CHOOSING THE TEACHING PROFESSION AMONG DANCE STUDENTS

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This research focuses on identifying the motivations for choosing teaching, the level of commitment and satisfaction from this choice of observant dance students. The data was collected with a structured questionnaire developed especially for the research. According to the findings the questionnaire is valid. The intrinsic-educational and altruistic motivations were found to predict commitment to teaching. In addition, the socialization agents – family members and friends – were found to have an emotional influence, while teachers influence through modeling.
Keywords: dance, teaching, students, motivations, intrinsic, extrinsic, altruistic, socialization, questionnaire.

MOTIVAREA ALEGERII PROFESIEI DE PEDAGOG DE DANS
ÎN RÂNDURILE ELEVILOR ŞCOLILOR COREGRAFICE

Prezenta investigaţie este axată pe identificarea motivaţiei pentru alegerea metodei de predare a dansului, a nivelului de angajament şi de satisfacţie din această alegere a elevilor de dans ce respectă tradiţia. Datele au fost colectate cu ajutorul unui chestionar elaborat şi structurat special pentru această cercetare. Potrivit constatărilor, chestionarul poate fi considerat valid. Au fost găsite motivaţii altruiste şi intrinseci-educative pentru a profesa predarea dansului. În plus, s-a atestat că agenţii de socializare – membrii familiei şi prietenii – exercită o influenţă emoţională, în timp ce cadrele didactice – o influenţă prin modelare.
Cuvinte-cheie: dans, predare, elevi, motivaţii, intrinsic, extrinsic, altruist, socializare, chestionar.

Introduction

The dance department at a religious academic college of education was established in 1998. The department trains academic dance teachers who shall have the ability to integrate a religious worldview into the creation and teaching of dance. This is the first and only framework in Israel for the religious sector, and in it young religious women with an artistic tendency to dance can train to teach the profession. Graduates of the department enable the integration of the subject of dance in the Israeli general-religious education system. The development and foundations of this subject is dependent upon the joining and remaining of these new teachers within the system.

To present, no empirical research was conducted examining the motivations of dance students in Israel in general – and of observant dance students in particular – for choosing the teaching profession. The findings of this research could enrich the theory dealing with the motivations for choosing the dance teaching profession, and the predictors of commitment to teach, and of satisfaction from it.

Theoretical Background
Motivations for choosing the teaching profession

From findings of studies dealing with the perception of the teaching profession and with the reasons for choosing teaching as a career, there arise three main motivations for choosing this profession – intrinsic, extrinsic, and altruistic motivations [13,9,8,4,15,16].

A. Intrinsic motivations – studies show that the intrinsic motivations – connected with the essence of the profession – are the most prominent in choosing it. These considerations are related to the satisfaction issuing from the work of teaching itself, and from its inherent characteristics, perceived by a person as matching their skills and personality [8,5].

In studies dealing with the motivations for choosing teaching it was found that people who choose the profession are mostly people with a self-perception of having an ability to teach well, and who define themselves as people who love children, seeking an occupation entailing interpersonal communication. Active teachers had stressed utilitarian aspects, such as satisfaction and joy from the act of teaching itself and from the opportunity to promote children; interest in the subject matter they teach; potential for self-realization; a high level of autonomy; using professional knowledge, as well as an option to realize personal capacities at work [9,7,12,14].

B. Extrinsic motivations –Motivations related to utilitarian aspects of the teaching profession, which are not part of its professional characteristics. These motivations are related to aspects such as social status and

work conditions – long vacations, wage level, required profession and tenure. Another significant aspect is the fact that the teaching profession is suited for family and parenting life [9,11,12].

C. Altruistic motivations – motivations related to a perception of teaching as a socially worthy profession, since it provides a sense of vocation, enables one to shape the future generations and work towards a better society [9].

Socialization Agents for Choosing Teaching

The process of choosing teaching as a profession has several unique characteristics. First and foremost, the teaching profession is one that people in society become acquainted with at a young age, due to the mere obligation of studying at school. Pupils' identification with teachers who were role models for them on the professional and personal levels, or identification with teachers who were relatives, could constitute an important factor in recruiting new teachers to the profession while they are still at school [3,7,12].

Another factor classified as a socialization agent is related to the influence of positive experiences from previous engagement in education, such as instruction in a youth movement, instruction during military or national service - which are the mandatory and volunteer government service programs in Israel (respectively) - as well as the influence of movies and books about the field [2].

The supreme objective of the research, then, is to construct a questionnaire examining the motivations for choosing the dance teaching profession, as well as to validate it and ensure its reliability. This questionnaire will serve as one of the aspects of the research tools for a comprehensive research.

