S., Fixsen, D., Grimshaw, J. M., & Eccles, M. P. (2009). Specifying and reporting complex behaviour change interventions: The need for a scientific method. *Implementation Science*, 4(1), 1–6. <https://doi.org/10.1186/1748-5908-4-40>
- Michie, S., Richardson, M., Johnston, M., Abraham, C., Francis, J., Hardeman, W., Eccles, M. P., Cane, J., & Wood, C. E. (2013). The behavior change technique taxonomy (v1) of 93 hierarchically clustered techniques: Building an international consensus for the reporting of behavior change interventions. *Annals of Behavioral Medicine*, 46(1), 81–95. <https://doi.org/10.1007/s12160-013-9486-6>
- Middelkamp, J., van Rooijen, M., Wolfhagen, P., & Steenbergen, B. (2017). The effects of a self-efficacy intervention on exercise behavior of fitness club members in 52 weeks and long-term relationships of transtheoretical model constructs. *Journal of Sports Science and Medicine*, 16(2), 163–171.
- Miklikowska, M., Bohman, A., & Titzmann, P. F. (2019). Driven by context? The interrelated effects of parents, peers, classrooms on development of prejudice among swedish majority adolescents. *Developmental Psychology*, 55(11), 2451–2463. <https://doi.org/10.1037/dev0000809>
- Milenović, Ž. (2011). Application of mann-whitney U test in research of professional training of primary school teachers. *Metodički Obzori/Methodological Horizons*, 6(1), 73–79. <https://doi.org/10.32728/mo.06.1.2011.06>
- Mitchell, M. L., & Jolley, J. M. (2012). Research design explained: Instructor's edition. In *Wadsworth/engage Learning* (7th ed.). Cengage Learning.
- Moan, I. S., & Rise, J. (2011). Predicting intentions not to 'drink and drive' using an extended version of the theory of planned behaviour. *Accident Analysis and Prevention*, 43(4), 1378–1384. <https://doi.org/10.1016/j.aap.2011.02.012>
- Morgan, D. L. (2007). Paradigms lost and pragmatism regained. *Journal of Mixed Methods Research*, 1(1), 48–76. <https://doi.org/10.1177/2345678906292462>
- Morris, Z. S., & Clarkson, P. J. (2009). Does social marketing provide a framework for changing

- healthcare practice? *Health Policy*, 91(2), 135–141.
<https://doi.org/10.1016/j.healthpol.2008.11.009>
- Muralidharan, S., & Sheehan, K. (2016). Tax and “fee” message frames as inhibitors of plastic bag usage among shoppers: A social marketing application of the theory of planned behavior. *Social Marketing Quarterly*, 22(3), 200–217. <https://doi.org/10.1177/1524500416631522>
- Murcia, C. Q., Kreutz, G., Clift, S., & Bongard, S. (2010). Shall we dance? An exploration of the perceived benefits of dancing on well-being. *Arts & Health*, 2(2), 149–163.
<https://doi.org/10.1080/17533010903488582>
- Nachar, N. (2008). The mann-whitney U: A test for assessing whether two independent samples come from the same distribution. *Tutorials in Quantitative Methods for Psychology*, 4(1), 13–20.
<https://doi.org/10.20982/tqmp.04.1.p013>
- Nationale Opera & Ballet (2020, March 23). Ballet Barre 1 (Online Ballet Class) - Dutch National Ballet [Video]. Retrieved from <https://www.youtube.com/watch?v=FrISnpG0bZk>
- Neto, F. (2020). Reducing prejudices through cross-cultural music education programs that include singing. In *The Routledge Companion to Interdisciplinary Studies in Singing, Volume III: Wellbeing*.
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, 18(2), 34–35. <https://doi.org/10.1136/eb-2015-102054>
- Official World of Dance (2018, August 18). Royal Family | Frontrow | World of Dance Los Angeles 2015 [Video]. Retrieved from <https://www.youtube.com/watch?v=Xw6k6Ma0oqo>
- Olvera, A. E. (2008). Cultural dance and health: A review of the literature. *American Journal of Health Education*, 39(6), 353–359. <https://doi.org/10.1080/19325037.2008.10599062>
- Onwuegbuzie, A. J., & Leech, N. L. (2005). Taking the ‘Q’ out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms. *Quality and Quantity*, 39(3), 267–296. <https://doi.org/10.1007/s11135-004-1670-0>
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in Qualitative Research. *Journal of Nursing Scholarship*, 33(1), 93–96. <https://doi.org/10.1111/j.1547-5069.2001.00093.x>
- Palco de Estrelas (2020, April 27). Palco de Estrelas Hip Hop André Hercules [Video]. Retrieved from https://www.youtube.com/watch?v=eNXiZcL6x_U
- Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? A review and assessment of research and practice. *Annual Review of Psychology*, 60, 339–367.
<https://doi.org/10.1146/annurev.psych.60.110707.163607>
- Parault, S. J., Davis, H. A., & Pellegrini, A. D. (2007). The social contexts of bullying and victimization. *Journal of Early Adolescence*, 27(2), 145–174. <https://doi.org/10.1177/0272431606294831>
- Park, J., & Park, M. (2016). Qualitative versus quantitative research methods: Discovery or justification? *Journal of Marketing Thought*, 3(10), 1–7.
- Parkinson, J., David, P., & Rundle-Thiele, S. (2017). Self-efficacy or perceived behavioural control:

- Which influences consumers' physical activity and healthful eating behaviour maintenance? *Journal of Consumer Behaviour*, 16(5), 413–423. <https://doi.org/10.1002/cb.1641>
- Parkinson, J., Russell-Bennett, R., & Previte, J. (2018). Challenging the planned behavior approach in social marketing: Emotion and experience matter. *European Journal of Marketing*, 52(3/4), 837–865. <https://doi.org/10.1108/EJM-05-2016-0309>
- Passion4dancing (2017, October 18). Int. Cha Cha Basic Movement - Pre Bronze Level [Video]. Retrieved from <https://www.youtube.com/watch?v=h-02pMRJm3I>
- Passion4dancing (2019, February 27). Samba Basics Solo Practice Drill - Do It with Us [Video]. Retrieved from <https://www.youtube.com/watch?v=CZTVYvSDNSQ>
- Peattie, K., & Peattie, S. (2009). Social marketing: A pathway to consumption reduction? *Journal of Business Research*, 62(2), 260–268. <https://doi.org/10.1016/j.jbusres.2008.01.033>
- Peattie, S. (2007). The Internet as a medium for communicating with teenagers. *Social Marketing Quarterly*, 13(2), 21–46. <https://doi.org/10.1080/15245000701326343>
- Peattie, S., & Peattie, K. (2003). Ready to fly solo? Reducing social marketing's dependence on commercial marketing theory. *Marketing Theory*, 3(3), 365–385. <https://doi.org/10.1177/147059310333006>
- Peers, C., Issartel, J., Behan, S., O'Connor, N., & Belton, S. (2020). Movement competence: Association with physical self-efficacy and physical activity. *Human Movement Science*, 70, 2–7. <https://doi.org/10.1016/j.humov.2020.102582>
- Peixoto, A. J., & Sousa, B. B. (2020). Sports and emotions in tourism marketing management: A preliminary study in football in Portugal. In *International Conference on Tourism, Technology and Systems*, 363–372. https://doi.org/10.1007/978-981-33-4256-9_33
- Peña, J., Hernández Pérez, J. F., Khan, S., & Cano Gómez, Á. P. (2018). Game perspective-taking effects on players' behavioral intention, attitudes, subjective norms, and self-efficacy to help immigrants: The case of 'papers, please'. *Cyberpsychology, Behavior, and Social Networking*, 21(11), 687–693. <https://doi.org/10.1089/cyber.2018.0030>
- Peng, F., Yan, H., Sharma, M., Liu, Y., Lu, Y., Zhu, S., Li, P., Ren, N., Li, T., & Zhao, Y. (2020). Exploring factors influencing whether residents participate in square dancing using social cognitive theory: A cross-sectional survey in Chongqing, China. *Medicine (United States)*, 99(4). <https://doi.org/10.1097/MD.00000000000018685>
- Pennington, C. G., & Nelson, L. P. (2020). Physical activity contributions of dancing classrooms program on middle school students. *The Physical Educator*, 77(2), 230–256. <https://doi.org/10.18666/tpe-2020-v77-i2-9794>
- Penny, H., & Haddock, G. (2007). Anti-fat prejudice among children: The 'mere proximity' effect in 5–10 year olds. *Journal of Experimental Social Psychology*, 43(4), 678–683. <https://doi.org/10.1016/j.jesp.2006.07.002>
- Pettigrew, S., & Roberts, M. (2011). Qualitative research methods in social marketing. In *The SAGE*

handbook of social marketing (pp. 208–223).

- Peyman, N., Rezai-Rad, M., Tehrani, H., Gholian-Aval, M., Vahedian-Shahroodi, M., & Heidarian Miri, H. (2018). Digital media-based health intervention on the promotion of women's physical activity: A quasi-experimental study. *BMC Public Health*, 18(1), 1–7. <https://doi.org/10.1186/s12889-018-5025-5>
- Pinheiro, M. C. (2012). Women's sport in Portugal from 1974 (the carnation revolution) to 2000. *International Journal of the History of Sport*, 29(2), 339–352. <https://doi.org/10.1080/09523367.2012.641251>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, 12(4), 531–544. <https://doi.org/10.1177/014920638601200408>
- Podsakoff, P. M., & Podsakoff, N. P. (2019). Experimental designs in management and leadership research: Strengths, limitations, and recommendations for improving publishability. *Leadership Quarterly*, 30(1), 11–33. <https://doi.org/10.1016/j.leaqua.2018.11.002>
- Pokhrel, P., Little, M. A., Fagan, P., Muranaka, N., & Herzog, T. A. (2014). Electronic cigarette use outcome expectancies among college students. *Addictive Behaviors*, 39(6), 1062–1065. <https://doi.org/10.1016/j.addbeh.2014.02.014>
- Polasek, K. M., & Roper, E. A. (2011). Negotiating the gay male stereotype in ballet and modern dance. *Research in Dance Education*, 12(2), 173–193. <https://doi.org/10.1080/14647893.2011.603047>
- Polit, D. F., Beck, C. T., & Owen, S. V. (2007). Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Research in Nursing & Health*, 30(4), 459–467. <https://doi.org/10.1002/nur.20199>
- Powlishta, K. K., Serbin, L. A., Doyle, A. B., & White, D. R. (1994). Gender, ethnic, and body type biases: The generality of prejudice in childhood. *Developmental Psychology*, 30(4), 526–536. <https://doi.org/10.1037/0012-1649.30.4.526>
- Prodaniuk, T. R., Plotnikoff, R. C., Spence, J. C., & Wilson, P. M. (2004). The influence of self-efficacy and outcome expectations on the relationship between perceived environment and physical activity in the workplace. *International Journal of Behavioral Nutrition and Physical Activity*, 1(1), 1–11. <https://doi.org/10.1186/1479-5868-1-7>
- Raabe, T., & Beelmann, A. (2011). Development of ethnic, racial, and national prejudice in childhood and adolescence: A multinational meta-analysis of age differences. *Child Development*, 82(6), 1715–1737. <https://doi.org/10.1111/j.1467-8624.2011.01668.x>
- Rabianski, J. S. (2003). Primary and secondary data: Concepts, concerns, errors, and issues. *The Appraisal Journal*, 71(1), 43–55.

