

Comparative Analysis on the Motivation for Dancing of Male and Female Students

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Abstract: It has been noted in recent research that motivation plays an important role in leisure activities such as dance. Currently, there are a significantly smaller number of boys in the dance world than girls and there are several aspects to dance that could contribute to boys' and girls' motivation to continue striving in the dance world. The purpose of this study is to analyse the motives of male and female students towards dancing. This descriptive research was participated by 261 (male=130, female 131; mean age=15.86) grade 10 students from 3 major public schools in Angeles City who answered the Motives for Dance Questionnaire. Result found out that emotional factor was the primary reason for dancing while social factor was the least. Females are more physically, emotionally, and artistically motivated. They are also more intrinsically and extrinsically motivated to dance compared to male respondents. Data showed that there was no significant difference in most of the motivational factors except for emotional factor. The result of the study may be used as basis for dance teachers in the promotion of dance participation among the youth.

1 INTRODUCTION

In 2012, the Department of Education (DepEd) of the Republic of the Philippines implemented the K to 12 Basic Education Program. The physical education curriculum, which includes 'Rhythms and Dance', is based on the principle "Move to Learn, Learn to Move" with the main objective of achieving lifelong fitness (DepEd, 2012). In line with this, the dance curriculum was designed with the following content: creative movements, dance improvisation, dance composition, and dance fusion (DepEd, 2013).

Alongside the content included in the dance curriculum, learners are expected to: demonstrate an understanding of the principles regarding the relation of the body to the mind and soul by creating body movements for non-competitive, success-oriented, and creative experiences; demonstrate an understanding of improvisational approaches that lead to composition and dance making; showcase ideas about a local topic through movement in a two to five-minute dance study using improvisational tools as facilitated by the teacher; demonstrate understanding of choreographic devices such as use of body shapes and effort like the body in space and design and the body in time; create an overall stage

of a 10-minute dance with music to convey a part of the learner's chosen story and showcase it in class; demonstrate an understanding of creativity and artistry in fusing two different genres such as Philippine folk dance and popular dance by creating a five-minute dance piece that fuses Philippine dance with a popular, western dance form. A showcase of dance studies will be facilitated by the teacher (DepEd, 2013).

Motivation plays an important role in leisure activities, including dancing. In some recent research on professional dancing, motivation is highly given focus. However, it is not only a determinant in professional dancing but also in recreational art. Motivation in leisure dancing will help to discover the possible differential influences of mastery against performance motivation. According to Parks and Guay (2009), motivation is the force that energizes an individual to induce action and to both conscious and unconscious decision making. On a different note, Filippou (2015b) defines motivation as an attempt to influence others to do their will through the possibility of gain and rewards.

Motivation drives people to perform and achieve things they would not normally perform. Motivation may be intrinsic or extrinsic. Due to unnecessary

extrinsic motivation the intrinsically motivated behavior may be decreased (Criss, 2011). Individuals can be intrinsically motivated by showing their enjoyment in self-expression and freedom of movement, while extrinsic motivation is boosted by joining competitions to gain recognition. Thus, intrinsic motivation leads to better enjoyment and improvement of one's dancing skills (Heath, 1999).

Motivational theories have been devised to study how a range of factors influence an individual's motivation (Anselme, Davidson, P., Popa, A. M., Giazzon, M., Liley, M., & Ploux, L 2010). The incentive theory of motivation refers to the expected incentive given to an individual where in these rewards are aligned with his preferences (Robinson, Moeller, & Ode, 2010). Such incentives range from intrinsic motivation which bonds to goals within to extrinsic motivation which bonds to external incentives (Leidl, 2009).

At present, there are a significantly smaller number of male dancers than female. As stated by O'Neill (2011), dance is more appealing to girls than boys. Although dance has a lot of benefits like strengthening of the body and mind and enhancement of self-confidence and self-expression. Boys are restricted to expressing their art only in accepted male roles. Thus, dance instructors and trainers are responsible in motivating trainees to succeed (Leidl, 2009) with gender not a determining factor. There is a scarce literature on the motives for dancing between male and female. With aforementioned factors in consideration, this study aims to assess the motives in dancing between male and female adolescent grade 10 students in Angeles City.

2 MATERIALS AND METHODS

2.1 Study Design and Participants

The researchers made use of descriptive-comparative survey type as a design for this study. A convenience sample of 261 (male=130, female 131; mean age=15.86) grade 10 students answered the survey instrument.