Additional objectives are:

a. To examine the motivations of observant dance students for choosing this profession, their degree of commitment to teaching, and their level of satisfaction from this choice. Also, to identify the predictors of the sense of commitment.

b. To examine the students' perception regarding the degree of influence of the socialization agents on their choice of teaching as a profession, and the way in which they had influenced that choice.

The research method

Research population - Out of 62 students studying regularly in a dance teaching department at a religious academic college of education in the school year 2013-2014, 50 students responded to the questionnaire, which constitutes 81% of the entire population of students in the department. The average age of the respondents is 22, the standard deviation 1.7, the age range 19 to 26 years. 94% studied dance in the past, and 74% engaged in other areas of the arts. 73.0% of the participants considered another alternative for studying in the department (education, social work, psychology and similar professions). 92.0% of the participants had engaged in education prior to their studies, and 90.0% of the participants had relatives in education, such as father, mother, or another relative.

Research Tool

The questionnaire that was constructed for the purpose of the research is based on the literature and on interviews with students at college and with teachers who graduated the department. The questionnaire included the following aspects:

Personal characteristics: such as year of study at the dance department, age.

The participants were asked to grade on a 6-point Likert scale statementsin the following aspects: motivations for choosing teaching, socialization agents and commitment and satisfaction from their career choice.

Motivations for choosing the teaching profession: participants were presented with 9 statements describing different motivations for choosing dance teaching. In addition to ranking the various statements, the participants were asked to select the most important motivation for their choice of the dance teaching profession, and to rank it.

Socialization agents for choosing the teaching profession: the participants were asked to note which of their relatives worked in education, and to evaluate the level of contribution of six figures presented in the questionnaire, to their decision to choose the teaching profession: friends, parents (father, mother), other relatives, teacher, and dance teacher. In addition to ranking the various statements, the participants of the research were asked to choose and note the figure that had the most influence on them in choosing the teaching profession, as well as to explain, in an open question, in what way that figure had influenced them.

Commitment to teaching: measured with one statement – "I see myself as a dance teacher upon concluding my studies at college".

Satisfaction from choosing the profession: examined with two statements – "I am content from choosing the dance education department ", and "if I had to choose my study department again I would choose the same department". A measure was constructed by computing the average of the responses to both statements. Cronbach's alpha reliability. 925.

Procedure: the questionnaires were filled out by the students in their classrooms during the second month of the school year 2013-2014. The students were told that the questionnaire was anonymous and intended for research purposes only.

Procedure for constructing the questionnaire

Stage A. In light of the theoretical definition and the interviews, statements were phrased constituting an operational definition for the theoretical definition. The questionnaire constructed thus included the following aspects: background data; motivations for choosing dance teaching; socialization agents for choosing the teaching profession; a metaphor for teaching dance – to be analyzed with content analysis as customary in qualitative contents. The product of this stage is the first version of the questionnaire.

Stage B. The questionnaire, including statements on a 6-point Likert scale, was passed out to a pilot sample of experts in education and in research (N=15) in order to test for the validity of the statements, meaning to test their adaptability to the research questions, as well as the clarity of the phrasing. This pilot sample had no comments regarding the correctness of the questionnaire.

Stage C. The questionnaire was passed out to a different pilot group, made up of graduates of the dance department (N=10), who were asked to respond to it and comment on the clarity of the phrasing and on their feelings when filling it out. This sample also had no comments regarding the phrasing of the statements.

Stage D. In order to check the reliability and validity of the various aspects of the questionnaire, it was passed out to the sample described in this article. Following are the findings.

Findings

Motivations for choosing dance teaching

As mentioned in the method chapter, the participants were asked to rank nine different motivations for choosing teaching as a profession on a 6-point Likert scale.

A. Checking for the degree of dispersion of the rankings – in order to examine if there is variance in the rankings of the participants, the frequency distribution of the various rankings was tested, and means and standard deviations were computed.