- Rhodes, R. E., McEwan, D., & Rebar, A. L. (2019). Theories of physical activity behaviour change: A history and synthesis of approaches. *Psychology of Sport and Exercise*, 42, 100–109. <https://doi.org/10.1016/j.psychsport.2018.11.010>
- Richardson, M., & Oslin, J. L. (2003). Creating an authentic dance class using sport education. *Journal of Physical Education, Recreation & Dance*, 74(7), 49–55. <https://doi.org/10.1080/07303084.2003.10609238>
- Richardson, N. (2018). 'Whether you are gay or straight, I don't like to see effeminate dancing': Effeminophobia in performance-level ballroom dance. *Journal of Gender Studies*, 27(2), 207–219. <https://doi.org/10.1080/09589236.2016.1202105>
- Ridgers, N. D., Stratton, G., Fairclough, S. J., & Twisk, J. W. (2007). Children's physical activity levels during school recess: A quasi-experimental intervention study. *International Journal of Behavioral Nutrition and Physical Activity*, 4(1), 1–9. <https://doi.org/10.1186/1479-5868-4-19>
- Risner, D. (2002a). Rehearsing heterosexuality: 'Unspoken' truths in dance education. *Dance Research Journal*, 34(2), 63–78. <https://doi.org/10.2307/1478460>
- Risner, D. (2002b). Sexual orientation and male participation in dance education: Revisiting the open secret. *Journal of Dance Education*, 2(3), 84–92. <https://doi.org/10.1080/15290824.2002.10387214>
- Risner, D. (2007). Rehearsing masculinity: Challenging the 'boy code' in dance education. *Research in Dance Education*, 8(2), 139–153. <https://doi.org/10.1080/14647890701706107>
- Risner, D. (2014). Bullying victimisation and social support of adolescent male dance students: An analysis of findings. *Research in Dance Education*, 15(2), 194–216. <https://doi.org/10.1080/14647893.2014.891847>
- Ritter, M., & Low, K. G. (1996). Effects of dance/movement therapy: A meta-analysis. *Arts in Psychotherapy*, 23(3), 249–260. [https://doi.org/10.1016/0197-4556\(96\)00027-5](https://doi.org/10.1016/0197-4556(96)00027-5)
- Rodin, M., Price, J., Sanchez, F., & McElligot, S. (1989). Derogation, exclusion, and unfair treatment of persons with social flaws: controllability of stigma and the attribution of prejudice. *Personality and Social Psychology Bulletin*, 15(3), 439–451. <https://doi.org/10.1177/0146167289153013>
- Roldán, J. L., & Sánchez-Franco, M. J. (2012). Variance-based structural equation modeling: Guidelines for using partial least squares in information systems research. In *Research methodologies, innovations and philosophies in software systems engineering and information systems*. IGI Global.
- Rugg, G., & Petre, M. (2006). *A gentle guide to research methods*. McGraw-Hill Education (UK).
- Ruggeri, A., Luan, S., Keller, M., & Gummerum, M. (2018). The influence of adult and peer role models on children' and adolescents' sharing decisions. *Child Development*, 89(5), 1589–1598. <https://doi.org/10.1111/cdev.12916>
- Rundle-Thiele, S. (2015). Looking back and moving forwards: An agenda for social marketing research. *Recherche et Applications En Marketing (English Edition)*, 30(3), 128–133.

<https://doi.org/10.1177/2051570715599338>

- Rundle-Thiele, S., David, P., Willmott, T., Pang, B., Eagle, L., & Hay, R. (2019). Social marketing theory development goals: An agenda to drive change. *Journal of Marketing Management*, 35(1–2), 160–181. <https://doi.org/10.1080/0267257X.2018.1559871>
- Rundle-Thiele, S., Russell-Bennett, R., Leo, C., & Dietrich, T. (2013). Moderating teen drinking: Combining social marketing and education. *Health Education*, 113(5), 392–406. <https://doi.org/10.1108/HE-07-2012-0041>
- Russell, J. A. (2013). Preventing dance injuries: Current perspectives. *Open Access Journal of Sports Medicine*, 4, 199–210. <https://doi.org/10.2147/OAJSM.S36529>
- Rutland, A., & Killen, M. (2015). A developmental science approach to reducing prejudice and social exclusion: Intergroup processes, social-cognitive development, and moral reasoning. *Social Issues and Policy Review*, 9(1), 121–154. <https://doi.org/10.1111/sipr.12012>
- Ruxton, G. D. (2006). The unequal variance t-test is an underused alternative to student's t-test and the mann-whitney u test. *Behavioral Ecology*, 17(4), 688–690. <https://doi.org/10.1093/beheco/ark016>
- Sainani, K. L. (2015). Dealing with missing data. *PM&R*, 7(9), 990–994. <https://doi.org/10.1016/j.pmrj.2015.07.011>
- Salazar, M. S. (2015). El dilema de combinar ítems positivos y negativos en escalas. *Psicothema*, 27(2), 192–199. <https://doi.org/10.7334/psicothema2014.266>
- Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). SAGE publications.
- Sale, J. E. M., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and Quantity*, 36(1), 43–53. <https://doi.org/10.1023/a:1014301607592>
- Salmond, S. S. (2008). Evaluating the reliability and validity of measurement instruments. *Orthopaedic Nursing*, 27(1), 28–30. <https://doi.org/10.1097/01.NOR.0000310608.00743.54>
- Salzman, M., & D'Andrea, M. (2001). Assessing the impact of a prejudice prevention project. *Journal of Counseling & Development*, 79.3, 341–346. <https://doi.org/10.1002/j.1556-6676.2001.tb01979.x>
- Sánchez-Morales, A., Sancho-Gómez, J. L., Martínez-García, J. A., & Figueiras-Vidal, A. R. (2020). Improving deep learning performance with missing values via deletion and compensation. *Neural Computing and Applications*, 32(17), 13233–13244. <https://doi.org/10.1007/s00521-019-04013-2>
- Sanderson, P. (1996). Dance within the national curriculum for physical education of England and Wales. *European Physical Education Review*, 2(1), 54–63. <https://doi.org/10.1177/1356336X9600200106>
- Sanderson, P. (2001). Age and gender issues in adolescent attitudes to dance. *European Physical*

- Education Review*, 7(2), 117–136. <https://doi.org/10.1177/1356336X010072002>
- Sarstedt, M., Henseler, J., & Ringle, C. M. (2011). Multigroup analysis in partial least squares (PLS) path modeling: Alternative methods and empirical results. In *Measurement and research methods in international marketing* (Vol. 22, pp. 195–218). Emerald Group Publishing Limited. [https://doi.org/10.1108/S1474-7979\(2011\)0000022012](https://doi.org/10.1108/S1474-7979(2011)0000022012)
- Sarstedt, M., Ringle, C. M., Henseler, J., & Hair, J. F. (2014). On the Emancipation of PLS-SEM: A Commentary on Rigdon (2012). *Long Range Planning*, 47(3), 154–160. <https://doi.org/10.1016/j.lrp.2014.02.007>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality and Quantity*, 52(4), 1893–1907. <https://doi.org/10.1007/s11135-017-0574-8>
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed.). Limited, Pearson Education.
- Schmidt, E., Kiss, S. M., & Lokanc-Diluzio, W. (2009). Changing social norms: A mass media campaign for youth ages 12-18. *Canadian Journal of Public Health*, 100(1), 41–45. <https://doi.org/10.1007/BF03405491>
- Schreier, M. (2014). Qualitative content analysis in practice. In *The SAGE Handbook of Qualitative Data Analysis* (pp. 170–183). SAGE Publications, Inc.
- Schriesheim, C. A., & Hill, K. D. (1981). Controlling acquiescence response bias by item reversals: The effect on questionnaire validity. *Educational and Psychological Measurement*, 41(4), 1101–1114. <https://doi.org/10.1177/001316448104100420>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Schwarzer, R., & Luszczynska, A. (2005). Social cognitive theory. In *Predicting Health Behaviour* (2nd ed., pp. 127–169). Open University Press.
- Shadish, W., Cook, T., & Campbell, T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin Company.
- Shatto, B., & Erwin, K. (2016). Moving on from millennials: Preparing for generation Z. *Journal of Continuing Education in Nursing*, 47(6), 253–254. <https://doi.org/10.3928/00220124-20160518-05>
- Shive, S. E., & Morris, M. N. (2006). Evaluation of the energize your life! Social marketing campaign pilot study to increase fruit intake among community college students. *Journal of American College Health*, 55(1), 33–39. <https://doi.org/10.3200/JACH.55.1.33-40>
- Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J. H., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive model assessment in PLS-SEM: Guidelines for using PLSpredict. *European Journal of Marketing*, 53(11), 2322–2347. <https://doi.org/10.1108/EJM-02-2019-0189>

- Sim, T. N., & Koh, S. F. (2003). A domain conceptualization of adolescent susceptibility to peer pressure. *Journal of Research on Adolescence*, 13(1), 57–80. <https://doi.org/10.1111/1532-7795.1301002>
- Simamora, R. M. (2020). The challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching*, 1(2), 86–103. <https://doi.org/10.46627/silet.v1i2.38>
- Simonovits, G., Kezdi, G., & Kardos, P. (2017). Seeing the world through the other's eye: An online intervention. *American Political Science Review*, 112(1), 186–193. <https://doi.org/10.1017/S0003055417000478>
- Siuki, H. A., Peyman, N., Vahedian-Shahroodi, M., Gholian-Aval, M., & Tehrani, H. (2019). Health education intervention on HIV/AIDS prevention behaviors among health volunteers in healthcare centers: An applying the theory of planned behavior. *Journal of Social Service Research*, 45(4), 582–588. <https://doi.org/10.1080/01488376.2018.1481177>
- Sjöström, O., & Holst, D. (2002). Validity of a questionnaire survey: Response patterns in different subgroups and the effect of social desirability. *Acta Odontologica Scandinavica*, 60(3), 136–140. <https://doi.org/10.1080/000163502753740133>
- Smith, R., Kelly, B., Yeatman, H., & Boyland, E. (2019). Food marketing influences children's attitudes, preferences and consumption: A systematic critical review. *Nutrients*, 11(4). <https://doi.org/10.3390/nu11040875>
- Sniehotta, F. F., Presseau, J., & Araújo-Soares, V. (2014). Time to retire the theory of planned behaviour. *Health Psychology Review*, 8(1), 1–7. <https://doi.org/10.1080/17437199.2013.869710>
- Snyder Valier, A. R., Welch Bacon, C. E., Bay, R. C., Molzen, E., Lam, K. C., & Valovich McLeod, T. C. (2017). Reference values for the pediatric quality of life inventory and the multidimensional fatigue scale in adolescent athletes by sport and sex. *American Journal of Sports Medicine*, 45(12), 2723–2729. <https://doi.org/10.1177/0363546517714471>
- Sobh, R., & Perry, C. (2006). Research design and data analysis in realism research. *European Journal of Marketing*, 40(11/12), 1194–1209. <https://doi.org/10.1108/03090560610702777>
- Spears, B. A., Taddeo, C., & Barnes, A. (2018). Online social marketing approaches to inform cyber/bullying prevention and intervention: What have we learnt? In *Reducing Cyberbullying in Schools: International Evidence-Based Best Practices* (pp. 75–94). Academic Press. <https://doi.org/10.1016/B978-0-12-811423-0.00006-7>
- Srimani, S., Parai, M., Ghosh, K., & Rahaman, H. (2020). A statistical approach of analog circuit fault detection utilizing kolmogorov–smirnov test method. *Circuits, Systems, and Signal Processing*, 40, 2091–2113. <https://doi.org/10.1007/s00034-020-01572-x>
- Stacey, F. G., James, E. L., Chapman, K., Courneya, K. S., & Lubans, D. R. (2015). A systematic review and meta-analysis of social cognitive theory-based physical activity and/or nutrition behavior change interventions for cancer survivors. *Journal of Cancer Survivorship*, 9(2), 305–338. <https://doi.org/10.1007/s11764-014-0413-z>