2.2 Research Instrument

In this study, the researchers adopted the Motivation for Dance Questionnaire. Respondents has four choices: "Not At All," "A Little Bit," "Well," and "Very Well." Every factor has 10 each, so all in all there are 40 statements. Within those factors, there

are also five intrinsic motivations and five extrinsic motivations. So there are twenty intrinsic items and twenty extrinsic items. Respondents were not informed on the order of the categories to reserve validity. The responses per item were scored as follows: "Not at all = 1", "A little bit = 2", "Well = 3", and "Very well = 4".

2.3 Procedure

Researchers asked permission from the Department of Education Office in Angeles City to conduct a research among grade 10 students. After the letters were distributed, participants were approached during their vacant time. Participants were given a consent form and they were requested to sign a written consent showing that they voluntarily participate in the study. They were also given a brief discussion about the study and its purpose that match the explanation of the permission slip.

2.4 Data Collection and Analysis

In the process of collecting the needed information, survey questionnaires were used to measure the students' motivation. Mean and standard deviation were used for the descriptive statistics and Independent *t*-test was used for the test of difference.

3 RESULTS AND DISCUSSION

The main thrust of this investigation is to provide characteristics as to the level of motivation among Grade 10 students in Angeles City relative to the following aspects: physical, emotional, social, and artistic. Moreover, the respondents were also based on the two types of motivation, intrinsic and extrinsic.

3.1 Description of the Factors in Dancing

Table 1 provided the overall descriptive analysis of the factors determining the motivation of the student-respondents in dancing. Findings revealed that the emotional factor ($x=23.39$) earned the highest rating while the lowest is social factor ($x=17.28$).

Table 1: Descriptive Statistics of the Respondents' Factors in Dancing.

Factors	x	SD	Descriptive Rating
Social	17.28	5.78	Low

Physical	21.85	7.53	Moderate
Emotional	23.39	8.72	Moderate
Artistic	20.36	8.03	Moderate

The current study supported what Plato had concealed. He contended that dance trains the mind and soul to differentiate forms of actions, feelings, and ideas. Aristotle, on the other hand, ranked dance among the educational activities that cultivate the mind.

On the other hand, literature posits that social involvement in dance is also beneficial to students. Dance students often work collaboratively in groups to compose movement phrases. Hence, H'Doubler believed strongly in the relationship between physical technique and emotional expression as the basis for dance education.

3.2 Description of the Motives in Dancing of the Respondents

Gleaning through the type of motivation, it can be noted that the intrinsic motivation is more apparent among the respondents compared to extrinsic motivation.

Table 2: Descriptive Statistics of the Respondents' Motivation in Dancing.

Types of Motivation	x	SD	Descriptive Rating
Intrinsic	41.97	14.18	Moderate
Extrinsic	40.91	13.72	Moderate

According to Cameron and Pierce (1994), intrinsic motivation is maintained when a person receives reinforcement like verbal praise. Positive reinforcement may also increase motivation. It is a good sign that respondents have higher intrinsic motivation than extrinsic motivation. It shows that they involve themselves in dance because of pleasure and fulfillment (Standage et al., 2003).

3.3 Comparative Analysis of Motivation in Dancing

As the primary objective of this paper is to identify the difference between male and female student-respondents in terms of their motivation in dancing, the foregoing table summarizes the descriptive statistics of their motivation in dancing.

Table 3: Descriptive Statistics of the Student-Respondents' Factors in Dancing – Across Gender.

Factors	Female			Male		
	Mean	SD	Descriptive Rating	Mean	SD	Descriptive Rating
Social	17.25	5.39	Low	17.32	6.15	Low
Physical	22.45	7.26	Moderate	21.25	7.77	Moderate
Emotional	24.61	8.68	Moderate	22.16	8.63	Moderate
Artistic	20.5	7.57	Moderate	20.21	8.5	Moderate

3.3.1 Categories

a. Social

A comparison of the student-respondents' motivation in dancing relative to social factor revealed that male student-respondents ($x=17.32$) have higher rating than female student-respondents ($x=17.25$). The socialization in music, arts, academic subjects and other fields of expertise are almost the same in sports. Researchers of sport socialization agree with the general findings that sport involvement is greater among males than females (Greendorfer & Lewko, 1978). Although girls receive less encouragement than boys to engage in sport, as seen in a highly male-centered activity, in dance the situation may be the opposite. Socialization into dance differs according to dance forms. Ballet dancers in particular socialize into dance as early as childhood while in later years in social dance, folk dance, and competitive ballroom dance (Nieminen, 1998).

b. Physical

A comparison of the student-respondents' motivation in dancing relative to physical factors revealed that female student-respondents ($x=22.45$) have higher rating than male student-respondents ($x=21.25$).