Table 1

Motivations for choosing dance teaching: distribution in percentages, means and standard deviations (N=50)

Motivations for Choosing the Dance Teaching Profession	2+1	4+3	6+5	Mean	Std. deviation
1. Love of teaching	32.0	30.0	38.0	3.70	1.74
2. The possibility of developing the pupil on all their dimensions: body, cognition and soul	14.0	34.0	62.0	4.42	1.51
3. The desire to bring pupils closer to the art of dance	12.0	44.0	44.0	4.12	1.43
4. Introducing a new field of knowledge to school	34.0	36.0	30.0	3.46	1.66
5. Allows for convenient working conditions for a family life and raising children	62.5	25.1	12.5	2.40	1.55
6. Love for children	28.0	24.0	48.0	3.94	1.82
7. Providing pupils of the general-religious education with another way of connecting with the divine	60.0	24.0	16.0	2.54	1.65
8. The need for a livelihood	64.0	28.0	8.0	2.18	1.49
9. Working in what I love	-	12.2	87.8	5.57	0.81

The table shows that there is dispersion for all statements, indicating a proper phrasing of the contents presented in the statement.

B. **Constructing categories –** a statistical factor analysis for identifying general categories out of the 9 statements describing different motivations for choosing the teaching profession could not be held due to

the ratio participants/statements. Hence the construction of the categories was based on content analysis by two raters who are experts on education and on methodology, along with Cronbach's alpha reliability test.

Four categories were received:

Altruistic motivations – include the statements: "Love of teaching"; "The possibility of developing the pupil on all their dimensions: body, cognition and soul"; and "Love for children". Cronbach's alpha reliability.760.

Intrinsic-educational motivations – include the statements: "The desire to bring pupils closer to the art of dance"; "Introducing a new field of knowledge to school"; and "Providing pupils of the general-religious education another way to connect with the divine". Cronbach's alpha reliability.655.

Intrinsic towards myself motivations –the statement: "Working in what I love".

Extrinsic motivations – include the statements: "Allows for convenient working conditions for a family life and raising children" and "The need for livelihood". Cronbach's alpha reliability.740.

Four measures were constructed based on these categories, with a high value of the measure indicating a positive perception of the motivation. In order to examine the differentiated validity of the various motivations, correlations between them were computed. Correlations were found to be of medium strength (between 0.3 and 0.4), indicating a connection between the different motivations without them being overlapping, a finding that reinforces the differentiated validity.

C. **Perception of the motivations for choosing dance teaching** – in order to examine this question a variance analysis was held with repeated measurements, accompanied by a Bonferroni test ($p<.05$). Significant differences between the various motivations were found ($F(3,46)=83.98$; $p<.001$). The differences are attributed to the fact that the intrinsic motivation, towards myself, is the highest > (M=5.57 SD=0.8), followed by the altruistic motivations > (M=4.08 SD=1.33), then the intrinsic-educational motivations > (M=3.37 SD=1.20), and following them were the extrinsic motivations (M=2.29 SD=1.35).
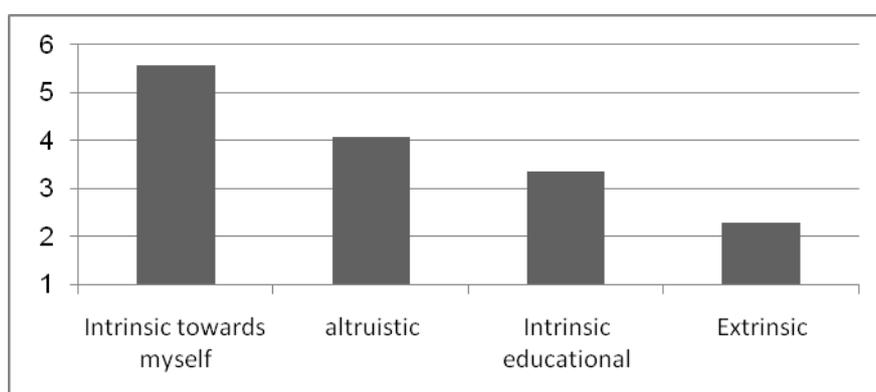

Chart 1. Means of the perception of different motivations for choosing dance teaching.

In addition, the participants were asked to note the most important motivation that had influenced them to choose their study department, from among the 9 motivations presented to them. 35 participants responded to this request, out of which 63% chose the intrinsic motivation towards myself, 11.4% chose the altruistic motivation, while the other motivations were selected in low percentages.

Conclusion

The description of the findings shows that: A. there is a good dispersion of the participants' answers to all of the statements; B. 4 measures were constructed with accepted reliability and a differentiated validity; C. there is a differentiation in the perception of the various motivations.

These findings reinforce the regularity of the questionnaire, and enhance the content validity and the predictive validity, claiming that each motivation has a differential contribution towards choosing the teaching profession.

Socialization agents for choosing dance teaching

As mentioned in the method chapter, the participants were presented with 6 figures, regarding which they were asked to rank their degree of influence on their choice of studies on a 6-point Likert scale. 66.7% reported that the father was irrelevant to their choice of profession. Regarding the mother – 43.8%, regarding other

relatives – 29,2%, and regarding teacher – 4,2%. The distributions presented in the following table are without the father figure and without the rank "irrelevant".