- Stacy, A. W., Widaman, K. F., & Marlatt, G. A. (1990). Expectancy models of alcohol use. *Journal of Personality and Social Psychology*, 58(5), 918–928. <https://doi.org/10.1037/0022-3514.58.5.918>
- Stead, M., Hastings, G., & McDermott, L. (2007). The meaning, effectiveness and future of social marketing. *Obesity Reviews*, 8(Suppl. 1), 189–193. <https://doi.org/10.1111/j.1467-789X.2007.00340.x>
- Stebbins, R. A. (2001). *Exploratory research in social sciences* (Vol. 48). SAGE publications.
- Steinmetz, H., Knappstein, M., Ajzen, I., Schmidt, P., & Kabst, R. (2016). How effective are behavior change interventions based on the theory of planned behavior?: A three-level meta analysis. *Zeitschrift Fur Psychologie / Journal of Psychology*, 224(3), 216–233. <https://doi.org/10.1027/2151-2604/a000255>
- Stemler, S. E. (2015). Content analysis. *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*, 1–14.
- Streiner, D. L. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment*, 80(1), 99–103. https://doi.org/10.1207/S15327752JPA8001_18
- Stuber, J., Meyer, I., & Link, B. (2008). Stigma, prejudice, discrimination and health. *Social Science & Medicine*, 67(3), 351–357. <https://doi.org/10.1016/j.socscimed.2008.03.023>
- Tait, R. J., Spijkerman, R., & Riper, H. (2013). Internet and computer based interventions for cannabis use: A meta-analysis. *Drug and Alcohol Dependence*, 133(2), 295–304. <https://doi.org/10.1016/j.drugalcdep.2013.05.012>
- Talpau, A. (2014). The marketing mix in the online environment. *Bulletin of the Transilvania University of Brasov. Economic Sciences. Series V*, 7(2), 53–58.
- Tang, M. Y., Smith, D. M., Mc Sharry, J., Hann, M., & French, D. P. (2019). Behavior change techniques associated with changes in postintervention and maintained changes in self-efficacy for physical activity: A systematic review with meta-analysis. *Annals of Behavioral Medicine*, 53(9), 801–815. <https://doi.org/10.1093/abm/kay090>
- Tapp, A., & Spotswood, F. (2013). From the 4Ps to COM-SM: Reconfiguring the social marketing mix. *Journal of Social Marketing*, 3(3), 206–222. <https://doi.org/10.1108/JSOCM-01-2013-0011>
- Tashakkori, A., Teddlie, C., & Teddlie, C. B. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. (Vol. 46). SAGE publications.
- Taylor, G., Dalili, M., Semwal, M., Civljak, M., Sheikh, A., & Car, J. (2017). Internet-based interventions for smoking cessation. *Cochrane Database of Systematic Reviews*, 9. <https://doi.org/10.1002/14651858.CD007078.pub5>
- Terry, D. J., & O'Leary, J. . (1995). The theory of planned behaviour: The effects of perceived behavioural control and self-differences personality and social efficacy. *British Journal of Social Psychology*, 34(2), 199–220. <https://doi.org/10.1111/j.2044-8309.1995.tb01058.x>

- Thackeray, R., Fulkerson, K. N., & Neiger, B. L. (2012). Defining the product in social marketing: An analysis of published research. *Journal of Nonprofit and Public Sector Marketing*, 24(2), 83–100. <https://doi.org/10.1080/10495142.2012.679156>
- The Skinny (2015, July 10). Replay - Dance film featuring the men of Scottish Ballet | The Skinny Magazine [Video]. Retrieved from <https://www.youtube.com/watch?v=svMZmXvX8lg>
- Thijs, J., Gharaei, N., & de Vroome, T. (2016). 'Why should I?': Adolescents' motivations to regulate prejudice in relation to their norm perceptions and ethnic attitudes. *International Journal of Intercultural Relations*, 53, 83–94. <https://doi.org/10.1016/j.ijintrel.2016.05.006>
- Truong, V. D. (2014). Social marketing: A systematic review of research 1998–2012. *Social Marketing Quarterly*, 20(1), 15–34. <https://doi.org/10.1177/1524500413517666>
- Truong, V. D., & Dang, N. V. H. (2017). Reviewing research evidence for social marketing: Systematic literature reviews. In *Formative research in social marketing* (pp. 183–250). Springer, Singapore. <https://doi.org/10.1007/978-981-10-1829-9>
- Tyson, M., Covey, J., & Rosenthal, H. E. S. (2014). Theory of planned behavior interventions for reducing heterosexual risk behaviors: A meta-analysis. *Health Psychology*, 33(12), 1454–1467. <https://doi.org/10.1037/hea0000047>
- United Nations (2015). Transforming Our World: The 2030 Agenda for Sustainable Development—Resolution Adopted by the General Assembly on 25 September 2015. Available: https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E. (Accessed 02-07-2020)
- van Kessel, G., Kavanagh, M., & Maher, C. (2016). A qualitative study to examine feasibility and design of an online social networking intervention to increase physical activity in teenage girls. *PLOS ONE*, 11(3), 1–11. <https://doi.org/10.1371/journal.pone.0150817>
- van Zalk, M. H. W., & Kerr, M. (2014). Developmental trajectories of prejudice and tolerance toward immigrants from early to late adolescence. *Journal of Youth and Adolescence*, 43(10), 1658–1671. <https://doi.org/10.1007/s10964-014-0164-1>
- Varni, J. W., & Limbers, C. A. (2009). The pediatric quality of life inventory: Measuring pediatric health-related quality of life from the perspective of children and their parents. *Pediatric Clinics of North America*, 56(4), 843–863. <https://doi.org/10.1016/j.pcl.2009.05.016>
- Varni, J. W., Seid, M., & Rode, C. A. (1999). The PedsQL™: Measurement model for the pediatric quality of life inventory. *Medical Care*, 37(2), 126–139. <https://doi.org/10.1097/00005650-199902000-00003>
- Verkuyten, M., Yogeeswaran, K., & Adelman, L. (2020). Toleration and prejudice-reduction: Two ways of improving intergroup relations. *European Journal of Social Psychology*, 50(2), 239–255. <https://doi.org/10.1002/ejsp.2624>
- Vries, H. de, Kuhlman, P., & Dijkstra, M. (1988). Self-efficacy: The third factor besides attitude and subjective norm as a predictor of behavioural intentions. *Health Education Research*, 3(3), 273–280. <https://doi.org/10.1093/her/3.3.273>

- Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of Applied Management Accounting Research*, 10(1), 69–80.
- Ward, S. A. (2008). Health and the power of dance. *Journal of Physical Education, Recreation & Dance*, 79(4), 33–36. <https://doi.org/10.1080/07303084.2008.10598161>
- Webb, T. L., Sniehotta, F. F., & Michie, S. (2010). Using theories of behaviour change to inform interventions for addictive behaviours. *Addiction*, 105(11), 1879–1892. <https://doi.org/10.1111/j.1360-0443.2010.03028.x>
- Welch, B. L. (1947). The generalization of student's problem when several different population variances are involved. *Biometrika*, 34(1/2), 28–35. <https://doi.org/10.2307/2332510>
- Wettstein, D., & Suggs, L. S. (2016). Is it social marketing? The benchmarks meet the social marketing indicator. *Journal of Social Marketing*, 6(1), 2–17. <https://doi.org/10.1108/JSOCM-05-2014-0034>
- White, F. A., Wootton, B., Man, J., Diaz, H., Rasiah, J., Swift, E., & Wilkinson, A. (2009). Adolescent racial prejudice development: The role of friendship quality and interracial contact. *International Journal of Intercultural Relations*, 33(6), 524–534. <https://doi.org/10.1016/j.ijintrel.2009.06.008>
- Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative Health Research*, 11(4), 522–537. <https://doi.org/10.1177/104973201129119299>
- Williams, D. M., Anderson, E. S., & Winett, R. A. (2005). A review of the outcome expectancy construct in physical activity research. *Annals of Behavioral Medicine*, 29(1), 70–79. https://doi.org/10.1207/s15324796abm2901_10
- Willmott, H. (1993). Breaking the paradigm mentality. *Organization Studies*, 14(5), 681–719. <https://doi.org/10.1177/017084069301400504>
- Wisdom, J. P., Cavaleri, M. A., Onwuegbuzie, A. J., & Green, C. A. (2012). Methodological reporting in qualitative, quantitative, and mixed methods health services research articles. *Health Services Research*, 47(2), 721–745. <https://doi.org/10.1111/j.1475-6773.2011.01344.x>
- Xia, Y., Deshpande, S., & Bonates, T. (2016). Effectiveness of social marketing interventions to promote physical activity among adults: A systematic review. *Journal of Physical Activity & Health*, 13(11), 1263–1274. <https://doi.org/10.1123/jpah.2015-0189>
- Xu, W., Sun, G., Lin, Z., Chen, M., Yang, B., Chen, H., & Cao, K. (2010). Knowledge, attitude, and behavior in patients with atrial fibrillation undergoing radiofrequency catheter ablation. *Journal of Interventional Cardiac Electrophysiology*, 28(3), 199–207. <https://doi.org/10.1007/s10840-010-9496-2>
- Yacout, O. M., & Vitell, S. (2018). Ethical consumer decision-making: The role of need for cognition and affective responses. *Business Ethics*, 27(2), 178–194. <https://doi.org/10.1111/beer.12178>
- Yadav, M. L., & Roychoudhury, B. (2018). Handling missing values: A study of popular imputation packages in R. *Knowledge-Based Systems*, 160, 104–118.

<https://doi.org/10.1016/j.knosys.2018.06.012>

- Yardley, L., Miller, S., Schlotz, W., & Little, P. (2011). Evaluation of a web-based intervention to promote hand hygiene: Exploratory randomized controlled trial. *Journal of Medical Internet Research*, 13(4), 1–14. <https://doi.org/10.2196/jmir.1963>
- Ye, S., Lee, J., Stodden, D., & Gao, Z. (2018). Impact of exergaming on children's motor skill competence and health-related fitness: A quasi-experimental study. *Journal of Clinical Medicine*, 7(9), 1–11. <https://doi.org/10.3390/jcm7090261>
- Young, M. D., Plotnikoff, R. C., Collins, C. E., Callister, R., & Morgan, P. J. (2014). Social cognitive theory and physical activity: A systematic review and meta-analysis. *Obesity Reviews*, 15(12), 983–995. <https://doi.org/10.1111/obr.12225>
- Yzer, M. (2007). Does perceived control moderate attitudinal and normative effects on intention? A review of conceptual and methodological issues. In *Prediction and change of health behavior: Applying the reasoned action approach* (pp. 107–123). Lawrence Erlbaum Associates.
- Zajenkowski, M., Jankowski, K. S., & Kołata, D. (2015). Let's dance – feel better! Mood changes following dancing in different situations. *European Journal of Sport Science*, 15(7), 640–646. <https://doi.org/10.1080/17461391.2014.969324>
- Zhaoyang, R., Martire, L. M., & Sliwinski, M. J. (2017). Morning self-efficacy predicts physical activity throughout the day in knee osteoarthritis. *Health Psychology*, 36(6), 1–18. <https://doi.org/10.1037/hea0000479>
- Zitek, E. M., & Hebl, M. R. (2007). The role of social norm clarity in the influenced expression of prejudice over time. *Journal of Experimental Social Psychology*, 43(6), 867–876. <https://doi.org/10.1016/j.jesp.2006.10.010>
- Zoellner, J., Krzeski, E., Harden, S., Cook, E., Allen, K., & Estabrooks, P. A. (2012). Qualitative application of the theory of planned behavior to understand beverage consumption behaviors among adults. *Journal of the Academy of Nutrition and Dietetics*, 112(11), 1774–1784. <https://doi.org/10.1016/j.jand.2012.06.368>
- Zosuls, K. M., Martin, C. L., Ruble, D. N., Miller, C. F., Gaertner, B. M., England, D. E., & Hill, A. P. (2011). 'It's not that we hate you': Understanding children's gender attitudes and expectancies about peer relationships. *British Journal of Developmental Psychology*, 29(2), 288–304. <https://doi.org/10.1111/j.2044-835X.2010.02023.x>
- Zuma, B. (2014). Contact theory and the concept of prejudice: Metaphysical and moral explorations and an epistemological question. *Theory & Psychology*, 24(1), 40–57. <https://doi.org/10.1177/0959354313517023>

VIII. Appendices

Appendix 1 - Questions to guide interviews by groups of interviewees

Objective	Children and adolescents	Parents	Teachers
Understand the options for the extra activities and the process of choice	What are the activities involved in? How did you choose this activity?	In what activities are your children involved? How did you make these choices? What convinced you to put your child(ren) in the dance? How was the decision process?	Which activities most attract young people and why? How do young people make their choice of activities?
Perceptions about dance	What does dance mean to you? How do you feel about you dancing?	How do you feel / what do you think about your child(ren) dancing?	What do you think about dance as an extra-school activity option?
Inhibiting Factors	Why do you think there are not many young people like you choosing dance as a sports activity? Who would be against a boy's decision of practising dance? What things would make it harder for a boy to practise dance?	What do you think would inhibit your young people to choose dance as a sports' activities?	What do you think can lead young people to not choose dance? Do you think prejudice might be different depending on the type of dance?
Motivating factors and decision process	How did (would) you decide to start dancing? What and who convinced (would convince) you? Why did (would) you feel motivated? Who supports a boy in his decision of dancing?		
To explore the existence of prejudice against boys and the source of prejudice	Do you think boys feel as attracted to dance as girls? Why do you think this happens? What do you feel about the idea of boys practising dance? What do you like/enjoy most about boys dancing? What do you dislike/hate most about boys practising dance? What advantages or benefits do you see in boys practising dance? what are the disadvantages or negatives effects of boys dancing? (for boys who dance) Have you ever felt that others look at you or treat you differently because you are a dancer? Do you want to share some history that happened to you?	Do you think boys feel as attracted to dance as girls? Why do you think this happens? In case you have a child boy in dance, what is your personal experience about this subject? (eg did your child ever feel any kind of prejudice because of being in the dance?)	Do you think boys feel as attracted to dance as girls? Why do you think this happens? Who, from the circle of influences of the boys, has the most negative view of dance? In which age the prejudice regarding boys who dance is more evident? If we want to combat prejudice, in which age should we intervene?
What can be done to reduce prejudice (boys in dance) / tools	How do you think the way people think about boys who dance could be changed? What things would make it easier for a boy to practise dance? If you were going to send it to your school, what would you do to change your mind and have more boys come to dance? If you were a boy/being a boy how confident are you in your capability to practise dance? What factors affect the ability of a boy to practise dance?	What do you think could change people's perception of boys in dance? In which age prejudice towards boys who dance is more evident? If we want to combat prejudice, in which age should we intervene?	What do you think could change people's perception of boys in dance? What kind of arguments and actions do you think could convince boys to get involved in dance activities? If you were the responsible of this school and wanted to encourage boys to go to dance, what steps would you take?
Classification Questions	Age / gender / Dancer or not dancer	Age / nr, age and gender of their children / are in the dance or not	Age / gender / Area of teaching