Based on the research of O'Neill (2011), for girls, dance is important as a type of regular physical activity for adolescents. He found out that it contributed to an overall moderate-vigorous physical involvement, making it more favorable more than walking, jogging, and running. Dance may potentially play a critical role in reaching the public health objective in the 21st century, helping adolescents attain an adequate level of physical activity.

c. Emotional

A comparison of the student-respondents' motivation in dancing relative to emotional factors revealed that female student-respondents ($x=24.61$) have higher rating than male student-respondents ($x=22.16$).

The basic form of human emotional expression is dance as stated by Krantz and Merker (2006). Thompson (1994) depicts emotional regulation as the internal and external procedure through which a person becomes conscious of emotional response in aiming goals. Sevdis and Keller (2011) added that dancers' emotional regulation skills have been discussed as "embodied". In literature, the terms embodiment and "embodied knowledge" clarify the body's emotional feedback system where the motor system is linked to the cognitive-affective system (SheetKs-Johnstone, 1999; Koch & Fuchs, 2011).

d. Artistic

Table 4: Descriptive Statistics of the Student-Respondents' Motivation in Dancing – Across Gender.

Types of Motivations	Female			Male		
	Mean	SD	Descriptive Rating	Mean	SD	Descriptive Rating
Intrinsic	42.98	13.26	Moderate	40.95	15.02	Moderate
Extrinsic	41.83	13.01	Moderate	39.98	14.4	Moderate

e. Motives Intrinsic Motivation

A comparison of the student-respondents' motivation in dancing relative to intrinsic motivation revealed that female student-respondents ($x = 42.98$) have higher rating than male student-respondents ($x = 40.95$).

Female students reportedly have higher intrinsic motivation than male students in learning English.

Extrinsic Motivation

A comparison of the student-respondents' motivation in dancing relative to extrinsic motivation revealed that female student-respondents ($x = 41.83$) have higher rating than male student-respondents ($x = 39.98$). Women have higher scores than men for extrinsic motives related to physical attractiveness and appearance.

3.4 Test of Difference in Motivation in Dancing Across Gender

Although differences as to the aspects and type of motivation arise between student-respondents across gender, further analysis was employed to validate if such difference is material or statistically significant.

Table 5 presents the summary of the statistical treatment. While social, physical, and artistic aspects showed no significant difference, emotional aspect, on the other hand, reflected a significant difference in term of motivation in dancing across gender. Moreover, the type of motivation – as to

A comparison of the student-respondents' motivation in dancing relative to artistic factors revealed that female student-respondents ($x = 20.50$) have higher rating than male student-respondents ($x = 20.21$).

As stated by Sanderson (2008), the knowledge gained from participation in the arts is different from language and mathematics. She added that failure in holistic development among learners is due to the neglect in providing more opportunities for artistic learning. Involvement in the arts instructs the emotion, supplying an emotional and imaginative education through its alternative way of thinking.

intrinsic and extrinsic – revealed no significant difference between the two groups.

Table 5: Statistical Analysis: Independent *t*-Test.

Factors & Motivation	Mean Difference	p-value	Interpretation
Social Factor	0.06	0.9295	Not Significant
Physical Factor	1.2	0.197	Not Significant
Emotional Factor	2.45	0.0230*	Significant
Artistic Factor	0.3	0.7665	Not Significant
Intrinsic Motivation	2.03	0.2462	Not Significant
Extrinsic Motivation	1.85	0.2777	Not Significant

*p-value < 0.05 alpha level of significance

4 CONCLUSION

This study revealed that respondents' emotional factor is the primary reason for dancing while social factor is the least. Respondents' are intrinsically motivated in dancing. However, female respondents are more physically, emotionally, and artistically motivated. Similarly, they are also more intrinsically and extrinsically motivated to dance compared to male respondents. Lastly, there is no significant difference in terms of aspects and types of motivation, except for emotional aspect. This means that male and female dancers differ when it comes to emotionality. Thus, the null hypothesis is rejected.

Based on the conclusions of the study, it is recommended that the respondents should be given opportunity to explore the values and impact of socialization in dancing. Correspondingly, dance

teacher or instructor should provide a group activity to ensure balance among the dancer's perspectives and finally, the result of the study may be used as basis to explore other factors and motives that influence dance participation among the youth.

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