A. **Testing the degree of dispersion of the rankings –** in order to examine whether or not there was variance among the participants, the frequency distribution of the different rankings was tested, and means and standard deviations were computed. The findings appear in the table below.

Table 2

Socialization agents for choosing teaching as a profession: distribution in percentages, means and standard deviations (N=50)

Std. deviation	Mean	5+6	3+4	1+2		
1.18	5.28	82.2	10.8	6.5	**1.**	**Close friends**
1.71	3.62	37.0	37.0	25.9	**2.**	**Mother**
1.65	2.58	17.6	32.3	50.0	**3.**	**Other relative**
1.82	2.78	21.7	23.9	54.3	**4.**	**Teacher**
1.90	4.23	58.4	16.7	25.0	**5.**	**Dance teachers**

The table shows a dispersion regarding the perceptions on the degree to which the various socialization agents contribute to the choice of teaching as a profession.

B. **The perception of the socialization agents as contributing to the choice of dance teaching**

In order to examine this question a variance analysis was held with repeated measurements, accompanied by a Bonferroni test (p<.05). Significant differences were found as to the degree of influence of the various figures ($F_{(4,14)}=7.24$; p<.01). The differences are attributed to the participants' perception, according to which the friends (M=5.39 SD=1.08), the mother (M=4.56 SD=1.73) and the dance teacher (M=4.20 SD=1.88), are more influential than other relatives (M=3.16 SD= 1.65) and the teacher (M=3.44 SD= 1.78).
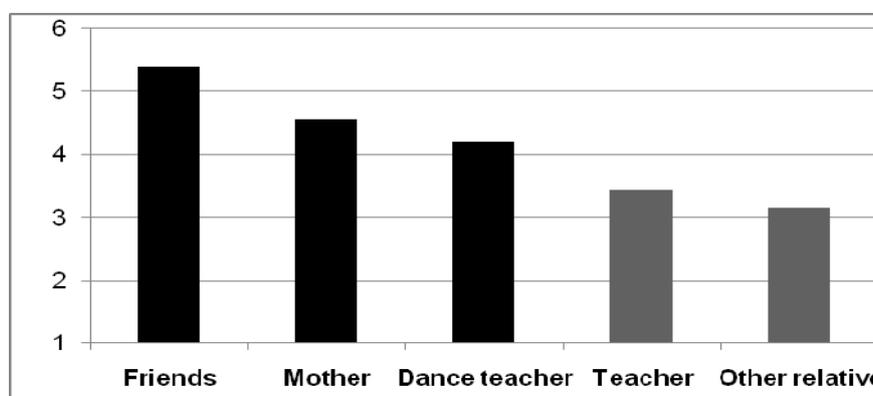

Chart 2. Means of the influence of socialization agents on the choice of dance teaching

Conclusion

The description of the findings shows that: A. there is a good dispersion of the participants' answers to the contribution of the various socialization agents to their choice of teaching; B. there is a differentiation in the perception of their contribution. These findings reinforce the regularity of the questionnaire, and enhance the content validity and the predictive validity, claiming that each agent has a differential contribution towards choosing the teaching profession.

In addition, the participants were asked to describe in an open question the way in which the figure, which they selected as the most significant socialization agent, had influenced them to choose dance teaching. A content analysis of the answers produced the two following main categories: modeling and emotional support.

a. Modeling: in this category the respondents referred to two aspects – professional identification and personal identification with the teacher as a source of inspiration and as a role model. Both aspects characterized their responses, both in regards to the teacher and the dance teacher. Following are a number of examples – The figure of the dance teacher – "I loved what she did and her life's work as a

dance teacher"; The figure of the teacher –"when I met in my life teachers that truly lived their teaching – I was charmed and decided that if I turn to teaching I will act like them";

   b. Emotional support: in this category, the respondents referred to both parents and close friends as re-inforcing their choice of dance teaching as a profession. Following are several examples:
   Parents' support – "they were very enthusiastic about the idea, they supported and loved its uniqueness".
   Friends' support – "the friends I am in touch with said that it suited me and was in my nature".

Commitment and satisfaction

As mentioned in the method chapter, the level of commitment was measured through a single statement – "I see myself as a dance teacher upon concluding my studies at the college". The level of satisfaction from choosing the profession was measured through a computed measure, all sayings on a 6-point Likert scale. Means for both aspects were computed, and it was found that the level of commitment to the teaching profession was medium-high (M=4.68 SD=1.33). The level of satisfaction from choosing the teaching profession was very high (M=5.36 SD=1.01).