Appendix 2 - Data Saturation

Attitudes towards dance															
Children and Adolescents															
Themes	Categories	Sub-Categories	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
Attitudes	Positive Attitudes	Positive feelings: (Fun/Cool/ Good/ Safe/ Happiness)	1	1	1	1	1	1	1	1		1		1	1
		Soft Skills: (Discipline/ Organization/ Socialization/ Peer Relations)	1		1					1					
		Physical and Psychological Benefits	1		1			1		1	1		1		1
		Pride/ Be famous			1		1	1							
		Self-expression / Freedom				1	1						1		
		Competition	1										1		
	Negative Attitudes	Boring										1			
		Physical Problems										1			1
		Don't like dance									1	1			
Total number of codes			4	2	3	2	3	3	1	4	4	2	2	1	3
Total number of new codes			4	1	0	1	0	0	0	1	2	0	0	0	0
Attitudes towards boys who dance															
Children and Adolescents															
Themes	Categories	Sub-Categories	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
Attitudes	Positive Attitudes	Physical benefits	1					1			1		1		1
		Dance is for everyone (for boys and girls)	1			1				1		1	1	1	
	Negative Attitudes	Gender attribution of sports activities	1	1	1	1	1		1		1	1	1	1	
		Femininity and homosexuality	1	1	1		1	1			1		1	1	1
		Social exclusion/ harassment		1	1	1	1			1			1	1	1
Influences	Positive Influences	Parents		1											
		Close Relatives				1									
	Negative Influences	Peers	1	1	1	1	1			1	1			1	1
		Close Relatives				1									
		Social Normative Pressure	1				1	1			1	1	1		1
Total number of codes			6	5	6	4	5	3	1	3	5	3	6	5	5
Total number of new codes			6	1	3	0	0	0	0	0	0	0	0	0	0
Legend: C = children and adolescents:															

Appendix 3 - Informed consent - Dance School

DECLARAÇÃO DE CONSENTIMENTO

TEMA DO ESTUDO: “Intervenção de Marketing Social para combater o preconceito em relação aos rapazes que dançam”.

Eu, Daniel Gonçalves Canarias, enquanto membro da Direção da Bracara Team Associação, venho por este meio conceder a autorização de utilização e publicação das fotos da Bracara Team para a produção dos posters e vídeos que venham a ser necessários no âmbito da tese de doutoramento em Marketing e Estratégia realizada por Ana Cristina de Carvalho Cerqueira Lima da Silva.

Mais declaro que tomei conhecimento dos propósitos desta investigação, os quais se manifestaram muito interessantes e pertinentes para a nossa modalidade desportiva.

As imagens em questão são propriedade da Bracara Team Associação, a qual previamente já obteve o consentimento informado de todos os intervenientes, ou representantes legais, para a utilização das imagens em qualquer circunstância. Além disso, são imagens já tornadas públicas nos nossos diversos meios de comunicação.

Mais declaro que foi efetuado um pedido de participação voluntária no vídeo “A dança também é para homens”, cujo pedido foi acompanhado de uma explicação sobre os propósitos do estudo. Na produção do vídeo encontram-se apenas os atletas e outros intervenientes (ex-atletas e professores) que aceitaram participar, individualmente ou por via dos seus representantes legais, no vídeo que seria utilizado para efeitos desta investigação e para futura exposição pública.

Assinaturas,

Diretor:



Investigador:



Braga, 9 de setembro de 2019

Appendix 4 - Informed consent

Participation consent

Braga, 4th December 2019

I, hereby, request your collaboration in a study carried out within the scope of a doctoral thesis in Marketing and Strategy, at the University of Minho.

For this purpose, questionnaires will be applied to students of the 5th, 6th, 7th, 8th and 9th grades, for which your authorization is requested. These questionnaires are an integral part of a study on extra-curricular activities. The answers to the questionnaire are confidential and the data collected will be kept confidential, respecting the ethical principles of research in social sciences.

The completion of the questionnaires by students will be carried out in a school context, at a time to be agreed upon between the researcher and the Teacher/Class Director, with the knowledge and authorization from the School Board.

To authorize the participation of your child, please fill in the form below, and hand it over to the Class Director.

We thank you in advance for your attention and collaboration in this project.

I, _____, parent/legal guardian of the student
_____, attending the ____ grade, class number _____,
student's number _____, hereby authorize my child to participate in the study about extra-curricular activities, by
answering a questionnaire.

Date: ____/____/____

_____ (Signature)

Appendix 5 - Control Form of the design of the Social Marketing intervention

Em que escola andas?

Em que ano andas?

- ☐ 5º ano
☐ 6º ano
☐ 7º ano
☐ 8º ano
☐ 9º ano

Qual a tua turma?

- ☐ Turma A ou Turma 1
☐ Turma B ou Turma 2
☐ Turma C ou Turma 3
☐ Turma D ou Turma 4
☐ Turma E ou Turma 5
☐ Turma F ou Turma 6
☐ Turma G ou Turma 7
☐ Turma H ou Turma 8
☐ Turma I ou Turma 9

Qual o teu número?

Qual o teu género?

- ☐ Masculino
☐ Feminino

Em que ano nasceste?

Qual foi o momento do vídeo 1 que mais gostaste? Justifica a tua resposta.

Após visualizares o vídeo 2, selecciona a opção que melhor descreve a tua opinião considerando a seguinte escala de 1 a 5:

1=Discordo Totalmente | 2=Discordo Mais ou Menos | 3=Não Concordo Nem Discordo | 4=Concordo Mais ou menos | 5=Concordo Totalmente

	Discordo Totalmente	Discordo Mais ou Menos	Não Concordo Nem Discordo	Concordo Mais ou Menos	Concordo totalmente
A dança é uma atividade física.	☐	☐	☐	☐	☐
A dança é um desporto.	☐	☐	☐	☐	☐
Existem muitos estilos de dança.	☐	☐	☐	☐	☐

Quais foram as aulas de dança disponíveis no vídeo 3? (escolhe as opções corretas).

- ☐ Ballet
☐ Hip Hop
☐ Dança Desportiva (chachacha e samba)
☐ Jazz
☐ Kizomba
☐ Outro

Qual foi a dança que gostaste mais de experimentar?

- ☐ Hip Hop
☐ Ballet
☐ Chachacha
☐ Samba

Dos 5 cartazes que observaste, indica aquele que melhor descreve que a dança é uma atividade para todos.

- ☐ Cartaz 1
☐ Cartaz 2
☐ Cartaz 3
☐ Cartaz 4
☐ Cartaz 5

Dos 5 cartazes que observaste, qual foi o que mais gostaste?

- ☐ Cartaz 1
☐ Cartaz 2
☐ Cartaz 3
☐ Cartaz 4
☐ Cartaz 5

Dos 5 cartazes que observaste, qual foi o que menos gostaste?

- ☐ Cartaz 1
☐ Cartaz 2
☐ Cartaz 3
☐ Cartaz 4
☐ Cartaz 5

Que mensagem retiras da observação dos cartazes? Queremos saber a tua opinião.

A dança é para:

- ☐ Raparigas
☐ Rapazes
☐ Rapazes e Raparigas

Escolhe um momento do vídeo 1 que justifica a tua resposta anterior.

O que achaste das aulas de dança do vídeo 3?

	Boring	1	2	3	4	Exciting	5
Hip Hop							<input type="text"/>
Chachacha							<input type="text"/>
Samba							<input type="text"/>
Ballet							<input type="text"/>

Quem deve fazer cada um dos estilos de dança do vídeo 3?

	Rapazes	Raparigas	Rapazes e Raparigas
Hip Hop	☐	☐	☐
Chachacha	☐	☐	☐
Samba	☐	☐	☐
Ballet	☐	☐	☐

Appendix 6 - Tests of Normality - Essay 2

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Video 2						
Gender	0.354	436	0.000	0.636	436	0.000
Video 3						
What dance did you like to try the most?	0.446	436	0.000	0.565	436	0.000
Who should do hip hop?	0.533	436	0.000	0.294	436	0.000
Who should do chachacha?	0.532	436	0.000	0.270	436	0.000
Who should do samba?	0.530	436	0.000	0.301	436	0.000
Who should do ballet?	0.533	436	0.000	0.274	436	0.000
a. Lilliefors Significance Correction						

Appendix 7 - Hypotheses, Literature Review and Exploratory Research

Hypotheses	Literature Review	Exploratory Research
H1: ATTd -> INT	Dance is considered appropriate only for women (Sanderson, 1996) and dance benefits are not used by males in general, since they do not recognize them (Crawford, 1994).	"I think especially boys are the ones who do not join so much dance, because they think that is something only the girls should do, as if there is no place for boys dancing" (C1).
H2: ATTb -> INT	Dance is viewed as a feminine activity (Jakubowska & Byczkowska-Owczarek, 2018; Risner, 2002a), and prejudices towards boys' dancers (Polasek & Roper, 2011; Risner, 2002b, 2002a, 2014) work as barriers to boy's engagement with dance activities (Clegg et al., 2019).	"When a girl is born "she is going to practise ballet" or when a boy is born "he is going to practise football" (C2).
H3: ATTd -> OE	Dance is considered appropriate only for women (Sanderson, 1996) and dance benefits are not used by males in general, since they do not recognize them (Crawford, 1994).	"Boys may think that if they dance, they will be less men" (C1).
H4: ATTb -> OE		"I do not tell to all people that I am a dancer, because they will harass me and saying «this boy is a girl»" (C3).
H5: SN -> INT	The intention of boys to join dance activities is negatively affected (Clegg et al., 2019) by the power of the social pressures from significant others (Klapper, 2017; Polasek & Roper, 2011; Risner, 2002b) because of the rooted prejudice towards boys' dancers (Holdsworth, 2013).	"I do not tell to all people that I am a dancer, because they will harass me and saying «this boy is a girl»" (C3).
H6: SN -> OE	The existing norms about masculinity have become a form of pressure which translates into a negative perception of the consequences of practicing dance (Lehikoinen, 2006), and individuals tend to engage in behaviours, which consequences are expected to be favourable (Chiu et al., 2006).	"Boys think that if they go to the dance their friends will make fun of them" (C12).
H7: SE -> INT	The promotion of dance activities favour a positive attitude towards boys who dance (Brennan, 1996; Vlašić et al., 2012) and at the same time provide the development of the capabilities and skills that boys think only girls have (Jakubowska & Byczkowska-Owczarek, 2018; Lee et al., 1999).	"Introduce dance immediately as an activity in school, because in many schools does not yet exist. Introduce it and make them experience various types / styles of dance and promote various sensitizations within the school" (T1).
H8: SE -> OE	The outcome expectancies flow from self-efficacy beliefs (Bandura, 2001), which means that self-efficacy influences behaviour through outcome expectancies (Bandura, 1982; Williams et al., 2005).	
Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities		

Appendix 8 - Questionnaire: Experimental Study

Caro Estudante,

Estamos a efetuar um estudo sobre as preferências dos estudantes acerca das atividades físicas realizadas fora da escola. A sua participação é muito importante, para sabermos a sua opinião em relação à prática das atividades físicas.

Não existem respostas certas ou erradas, pelo que qualquer resposta é considerada correta. O importante é que responda com sinceridade às questões apresentadas.

O preenchimento deste questionário é fácil e ao longo do mesmo encontrará indicações específicas ao seu preenchimento.

As suas informações são estritamente confidenciais, visto que os resultados serão codificados e utilizados apenas neste estudo.

Esta participação será voluntária, pelo que poderá interrompe-la a qualquer momento.

Este trabalho está a ser elaborado por uma equipa de investigação da Universidade do Minho. Para informações adicionais sobre os seus direitos, sinta-se à vontade para nos contactar através do número de telefone [contacto da investigadora].

Caracterização Amostra

Em que escola andas?

Em que ano andas?

- ☐ 5º Ano
☐ 6º Ano
☐ 7º Ano
☐ 8º Ano
☐ 9º Ano

Qual a tua turma?

- ☐ Turma A ou Turma 1
☐ Turma B ou Turma 2
☐ Turma C ou Turma 3
☐ Turma D ou Turma 4
☐ Turma E ou Turma 5
☐ Turma F ou Turma 6
☐ Turma G ou Turma 7
☐ Turma H ou Turma 8
☐ Turma I ou Turma 9

Qual o teu número de turma?

Qual o teu género?

- ☐ Masculino
☐ Feminino

Em que ano nasceste?

Appendix 9 - Questionnaire: Experimental Study (CONT.)

Qual a tua nacionalidade?

Em que atividades, realizadas fora da escola, estás envolvido(a)? Podes seleccionar mais do que uma opção.

- ☐ Nenhuma
☐ Andebol
☐ Atletismo
☐ Basquetebol
☐ Dança
☐ Futebol
☐ Ginástica Artística
☐ Natação
☐ Patinagem
☐ Outro. Qual?

Qual dessas atividades te ocupa mais tempo? Selecciona apenas UMA resposta.

- ☐ Nenhuma
☐ Andebol
☐ Atletismo
☐ Basquetebol
☐ Dança
☐ Futebol
☐ Ginástica Artística
☐ Natação
☐ Patinagem
☐ Outro. Qual?

Quem influenciou a escolha dessa atividade? Podes seleccionar mais do que uma opção.

- ☐ Ninguém
☐ Amigos
☐ Mãe
☐ Irmão

☐ Mãe
☐ Pai
☐ Professores
☐ Outro. Qual?

Além das atividades que já praticas qual ou quais gostarias de experimentar no próximo ano letivo? Podes seleccionar mais do que uma opção.

- ☐ Nenhuma
☐ Andebol
☐ Atletismo
☐ Basquetebol
☐ Dança
☐ Futebol
☐ Ginástica Artística
☐ Natação
☐ Patinagem
☐ Outro. Qual?

A Dança é

Para mim, a Dança é uma atividade:

Péssima
1 2 3 4 5

Para mim, a Dança é uma atividade:

Não Saudável
1 2 3 4 5

Para mim, a Dança é uma atividade:

Sem importância
1 2 3 4 5

Para mim, a Dança é uma atividade:

Appendix 10 - Questionnaire: Experimental Study (CONT.)

Aborrecida 1 2 3 4 5 Emocionante

Para mim, a Dança é uma atividade

Desagradável 1 2 3 4 5 Agradável

Para mim, a Dança é uma atividade

Perigosa 1 2 3 4 5 Benéfica

Para mim, a Dança é uma atividade

Inútil 1 2 3 4 5 Útil

Preconceito

Por favor responda a cada uma das questões seguintes, selecionando a opção que melhor descreve a tua opinião considerando a seguinte escala de 1 a 5:
1=Discordo Totalmente | 2=Discordo Mais ou Menos | 3=Não Concordo Nem Discordo | 4=Concordo Mais ou menos | 5=Concordo Totalmente

	Discordo Totalmente	Discordo Mais ou Menos	Não Concordo Nem Discordo	Concordo Mais ou Menos	Concordo Totalmente
A dança é uma das modalidades praticadas nas aulas de educação física.	☐	☐	☐	☐	☐
Na minha escola existem aulas de dança, como uma atividade extracurricular.	☐	☐	☐	☐	☐
A dança é uma atividade para raparigas.	☐	☐	☐	☐	☐
Alguns tipos de dança são mais para raparigas.	☐	☐	☐	☐	☐
A dança é uma atividade praticada maioritariamente por raparigas.	☐	☐	☐	☐	☐
Quando vejo um rapaz a dançar, considero uma situação ridícula.	☐	☐	☐	☐	☐
Os rapazes não devem dançar ao som de uma música suave uma vez que não passam uma boa imagem.	☐	☐	☐	☐	☐
Os rapazes não devem praticar dança.	☐	☐	☐	☐	☐
Eu não gosto de ver os rapazes a expressarem movimentos de dança.	☐	☐	☐	☐	☐
Os rapazes que praticam dança são menos masculinos do que os rapazes que praticam outras atividades.	☐	☐	☐	☐	☐
Os rapazes que praticam dança são femininos.	☐	☐	☐	☐	☐
A dança é considerada uma atividade para rapazes e raparigas.	☐	☐	☐	☐	☐
Muitas das minhas amigas raparigas praticam dança.	☐	☐	☐	☐	☐
Muitas raparigas da minha escola praticam dança.	☐	☐	☐	☐	☐
Muitos dos meus amigos rapazes praticam dança.	☐	☐	☐	☐	☐
Muitos dos rapazes da minha escola praticam dança.	☐	☐	☐	☐	☐

Appendix 11 - Questionnaire: Experimental Study (CONT.)

	Discordo Totalmente	Discordo Mais ou Menos	Não Concordo Nem Discordo	Concordo Mais ou Menos	Concordo Totalmente
Muitos dos meus familiares do género feminino praticam dança.	☐	☐	☐	☐	☐
Muitos dos meus familiares do género masculino praticam dança.	☐	☐	☐	☐	☐
Existem boas escolas de dança com muitos rapazes e raparigas que dançam.	☐	☐	☐	☐	☐
Andar em aulas de dança é muito caro.	☐	☐	☐	☐	☐
Pessoas importantes para mim consideram que os rapazes não devem praticar dança.	☐	☐	☐	☐	☐
Pessoas importantes para mim consideram que os rapazes que dançam são femininos.	☐	☐	☐	☐	☐
Os rapazes que praticam dança sofrem comentários negativos por parte dos colegas.	☐	☐	☐	☐	☐
Os rapazes que praticam dança são menos "homens" do que os rapazes que praticam outras modalidades desportivas.	☐	☐	☐	☐	☐
Não gosto que os rapazes que dançam recebam comentários negativos por praticarem dança.	☐	☐	☐	☐	☐
Os rapazes que praticam dança serão menos bem-sucedidos no futuro do que os rapazes que praticam outras modalidades desportivas.	☐	☐	☐	☐	☐

Não dançarinos

Atualmente já praticas dança?

- ☐ Sim
☐ Não

Por favor responde a cada uma das questões seguintes, seleccionando a opção que melhor descreve a tua opinião considerando a seguinte escala de 1 a 5:
1=Discordo Totalmente | 2=Discordo Mais ou Menos | 3=Não Concordo Nem Discordo | 4=Concordo Mais ou menos | 5=Concordo Totalmente

	Discordo Totalmente	Discordo Mais ou Menos	Não Concordo Nem Discordo	Concordo Mais ou Menos	Concordo Totalmente
Tenho intenção de começar a praticar dança no próximo ano letivo.	☐	☐	☐	☐	☐
Vou procurar participar em atividades de dança no próximo ano letivo.	☐	☐	☐	☐	☐
Pessoas importantes para mim acham que a dança é uma atividade adequada para eu praticar.	☐	☐	☐	☐	☐
Pessoas importantes para mim aprovam caso eu decida escolher a dança como uma atividade para eu praticar.	☐	☐	☐	☐	☐
Se eu quiser posso escolher a prática de dança.	☐	☐	☐	☐	☐
Se eu quiser posso iniciar a dança no próximo mês.	☐	☐	☐	☐	☐
Eu posso escolher praticar dança mesmo que isso implique eu ter que convencer os meus pais.	☐	☐	☐	☐	☐

Appendix 12 - Questionnaire: Experimental Study (CONT.)

	Discordo Totalmente	Discordo Mais ou Menos	Não Concordo Nem Discordo	Concordo Mais ou Menos	Concordo Totalmente
Se eu for experimentar uma aula de dança e gostar posso-me inscrever em aulas de dança, mesmo que tenha de convencer constantemente os meus pais.	☐	☐	☐	☐	☐
Eu sinto que a entrada para aulas de dança depende apenas da minha vontade de ir.	☐	☐	☐	☐	☐
Eu julgo que não iria desistir da dança, mesmo que nas primeiras vezes não me saísse muito bem.	☐	☐	☐	☐	☐
Se eu escolher praticar dança posso ser mais saudável.	☐	☐	☐	☐	☐
Se eu escolher praticar dança os meus amigos vão ficar orgulhosos de mim.	☐	☐	☐	☐	☐
Se eu escolher praticar dança vou sentir orgulho de mim próprio(a).	☐	☐	☐	☐	☐
Se eu escolher praticar dança poderei sentir-me mais confiante.	☐	☐	☐	☐	☐
Se eu escolher praticar dança poderei sentir-me mais elegante.	☐	☐	☐	☐	☐
Se eu escolher praticar dança vou conseguir ser mais sociável.	☐	☐	☐	☐	☐
Eu planeio entrar para aulas de dança no próximo ano letivo.	☐	☐	☐	☐	☐

	Discordo Totalmente	Discordo Mais ou Menos	Não Concordo Nem Discordo	Concordo Mais ou Menos	Concordo Totalmente
Os meus amigos consideram que eu devo escolher a prática de dança.	☐	☐	☐	☐	☐

Responde às seguintes questões, seleccionando a opção correta.

	Sim	Não	Talvez
Tens familiares que dançam?	☐	☐	☐
Já assististe a algum espetáculo de dança?	☐	☐	☐
Conheces algum dançarino famoso?	☐	☐	☐
Já viste alguma demonstração/exibição de dança?	☐	☐	☐
Já experimentaste aulas de dança presenciais?	☐	☐	☐

Appendix 13 - Harman's single factor test - Sample before the Social Marketing Intervention

Total Variance Explained (Extraction Method: Principal Component Analysis)							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	13,811	29,39	29,39	13,81	29,39	29,39	
2	4,58	9,75	39,13				
3	2,584	5,50	44,63				
4	2,372	5,05	49,68				
5	2,03	4,32	53,99				
6	1,467	3,12	57,12				
7	1,335	2,84	59,96				
8	1,306	2,78	62,73				
9	1,022	2,17	64,91				
10	0,966	2,06	66,96				
11	0,956	2,04	69,00				
12	0,877	1,87	70,86				
13	0,853	1,82	72,68				
14	0,795	1,69	74,37				
15	0,724	1,54	75,91				
16	0,682	1,45	77,36				
17	0,664	1,41	78,77				
18	0,616	1,31	80,08				
19	0,581	1,24	81,32				
20	0,555	1,18	82,50				
21	0,544	1,16	83,66				
22	0,522	1,11	84,77				
23	0,487	1,04	85,80				
24	0,475	1,01	86,81				
25	0,462	0,98	87,79				
26	0,447	0,95	88,75				
27	0,412	0,88	89,62				
28	0,402	0,85	90,48				
29	0,383	0,82	91,29				
30	0,359	0,76	92,06				
31	0,337	0,72	92,77				
32	0,321	0,68	93,46				
33	0,308	0,66	94,11				
34	0,29	0,62	94,73				
35	0,283	0,60	95,33				
36	0,273	0,58	95,91				
37	0,257	0,55	96,46				
38	0,231	0,49	96,95				
39	0,218	0,46	97,42				
40	0,197	0,42	97,84				
41	0,189	0,40	98,24				
42	0,178	0,38	98,62				
43	0,166	0,35	98,97				
44	0,152	0,32	99,29				
45	0,128	0,27	99,56				
46	0,113	0,24	99,81				
47	0,092	0,20	100,00				

Appendix 14 - Harman's single factor test - Sample after the Social Marketing Intervention