Connections between the motivations for choosing teaching and the influence of socialization agents, and between commitment and satisfaction

In order to examine the connections that exist between the motivations for choosing teaching as a profession and the influence of the socialization agents, and between the levels of commitment and satisfaction, Pearson coefficients were computed between the groups of measures. It was found that:

A. Connections between the motivations – positive correlations were found only to the sense of commitment, and not to the level of satisfaction.

Table 3

Correlations between motivations and the sense of commitment

Commitment	
.556***	**Altruistic**
.557***	**Intrinsic-educational**
.336*	**Extrinsic**
NS	**Intrinsic – towards myself**

*p<.05; ***p<.001

B. Socialization agents – correlation was found between the perception of the contribution of the teacher and the level of commitment (r(46)=.325;p<.05).The correlation indicates that the higher the contribution of the teacher is perceived, so the sense of commitment rises. No connections were found between the other socialization agents and between commitment and satisfaction.

C. Predicting commitment to teaching – in order to examine which of the motivations predicts the tea-chers' commitment, a multiple regression analysis was held. The predicted variable was commitment; the predicting variables were altruistic motivation, intrinsic-educational motivation, and extrinsic motiva-tion, motivations that had significant correlations between them and the level of commitment.

The findings of the regression indicate that the intrinsic-education motivation and the altruistic motivation were found to be contributive to commitment (F(1,47)=17.38; p<.001). The first step contributes 27% to the explained variance, and the second step adds another 7.7%. The total explained variance is 34.7%.

Table 4

Findings of the multiple regressions for predicting commitment by the motivations for choosing teaching as a profession

t	β	Predictor
4.16***	.520	**Intrinsic-educational**
2.44*	.345	**Altruistic**

*p<.05; ***p<.001

The findings indicate that the higher the intrinsic-educational and altruistic motivations are, so the level of commitment is higher.

Conclusion

The findings indicate that: A. there is a dispersion of all statements in the questionnaire, meaning there is variance in the answers; B. there is reliability of the different dimensions, and there is also differentiated validity between them; C. connections were found between the different measures, indicating that the questionnaire has predictive validity. These findings indicate that the questionnaire is good, valid and suitable for use in a comprehensive research.

Discussion

The supreme objective of the research was to construct a questionnaire examining the motivations for choosing dance teaching as a profession by observant dance students, and their levels of commitment to teaching and satisfaction with their choice. In addition, the participants' perception regarding the degree of influence of the socialization agents on their choice was examined, and the way in which they had influenced that choice.

Content analysis of the considerations that had motivated the respondents to choose teaching as a profession raised four categories: intrinsic-educational motivations, an intrinsic motivation towards myself, altruistic motivations and extrinsic motivations. This finding is in concordance with the findings of studies dealing with motivations for choosing the teaching profession, which in general point to three main motivations for choosing this profession – intrinsic, extrinsic and altruistic motivations [13,9,8,4,15,16].

The findings of the current research are compatible with previous studies that recognized that the socialization agents participating in the shaping of the process of choosing the teaching profession are from two levels: agents in the initial-informal group, meaning family members and friends, and agents in the educational-professional-formal environment, meaning teachers and dance teachers [9,10,7]. In the current research it was found that the initial agents have a stronger influence than the agents in the educational environment regarding the decision to choose the teaching profession, and of all the agents partner to shaping the decision, close friends had the strongest influence. It was also found that the influence process is different for the two groups. While the influence process of the agents in the initial, informal group is emotional, the influence process of the agents in the formal professional group is through modeling.

The research indicates that in predicting the level of commitment to teaching, the intrinsic-educational motivation and the altruistic motivation were found as predictive of the commitment. This finding is compatible with the findings of previous studies indicating that a teacher's commitment to the teaching profession derives from a deep sense of loyalty and identification with value contents that are unique to teaching, which is perceived by the teacher as a calling [1,6].

In conclusion, according to the findings of the research, the questionnaire constructed for the purpose of this research is valid, constitutes a suitable operational definition of the theoretical aspects, and measures the various variables well. The questionnaire differentiates the various motivations and socialization agents, and hence can be used for other studies in general, and specifically as one of the aspects of the research tools for a planned comprehensive research. The future research will examine the links between the motivations for choosing dance teaching as a profession, and between the levels of commitment to, and satisfaction with, teaching among graduates of the department teaching the subject of dance in the Israeli General-Religious education.

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