Total Variance Explained (Extraction Method: Principal Component Analysis)						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11,49	24,45	24,45	11,49	24,45	24,45
2	5,499	11,70	36,15			
3	3,123	6,65	42,79			
4	2,439	5,19	47,98			
5	2,073	4,41	52,39			
6	1,627	3,46	55,85			
7	1,588	3,38	59,23			
8	1,227	2,61	61,84			
9	1,069	2,28	64,12			
10	0,948	2,02	66,14			
11	0,9	1,91	68,05			
12	0,882	1,88	69,93			
13	0,821	1,75	71,67			
14	0,805	1,71	73,39			
15	0,738	1,57	74,96			
16	0,704	1,50	76,46			
17	0,673	1,43	77,89			
18	0,655	1,39	79,28			
19	0,62	1,32	80,60			
20	0,614	1,31	81,91			
21	0,589	1,25	83,16			
22	0,53	1,13	84,29			
23	0,519	1,10	85,39			
24	0,504	1,07	86,47			
25	0,453	0,97	87,43			
26	0,45	0,96	88,39			
27	0,415	0,88	89,27			
28	0,411	0,87	90,14			
29	0,389	0,83	90,97			
30	0,355	0,76	91,73			
31	0,341	0,73	92,45			
32	0,332	0,71	93,16			
33	0,323	0,69	93,85			
34	0,292	0,62	94,47			
35	0,284	0,61	95,07			
36	0,266	0,57	95,64			
37	0,261	0,56	96,19			
38	0,247	0,53	96,72			
39	0,23	0,49	97,21			
40	0,208	0,44	97,65			
41	0,203	0,43	98,08			
42	0,193	0,41	98,50			
43	0,172	0,37	98,86			
44	0,16	0,34	99,20			
45	0,146	0,31	99,51			
46	0,128	0,27	99,79			
47	0,101	0,22	100,00			

Appendix 15 - Tests of Normality - Essay 3 - Experimental Group

	Before						After					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk			Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.
ATTd1	0.158	153	0.000	0.900	153	0.000	0.203	183	0.000	0.890	183	0.000
ATTd2	0.364	153	0.000	0.689	153	0.000	0.344	183	0.000	0.721	183	0.000
ATTd3	0.196	153	0.000	0.893	153	0.000	0.179	183	0.000	0.886	183	0.000
ATTd4	0.175	153	0.000	0.878	153	0.000	0.185	183	0.000	0.894	183	0.000
ATTd5	0.175	153	0.000	0.879	153	0.000	0.196	183	0.000	0.867	183	0.000
ATTd6	0.246	153	0.000	0.839	153	0.000	0.261	183	0.000	0.798	183	0.000
ATTd7	0.246	153	0.000	0.860	153	0.000	0.235	183	0.000	0.841	183	0.000
ATTb1_R	0.381	153	0.000	0.683	153	0.000	0.412	183	0.000	0.639	183	0.000
ATTb2_R	0.202	153	0.000	0.829	153	0.000	0.282	183	0.000	0.801	183	0.000
ATTb3_R2	0.233	153	0.000	0.837	153	0.000	0.194	183	0.000	0.877	183	0.000
ATTb4_R2	0.437	153	0.000	0.595	153	0.000	0.472	183	0.000	0.499	183	0.000
ATTb5_R	0.438	153	0.000	0.582	153	0.000	0.456	183	0.000	0.530	183	0.000
ATTb6_R	0.457	153	0.000	0.529	153	0.000	0.480	183	0.000	0.500	183	0.000
ATTb7_R	0.372	153	0.000	0.688	153	0.000	0.445	183	0.000	0.574	183	0.000
ATTb8_R	0.433	153	0.000	0.599	153	0.000	0.468	183	0.000	0.515	183	0.000
ATTb9_R	0.459	153	0.000	0.518	153	0.000	0.482	183	0.000	0.463	183	0.000
ATTb10	0.444	153	0.000	0.561	153	0.000	0.459	183	0.000	0.511	183	0.000
ATTb11_R	0.180	153	0.000	0.881	153	0.000	0.213	183	0.000	0.875	183	0.000
ATTb12_R	0.436	153	0.000	0.560	153	0.000	0.477	183	0.000	0.510	183	0.000
ATTb13	0.423	153	0.000	0.614	153	0.000	0.438	183	0.000	0.590	183	0.000
ATTb14_R	0.390	153	0.000	0.678	153	0.000	0.456	183	0.000	0.555	183	0.000
SN1	0.154	153	0.000	0.889	153	0.000	0.167	183	0.000	0.907	183	0.000
SN2	0.190	153	0.000	0.868	153	0.000	0.233	183	0.000	0.863	183	0.000
SN3	0.339	153	0.000	0.742	153	0.000	0.301	183	0.000	0.790	183	0.000
SN4	0.247	153	0.000	0.826	153	0.000	0.245	183	0.000	0.865	183	0.000
SN5	0.265	153	0.000	0.819	153	0.000	0.223	183	0.000	0.853	183	0.000
SN6	0.381	153	0.000	0.690	153	0.000	0.375	183	0.000	0.703	183	0.000
SN7_R	0.367	153	0.000	0.716	153	0.000	0.394	183	0.000	0.672	183	0.000
SN8_R	0.384	153	0.000	0.686	153	0.000	0.390	183	0.000	0.679	183	0.000
SN9	0.193	153	0.000	0.865	153	0.000	0.189	183	0.000	0.871	183	0.000
SN10	0.237	153	0.000	0.824	153	0.000	0.292	183	0.000	0.777	183	0.000
SN11	0.306	153	0.000	0.781	153	0.000	0.270	183	0.000	0.814	183	0.000
OE1	0.258	153	0.000	0.802	153	0.000	0.212	183	0.000	0.836	183	0.000
OE2	0.258	153	0.000	0.868	153	0.000	0.231	183	0.000	0.874	183	0.000
OE3	0.176	153	0.000	0.846	153	0.000	0.218	183	0.000	0.842	183	0.000
OE4	0.178	153	0.000	0.861	153	0.000	0.183	183	0.000	0.865	183	0.000
OE5	0.206	153	0.000	0.859	153	0.000	0.174	183	0.000	0.884	183	0.000
OE6	0.206	153	0.000	0.885	153	0.000	0.237	183	0.000	0.880	183	0.000
INT1	0.346	153	0.000	0.716	153	0.000	0.311	183	0.000	0.779	183	0.000
INT2	0.333	153	0.000	0.732	153	0.000	0.283	183	0.000	0.802	183	0.000
INT3	0.351	153	0.000	0.724	153	0.000	0.321	183	0.000	0.772	183	0.000
SE1	0.198	153	0.000	0.830	153	0.000	0.187	183	0.000	0.844	183	0.000
SE2	0.189	153	0.000	0.822	153	0.000	0.173	183	0.000	0.857	183	0.000
SE3	0.167	153	0.000	0.858	153	0.000	0.161	183	0.000	0.867	183	0.000

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 16 - Tests of Normality - Essay 3 - Control Group

	Control Group											
	Before						After					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk			Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.
ATTd1	0.241	127	0.000	0.886	127	0.000	0.188	151	0.000	0.895	151	0.000
ATTd2	0.324	127	0.000	0.722	127	0.000	0.331	151	0.000	0.741	151	0.000
ATTd3	0.204	127	0.000	0.893	127	0.000	0.201	151	0.000	0.891	151	0.000
ATTd4	0.219	127	0.000	0.895	127	0.000	0.176	151	0.000	0.899	151	0.000
ATTd5	0.201	127	0.000	0.867	127	0.000	0.190	151	0.000	0.880	151	0.000
ATTd6	0.219	127	0.000	0.867	127	0.000	0.255	151	0.000	0.792	151	0.000
ATTd7	0.194	127	0.000	0.896	127	0.000	0.198	151	0.000	0.857	151	0.000
ATTb1_R	0.399	127	0.000	0.669	127	0.000	0.434	151	0.000	0.598	151	0.000
ATTb2_R	0.192	127	0.000	0.864	127	0.000	0.219	151	0.000	0.847	151	0.000
ATTb3_R2	0.199	127	0.000	0.878	127	0.000	0.212	151	0.000	0.867	151	0.000
ATTb4_R2	0.495	127	0.000	0.467	127	0.000	0.488	151	0.000	0.483	151	0.000
ATTb5_R	0.443	127	0.000	0.552	127	0.000	0.481	151	0.000	0.505	151	0.000
ATTb6_R	0.495	127	0.000	0.442	127	0.000	0.506	151	0.000	0.403	151	0.000
ATTb7_R	0.438	127	0.000	0.597	127	0.000	0.440	151	0.000	0.594	151	0.000
ATTb8_R	0.459	127	0.000	0.529	127	0.000	0.480	151	0.000	0.452	151	0.000
ATTb9_R	0.506	127	0.000	0.386	127	0.000	0.513	151	0.000	0.378	151	0.000
ATTb10	0.474	127	0.000	0.482	127	0.000	0.475	151	0.000	0.470	151	0.000
ATTb11_R	0.200	127	0.000	0.877	127	0.000	0.167	151	0.000	0.896	151	0.000
ATTb12_R	0.468	127	0.000	0.512	127	0.000	0.467	151	0.000	0.526	151	0.000
ATTb13	0.415	127	0.000	0.638	127	0.000	0.436	151	0.000	0.593	151	0.000
ATTb14_R	0.438	127	0.000	0.607	127	0.000	0.458	151	0.000	0.552	151	0.000
SN1	0.184	127	0.000	0.878	127	0.000	0.178	151	0.000	0.890	151	0.000
SN2	0.229	127	0.000	0.869	127	0.000	0.226	151	0.000	0.864	151	0.000
SN3	0.298	127	0.000	0.781	127	0.000	0.292	151	0.000	0.795	151	0.000
SN4	0.207	127	0.000	0.856	127	0.000	0.277	151	0.000	0.831	151	0.000
SN5	0.227	127	0.000	0.834	127	0.000	0.201	151	0.000	0.873	151	0.000
SN6	0.377	127	0.000	0.683	127	0.000	0.335	151	0.000	0.756	151	0.000
SN7_R	0.367	127	0.000	0.711	127	0.000	0.421	151	0.000	0.646	151	0.000
SN8_R	0.410	127	0.000	0.654	127	0.000	0.447	151	0.000	0.579	151	0.000
SN9	0.210	127	0.000	0.862	127	0.000	0.215	151	0.000	0.886	151	0.000
SN10	0.215	127	0.000	0.816	127	0.000	0.236	151	0.000	0.806	151	0.000
SN11	0.306	127	0.000	0.785	127	0.000	0.272	151	0.000	0.808	151	0.000
OE1	0.231	127	0.000	0.835	127	0.000	0.281	151	0.000	0.788	151	0.000
OE2	0.258	127	0.000	0.875	127	0.000	0.273	151	0.000	0.868	151	0.000
OE3	0.169	127	0.000	0.876	127	0.000	0.179	151	0.000	0.878	151	0.000
OE4	0.188	127	0.000	0.886	127	0.000	0.220	151	0.000	0.876	151	0.000
OE5	0.190	127	0.000	0.875	127	0.000	0.224	151	0.000	0.884	151	0.000
OE6	0.200	127	0.000	0.883	127	0.000	0.250	151	0.000	0.869	151	0.000
INT1	0.340	127	0.000	0.739	127	0.000	0.323	151	0.000	0.768	151	0.000
INT2	0.324	127	0.000	0.768	127	0.000	0.312	151	0.000	0.775	151	0.000
INT3	0.338	127	0.000	0.753	127	0.000	0.330	151	0.000	0.764	151	0.000
SE1	0.206	127	0.000	0.812	127	0.000	0.193	151	0.000	0.853	151	0.000
SE2	0.199	127	0.000	0.831	127	0.000	0.224	151	0.000	0.827	151	0.000
SE3	0.172	127	0.000	0.860	127	0.000	0.157	151	0.000	0.877	151	0.000

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 17 - Tests of Skewness and Kurtosis

	Experimental Group				Control Group					Experimental Group				Control Group			
	Before		After		Before		After			Before		After		Before		After	
Item	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis	Item	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis
ATTd1	-0,331	-1,031	-0,644	-0,328	-0,613	-0,435	-0,525	-0,549	SN1	-0,321	-0,993	-0,260	-0,740	-0,603	-0,501	-0,535	-0,496
ATTd2	-1,589	2,173	-1,607	2,001	-1,756	3,363	-1,363	1,343	SN2	-0,479	-0,628	-0,332	-0,168	-0,394	-0,351	-0,288	-0,280
ATTd3	-0,469	-0,816	-0,585	-0,601	-0,459	-0,468	-0,418	-0,503	SN3	1,012	0,057	0,781	-0,386	0,927	0,121	0,820	-0,250
ATTd4	-0,406	-1,041	-0,519	-0,870	-0,524	-0,835	-0,469	-0,870	SN4	0,567	-0,457	0,261	-0,323	0,494	-0,237	0,099	0,202
ATTd5	-0,549	-0,917	-0,742	-0,439	-0,825	-0,153	-0,767	-0,402	SN5	0,476	-1,114	0,410	-1,063	0,513	-0,999	0,277	-0,985
ATTd6	-0,997	0,738	-1,259	1,020	-0,888	0,306	-1,243	1,129	SN6	1,109	0,111	1,186	0,463	1,410	1,148	0,996	0,013
ATTd7	-0,745	-0,408	-0,914	0,010	-0,617	-0,453	-0,868	-0,038	SN7_R	-1,300	0,437	-1,431	0,931	-1,230	0,426	-1,320	0,506
ATTb1_R	-1,220	0,051	-1,601	1,288	-1,286	0,275	-1,921	2,789	SN8_R	-1,382	0,680	-1,466	1,128	-1,489	1,252	-1,659	1,793
ATTb2_R	0,080	-1,549	-0,668	-1,021	0,208	-1,380	-0,330	-1,338	SN9	0,348	-1,162	-0,024	-1,097	0,159	-1,299	0,048	-0,886
ATTb3_R	0,649	-0,763	0,383	-0,994	0,569	-0,613	0,573	-0,635	SN10	-0,317	-1,370	-0,811	-0,741	-0,466	-1,253	-0,843	-0,496
ATTb4_R	-1,871	2,594	-2,608	6,432	-2,543	5,908	-2,513	5,599	SN11	0,852	-0,163	0,480	-0,760	0,972	-0,073	0,219	-0,926
ATTb5_R	-2,047	3,553	-2,391	5,159	-1,978	3,175	-2,455	5,618	OE1	0,254	0,800	0,212	0,836	0,228	0,841	0,281	0,788
ATTb6_R	-2,437	5,104	-2,516	5,641	-2,629	5,981	-3,032	8,792	OE2	0,260	0,863	0,231	0,874	0,262	0,875	0,273	0,868
ATTb7_R	-1,445	0,883	-2,199	4,077	-1,697	1,779	-2,021	3,297	OE3	0,166	0,856	0,218	0,842	0,164	0,877	0,179	0,878
ATTb8_R	-1,711	1,624	-2,644	6,865	-1,833	2,440	-2,904	8,323	OE4	0,169	0,864	0,183	0,865	0,183	0,885	0,220	0,876
ATTb9_R	-2,325	4,734	-3,084	10,237	-3,092	9,677	-3,445	12,778	OE5	0,211	0,856	0,174	0,884	0,185	0,870	0,224	0,884
ATTb10	-2,017	2,861	-2,556	5,917	-2,820	7,559	-2,690	6,604	OE6	0,196	0,885	0,237	0,880	0,196	0,879	0,250	0,869
ATTb11_R	0,154	-1,280	0,343	-1,130	0,246	-1,161	0,018	-1,111	INT1	1,272	0,441	0,801	-0,522	1,129	0,029	0,905	-0,192
ATTb12_R	-1,855	2,379	-2,451	5,382	-2,174	3,847	-2,287	4,738	INT2	1,226	0,344	0,758	-0,582	0,993	-0,195	0,908	-0,224
ATTb13	-1,077	-0,585	-1,494	0,597	-1,119	-0,497	-1,543	0,839	INT3	1,208	0,486	0,861	-0,324	1,132	0,097	0,852	-0,379
ATTb14_R	-1,228	0,151	-1,985	3,119	-1,431	0,970	-2,048	3,541									
SE1	-0,040	-1,498	-0,340	-1,284	-0,129	-1,575	-0,525	-0,836									
SE2	-0,260	-1,456	-0,418	-1,104	-0,547	-1,049	-0,597	-0,935									
SE3	-0,109	-1,358	-0,357	-1,105	-0,097	-1,353	-0,362	-0,979									

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 18 - Results of Hypotheses testing of Control Group (before and after Social Marketing intervention)

Control Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS- MGA	Permutation Test	
ATTb -> INT (H7)	-0.066 t = 1.279 p = 0.201	-0.180 t = 2.062 p = 0.039	[-0.181, 0.024]	[-0.338, 0.003]	0.114	0.255	0.239	No/No
ATTb -> OE (H9)	0.189 t = 2.926 p = 0.003	0.060 t = 0.953 p = 0.341	[0.063, 0.312]	[-0.067, 0.181]	0.129	0.153	0.193	No/No
ATTd -> INT (H8)	0.207 t = 3.225 p ≤ 0.001	0.157 t = 2.178 p = 0.029	[0.081, 0.328]	[0.015, 0.298]	0.049	0.608	0.615	No/No
ATTd -> OE (H10)	0.155 t = 2.284 p = 0.022	0.207 t = 2.595 p = 0.009	[0.017, 0.284]	[0.045, 0.360]	-0.052	0.622	0.632	No/No
SN -> INT (H11)	0.547 t = 7.167 p ≤ 0.001	0.559 t = 9.274 p ≤ 0.001	[0.377, 0.678]	[0.432, 0.672]	-0.012	0.916	0.909	No/No
SN -> OE (H12)	0.258 t = 3.813 p ≤ 0.001	0.252 t = 3.182 p ≤ 0.001	[0.122, 0.389]	[0.100, 0.408]	0.006	0.956	0.959	Yes/Yes
SE -> INT (H13)	-0.006 t = 0.075 p = 0.941	0.063 t = 0.964 p = 0.335	[-0.164, 0.152]	[-0.078, 0.182]	-0.069	0.506	0.507	No/No
SE -> OE (H14)	0.364 t = 4.765 p ≤ 0.001	0.297 t = 4.054 p ≤ 0.001	[0.198, 0.500]	[0.139, 0.427]	0.067	0.524	0.528	No/No

Note: Confidence Interval of 95%; $p < 0.05$

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 19 - Configural Invariance of Boys and Girls of Control group (before and after Social Marketing intervention)

Step 1													
Control Group													
Items	Boys						Girls						
	Before			After			Before			After			
	Factor Loadings	T (p-value)	Sig.	Factor Loadings	T (p-value)	Sig.	Factor Loadings	T (p-value)	Sig.	Factor Loadings	T (p-value)	Sig.	
INT1	0.796	7.846***	Yes	0.947	69.199***	Yes	0.915	24.742***	Yes	0.952	45.766***	Yes	
INT2	0.788	8.218***	Yes	0.884	20.184***	Yes	0.925	23.759***	Yes	0.965	76.482***	Yes	
INT3	0.801	10.943***	Yes	0.870	21.178***	Yes	0.931	51.417***	Yes	0.948	54.054***	Yes	
OE1	0.757	13.346***	Yes	0.577	6.351***	Yes	0.736	7.354***	Yes	0.717	5.887***	Yes	
OE2	0.822	16.167***	Yes	0.710	10.170***	Yes	0.625	6.083***	Yes	0.444	1.961*	Yes	
OE3	0.898	31.796***	Yes	0.846	16.628***	Yes	0.817	11.214***	Yes	0.834	10.952***	Yes	
OE4	0.874	22.943***	Yes	0.907	46.867***	Yes	0.822	15.179***	Yes	0.768	6.261***	Yes	
OE5	0.864	21.885***	Yes	0.785	15.410***	Yes	0.756	10.949***	Yes	0.545	3.050**	Yes	
OE6	0.760	11.320***	Yes	0.856	25.534***	Yes	0.534	4.667***	Yes	0.480	2.411*	Yes	
ATTd1	0.871	7.903***	Yes	0.778	28.269***	Yes	0.799	2.373*	Yes	0.827	1.678	No	
ATTd2	0.568	7.294***	Yes	0.459	11.095***	Yes	0.710	2.332*	Yes	0.424	0.380	No	
ATTd3	0.808	9.241***	Yes	0.868	19.507***	Yes	0.668	2.330*	Yes	0.814	2.006*	Yes	
ATTd4	0.834	9.524***	Yes	0.823	20.854***	Yes	0.749	2.071*	Yes	0.861	1.847*	Yes	
ATTd5	0.859	9.005***	Yes	0.857	23.405***	Yes	0.825	3.046**	Yes	0.854	0.172	No	
ATTd6	0.468	10.309***	Yes	0.709	22.103***	Yes	0.685	1.584	Yes	0.504	1.932	No	
ATTd7	0.783	34.315***	Yes	0.864	9.752***	Yes	0.783	7.280***	Yes	0.830	19.585***	Yes	
ATTb4_R	0.739	6.813***	Yes	0.899	4.026***	Yes	0.709	6.404***	Yes	0.635	3.704***	Yes	
ATTb5_R	0.694	19.151***	Yes	0.818	25.627***	Yes	0.753	5.013***	Yes	0.146	17.934***	Yes	
ATTb6_R	0.734	26.528***	Yes	0.858	14.292***	Yes	0.628	6.662***	Yes	0.889	25.054***	Yes	
ATTb7_R	0.778	25.878***	Yes	0.889	23.280***	Yes	0.550	7.902***	Yes	0.653	19.339***	Yes	
ATTb8_R	0.806	4.350***	Yes	0.899	10.619***	Yes	0.750	7.711***	Yes	0.082	4.744***	Yes	
ATTb12_R	0.765	16.480***	Yes	0.879	25.946***	Yes	0.434	6.003***	Yes	0.799	15.575***	Yes	
SN9	0.724	6.610***	Yes	0.856	22.743***	Yes	0.884	30.574***	Yes	0.862	5.727***	Yes	
SN10	0.602	4.910***	Yes	0.438	2.735**	Yes	0.586	3.260***	Yes	0.746	3.791***	Yes	
SN11	0.666	5.979***	Yes	0.801	13.452**	Yes	0.840	14.267***	Yes	0.638	3.167**	Yes	
SE1	0.830	13.983***	Yes	0.636	3.104***	Yes	0.866	9.848***	Yes	0.876	10.583***	Yes	
SE2	0.891	24.999***	Yes	0.819	5.807***	Yes	0.869	8.220***	Yes	0.897	11.444***	Yes	
SE3	0.610	5.165***	Yes	0.825	9.263***	Yes	0.700	3.846***	Yes	0.701	5.520***	Yes	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 20 - Results of Equality of Composite Mean Values and Variances using Permutation of Boys and Girls of Control Group (before and after Social Marketing intervention)

Step 3								
Control Group								
Boys								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment Mean - Original Difference (Before-After)	Permutation p value	Sig	Equal Variance Assessment Variance - Original Difference (Before - After)	Permutation p-Values	Sig	Total Measurement Invariance Established (Step 3)
Yes	ATTb	-0.012	0.933	Yes	-0.104	0.764	Yes	Yes
Yes	ATTd	-0.066	0.642	Yes	-0.041	0.836	Yes	Yes
Yes	INT	-0.176	0.231	Yes	-0.101	0.752	Yes	Yes
Yes	OE	-0.389	0.005	No	0.146	0.357	Yes	No
Yes	SE	-0.352	0.023	No	0.125	0.469	Yes	No
Yes	SN	-0.317	0.028	No	-0.090	0.626	Yes	No
Girls								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment Mean - Original Difference (Before-After)	Permutation p value	Sig	Equal Variance Assessment Variance - Original Difference (Before - After)	Permutation p-Values	Sig	Total Measurement Invariance Established (Step 3)
Yes	ATTb	-0.253	0.069	Yes	0.686	0.196	Yes	Yes
No	ATTd	-	-	-	-	-	-	-
Yes	INT	0.049	0.768	Yes	-0.030	0.857	Yes	Yes
Yes	OE	-0.107	0.550	Yes	0.530	0.086	Yes	Yes
Yes	SE	-0.016	0.917	Yes	0.007	0.971	Yes	Yes
Yes	SN	-0.155	0.350	Yes	0.443	0.067	Yes	Yes

Note: Original correlation > than 5%-quantile of the empirical Distribution; p > 0.05

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 21 - Results of Hypotheses testing of Boys of the Control Group (before and after Social Marketing intervention)

Boys Control Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.132 t = 1.725 p = 0.085	-0.178 t = 1.936 p = 0.053	[-0.292, 0.014]	[-0.356, 0.008]	0.045	0.698	0.747	No/No
ATTb -> OE (H9)	0.155 t = 1.813 p = 0.070	0.021 t = 0.289 p = 0.773	[-0.011, 0.328]	[-0.124, 0.162]	0.135	0.224	0.208	No/No
ATTd -> INT (H8)	0.250 t = 2.680 p = 0.007	-0.005 t = 0.053 p = 0.958	[0.069, 0.439]	[-0.203, 0.198]	0.256	0.061	0.048	No/Yes
ATTd -> OE (H10)	0.139 t = 1.542 p = 0.123	0.254 t = 2.959 p = 0.003	[-0.046, 0.310]	[0.079, 0.414]	-0.115	0.353	0.375	No/No
SN -> INT (H11)	0.488 t = 5.153 p ≤ 0.001	0.615 t = 8.269 p ≤ 0.001	[0.260, 0.649]	[0.454, 0.744]	-0.127	0.288	0.325	No/No
SN -> OE (H12)	0.225 t = 2.868 p = 0.004	0.347 t = 4.200 p ≤ 0.001	[0.058, 0.367]	[0.184, 0.504]	-0.122	0.286	0.283	No/No
SE -> INT (H13)	-0.047 t = 0.520 p = 0.603	0.071 t = 0.830 p = 0.406	[-0.223, 0.136]	[-0.101, 0.228]	-0.118	0.341	0.305	No/No
SE -> OE (H14)	0.464 t = 5.472 p ≤ 0.001	0.346 t = 4.055 p ≤ 0.001	[0.291, 0.625]	[0.157, 0.498]	0.118	0.320	0.293	No/No

Note: Confidence Interval of 95%; $p < 0.05$

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 22 - Results of Hypothesis testing of Girls of the Control Group (before and after Social Marketing intervention)

Girls Control Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	0.017 t = 0.100 p = 0.920	0.080 t = 0.270 p = 0.787	[-0.445, 0.231]	[-0.567, 0.465]	-0.063	0.772	0.830	No/No
ATTb -> OE (H9)	0.137 t = 0.718 p = 0.473	0.310 t = 0.911 p = 0.363	[-0.286, 0.449]	[-0.623, 0.661]	-0.173	0.492	0.555	No/No
ATTd -> INT (H8)	0.112 t = 0.947 p = 0.344	0.332 t = 2.695 p = 0.007	[-0.144, 0.322]	[0.086, 0.539]	-0.219	0.180	0.171	No/No
ATTd -> OE (H10)	0.322 t = 2.620 p = 0.009	0.250 t = 1.961 p = 0.050	[0.026, 0.520]	[0.011, 0.486]	0.071	0.667	0.707	No/No
SN -> INT (H11)	0.493 t = 3.884 p = 0.000	0.303 t = 2.069 p = 0.039	[0.248, 0.732]	[-0.008, 0.531]	0.190	0.299	0.284	No/No
SN -> OE (H12)	0.282 t = 2.314 p = 0.021	-0.073 t = 0.427 p = 0.669	[0.065, 0.529]	[-0.441, 0.226]	0.354	0.093	0.096	No/No
SE -> INT (H13)	0.027 t = 0.187 p = 0.851	0.019 t = 0.089 p = 0.929	[-0.267, 0.296]	[-0.289, 0.299]	0.008	0.993	0.971	Yes/Yes
SE -> OE (H14)	0.165 t = 1.127 p = 0.260	0.265 t = 1.193 p = 0.233	[-0.124, 0.450]	[-0.072, 0.567]	-0.100	0.619	0.649	No/No

Note: Confidence Interval of 95%; $p < 0.05$

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 23 - Configural Invariance of Children and Adolescents of Control Group (before and after Social Marketing intervention)

Step 1								
Control Group								
Items	Children				Adolescents			
	Before		After		Before		After	
	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)	Factor Loadings	T (p-value)
INT1	0.881	18.394***	0.953	66.072***	0.932	54.745***	0.960	57.882***
INT2	0.852	14.560***	0.930	39.187***	0.912	67.210***	0.951	39.766***
INT3	0.837	14.301***	0.899	29.551***	0.876	40.660***	0.942	45.354***
OE1	0.735	10.186***	0.665	8.687***	0.729	18.608***	0.557	4.592***
OE2	0.733	8.984***	0.701	8.555***	0.765	15.838***	0.678	7.213***
OE3	0.850	18.079***	0.840	14.244***	0.897	39.378***	0.853	21.295***
OE4	0.889	25.888***	0.847	25.658***	0.879	21.433***	0.879	20.573***
OE5	0.865	23.213***	0.753	10.891***	0.843	20.976***	0.713	7.904***
OE6	0.692	7.053***	0.769	11.179***	0.836	7.714***	0.785	13.259***
ATTd1	0.902	45.220***	0.817	13.668***	0.902	24.098***	0.896	43.663***
ATTd2	0.563	6.095***	0.553	5.810***	0.695	12.887***	0.617	7.055***
ATTd3	0.848	27.436***	0.878	33.098***	0.898	15.249***	0.896	35.946***
ATTd4	0.895	38.781***	0.887	36.036***	0.907	23.369***	0.879	29.455***
ATTd5	0.892	36.668***	0.904	36.765***	0.916	24.526***	0.907	44.100***
ATTd6	0.626	7.951***	0.688	8.339***	0.640	7.830***	0.742	12.411***
ATTd7	0.822	18.266***	0.867	23.297***	0.890	23.684***	0.899	36.656***
ATTb4_R	0.739	4.443***	0.833	4.507***	0.800	6.955***	0.926	19.798***
ATTb5_R	0.688	3.851***	0.602	2.996**	0.793	6.022***	0.850	8.418***
ATTb6_R	0.651	3.459***	0.888	4.789***	0.835	7.149***	0.790	8.451***
ATTb7_R	0.672	3.373***	0.840	4.818***	0.830	4.949***	0.907	18.810***
ATTb8_R	0.673	4.311***	0.774	4.410***	0.845	7.347***	0.909	12.841***
ATTb12_R	0.584	3.293***	0.831	4.368***	0.781	5.637***	0.920	20.863***
SN9	0.779	8.594***	0.877	22.073***	0.887	33.623***	0.864	19.689***
SN10	0.735	8.138***	0.751	9.357***	0.682	7.117***	0.486	2.941**
SN11	0.740	7.416***	0.790	13.139***	0.810	17.641***	0.779	10.576***
SE1	0.849	21.725***	0.815	9.467***	0.832	10.321***	0.607	2.548*
SE2	0.865	21.127***	0.810	8.230***	0.750	16.844***	0.840	4.867***
SE3	0.723	7.505***	0.730	8.502***	0.785	8.746***	0.874	11.526***

Note: *** p < 0.001; ** p < 0.01; * p < 0.05

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 24 - Results of Equality of Composite Mean Values and Variances using Permutation of Children and Adolescents of Control Group (before and after Social Marketing intervention)

Step 3								
Control Group								
Children								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment Mean - Original Difference (Before-After)	Permutation p value	Sig	Equal Variance Assessment Variance - Original Difference (Before - After)	Permutation p-Values	Sig	Total Measurement Invariance Established (Step 3)
Yes	ATTb	-0.404	0.002	No	0.324	0.272	Yes	No
Yes	ATTd	-0.219	0.132	Yes	0.058	0.700	Yes	Yes
Yes	INT	-0.096	0.566	Yes	0.021	0.914	Yes	Yes
Yes	OE	-0.308	0.061	Yes	0.302	0.142	Yes	Yes
Yes	SE	-0.198	0.219	Yes	0.134	0.459	Yes	Yes
Yes	SN	-0.198	0.228	Yes	0.098	0.626	Yes	Yes
Adolescents								
Partial Measurement Invariance Established (Steps 1 and 2)	Constructs	Equal Mean Assessment Mean - Original Difference (Before-After)	Permutation p value	Sig	Equal Variance Assessment Variance - Original Difference (Before - After)	Permutation p-Values	Sig	Total Measurement Invariance Established (Step 3)
Yes	ATTb	0.117	0.393	Yes	-0.226	0.641	Yes	Yes
No	ATTd	0.015	0.927	Yes	-0.087	0.689	Yes	No
Yes	INT	-0.007	0.964	Yes	0.073	0.780	Yes	Yes
Yes	OE	-0.264	0.111	Yes	0.403	0.061	Yes	Yes
Yes	SE	-0.221	0.157	Yes	0.232	0.200	Yes	Yes
Yes	SN	-0.264	0.107	Yes	0.240	0.176	Yes	Yes
Note: Original correlation > than 5%-quantile of the empirical Distribution; p > 0.05								
Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities								

Appendix 25 - Results of Hypotheses testing of Children of the Control Group (before and after Social Marketing intervention)

Children of the Control Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.048 t = 0.468 p = 0.640	-0.280 t = 1.673 p = 0.094	[-0.316, 0.115]	[-0.526, 0.216]	0.233	0.211	0.139	No/No
ATTb -> OE (H9)	0.137 t = 1.103 p = 0.270	0.164 t = 1.651 p = 0.099	[-0.239, 0.341]	[-0.024, 0.364]	-0.027	0.859	0.852	No/No
ATTd -> INT (H8)	0.250 t = 2.698 p = 0.007	0.244 t = 2.139 p = 0.033	[0.067, 0.427]	[0.023, 0.472]	0.006	0.957	0.945	Yes/Yes
ATTd -> OE (H10)	0.182 t = 1.904 p = 0.057	0.044 t = 0.361 p = 0.718	[-0.003, 0.369]	[-0.190, 0.287]	0.138	0.372	0.409	No/No
SN -> INT (H11)	0.509 t = 4.436 p ≤ 0.001	0.421 t = 4.156 p ≤ 0.001	[0.241, 0.701]	[0.212, 0.611]	0.088	0.552	0.635	No/No
SN -> OE (H12)	0.204 t = 1.923 p = 0.055	0.383 t = 3.533 p ≤ 0.000	[0.003, 0.410]	[0.159, 0.587]	-0.178	0.242	0.268	No/No
SE -> INT (H13)	0.069 t = 0.541 p = 0.589	0.212 t = 1.860 p = 0.063	[-0.168, 0.327]	[-0.027, 0.420]	-0.143	0.397	0.426	No/No
SE -> OE (H14)	0.508 t = 4.827 p ≤ 0.001	0.254 t = 2.351 p = 0.019	[0.295, 0.706]	[0.011, 0.444]	0.255	0.090	0.088	No/No

Note: Confidence Interval of 95%; $p < 0.05$

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities

Appendix 26 - Results of Hypotheses of Adolescents of the Control Group (before and after Social Marketing intervention)

Adolescents of the Control Group								
Hypotheses	Path Coefficients / t-value / p-value		Confidence Interval (95%)		Path Coefficients Difference	p-value difference (two-tailed)		Supported
	Before	After	Before	After		PLS-MGA	Permutation Test	
ATTb -> INT (H7)	-0.049 t = 0.639 p = 0.523	-0.147 t = 1.375 p = 0.169	[-0.194, 0.099]	[-0.346, 0.064]	0.098	0.455	0.425	No/No
ATTb -> OE (H9)	0.251 t = 2.867 p = 0.004	-0.019 t = 0.217 p = 0.829	[0.094, 0.427]	[-0.198, 0.141]	0.270	0.037	0.035	Yes/Yes
ATTd -> INT (H8)	0.204 t = 2.387 p = 0.017	0.134 t = 1.421 p = 0.155	[0.037, 0.370]	[-0.061, 0.314]	0.070	0.581	0.559	No/No
ATTd -> OE (H10)	0.140 t = 1.455 p = 0.146	0.356 t = 3.609 p = 0.000	[-0.053, 0.323]	[0.175, 0.568]	-0.217	0.110	0.122	No/No
SN -> INT (H11)	0.580 t = 5.533 p = 0.000	0.647 t = 8.483 p = 0.000	[0.355, 0.773]	[0.487, 0.787]	-0.067	0.605	0.612	No/No
SN -> OE (H12)	0.303 t = 3.263 p = 0.001	0.134 t = 1.253 p = 0.210	[0.116, 0.482]	[-0.065, 0.353]	0.170	0.229	0.226	No/No
SE -> INT (H13)	-0.098 t = 0.909 p = 0.363	-0.052 t = 0.568 p = 0.570	[-0.302, 0.119]	[-0.262, 0.108]	-0.045	0.746	0.742	No/No
SE -> OE (H14)	0.235 t = 2.114 p = 0.035	0.338 t = 3.373 p = 0.001	[-0.009, 0.433]	[0.110, 0.511]	-0.103	0.487	0.537	No/No

Note: Confidence Interval of 95%; $p < 0.05$

Legend: ATTd = Attitudes towards dance; ATTb = Attitudes towards boys who dance; INT = Intention to join dance activities; OE = Outcome expectancies of joining dance activities; SN = Subjective norms towards dancing; SE = Self-efficacy to perform dance activities