

A Study on the Dance Passion, Self-Management, and Dance Commitment of College Students Majoring in Dance

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Abstract

The purpose of this study is to analyze the relationship between dance passion, self-management, and dance immersion. Specifically, passion for dance was subdivided into obsessive-compulsive passion and harmonious passion, and these were selected as exogenous variables. In addition, it is intended to provide theoretical and educational implications by analyzing the structural equation model composed of endogenous variables of self-management and dance immersion. The subjects of this study were college students majoring in dance, and the final 206 students were selected as effective samples by the convenient sampling method. For data processing, frequency analysis and reliability analysis were performed using SPSS 23. In addition, AMOS 21 was used for confirmatory factor analysis, correlation analysis, and structural equation model analysis. As a result of the study, first, it was found that both compulsive passion and harmonious passion have a positive effect on self-management. Second, self-management was found to have a positive effect on dance immersion. Third, it was found that compulsive passion had a positive effect on dance commitment, but harmonious passion did not have a statistically significant effect on dance commitment.

Keywords: *Dance Majors College Students Dance Passion(compulsive, harmonious), Self-Management, Dance Commitment*

1. Introduction

The meaning of passion is a strong attraction to activities that are a part of identity and that are very fond and important and that regularly spend time and energy [1]. People with high passion have been studied in various fields because they have higher personal, social, and organizational performance than those who do not. In the late 20th century, passion was conceptualized and structured in the field of psychology, and it has been treated in sociology, pedagogy, business administration, and physical education.

In the field of dance studies, which is the subject of this study, studies on dance passion have been accumulated since the 2000s. Dance passion, which can be understood in the same context as artistic passion, is an important core in dance art. The process of performing dance also suffers from the passion process of spending a lot of time and effort to achieve the goal. Through this passion, dancers will have the opportunity to discover talented people in dance education by emitting energy through creative works, and will play various roles such

as exerting influence to contribute to mankind [2].

First, 'harmonious passion' is a passion that balances the other aspects of life without being obsessed with the activities that are liked by individuals. On the other hand, 'obsessive passion' is a passion that has the accompaniment to get something else such as pleasure or self-esteem through favorite activities, and the space of passion for identity is so wide that the individual becomes obsessive to this activity [3].

Vallerand et al. (2003)'s study argued that harmonious passion can lead to positive effects and healthy adaptation to an individual's life, but obsessive passion brings negative adaptation to an individual's life. This harmonious passion has a positive effect on emotion, and there are also results that are contrary to the dualistic expectation that obsessive passion has a negative effect on emotion [4]. Yo, Kim, & Jung's study suggested the necessity of reanalyzing the positive or negative emotion of harmonious passion and obsessive passion on a scale of causal predictive power [5].

Therefore, this study aims to conduct an empirical study through structural model analysis on how obsessive passion and harmonious passion, two sub-dimensions of dance passion, affect self-management and dance commitment for college students majoring in dance. Through this, it is intended to provide theoretical and pedagogical implications as well as the accumulation of research on passion in the field of dance.

2. Study Hypothesis

The focus of this study was to elucidate the structural relationship between dance passion, self-management and dance commitment. For this purpose, dance passion was selected as an independent variable, self-management as a parameter, and dance commitment as a dependent variable. The following sections discuss the detailed relationship between these concepts, based on the current research.

2.1 Relationship Between Dance Passion and Self-Management

Studies on the relationship between passion and self-management have been conducted in various fields. In previous studies, studies in the aspect that passion affects self-management and studies in the aspect that self-management affects passion are presented. In this trend of prior research, this study intends to study by selecting dance passion as a causal variable. The reason for this is because it supports the results of a recently published study on dance majoring students [6]. In addition, passion has been studied as a leading variable in self-management in studies of body-related athletes, clubs, and fitness participants [7-8]. Therefore, the following hypotheses have been established.

Hypothesis 1: Dance passion of college students majoring in dance will have a positive effect on self-management.

2.2 Relationship Between Self-Management and Dance Commitment

The self-management of college students majoring in dance will have a positive effect on their dance commitment. In relation to this relationship, in a study by Kim and Na, mental management and training management, which are sub-variables of self-management of Taekwondo demonstration members, had a positive effect on exercise commitment [9]. In addition, a previous study of college students majoring in dance showed that self-management had a positive effect on dance immersion [10]. Therefore, the following hypotheses have been established.

Hypothesis 2: Self-management of college students majoring in dance will have a positive effect on self-management.

2.3 Relationship Between Dance Passion and Dance Commitment

Many previous studies on the relationship between passion and commitment suggest a positive causal relationship. In other words, the majority of results are that passion plays a role as a causal variable in immersion. These results are also found in the study of college students majoring in dance. In Lee & Lim's study, the mediating effect of dance passion in the relationship between achievement goals and commitment was verified, and in Lim's study, passion had a positive effect on commitment [11-12]. In addition, the study of Lee, who composed dance passion and dance commitment into two sub-dimensions, suggests that the two sub-dimensions of dance passion have a positive effect on both sub-dimensions of dance commitment [13]. Therefore, the following hypothesis was established for the relationship between dance passion and dance commitment.

Hypothesis 3: Dance passion of college students majoring in dance will have a positive effect on dance commitment.

The following Figure 1 shows a model built around the hypothesis of this study.

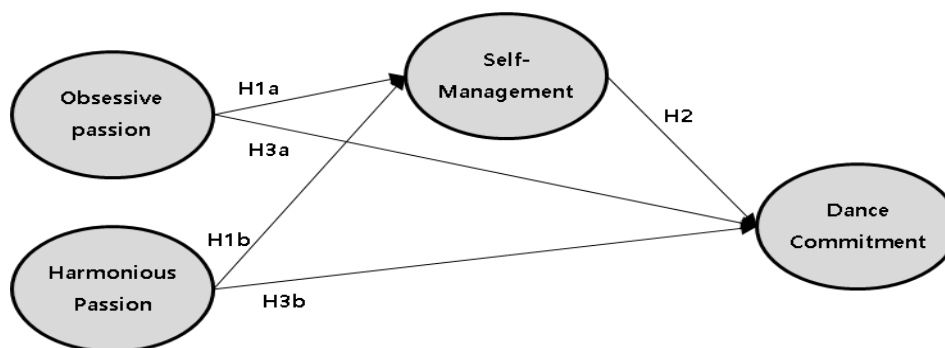


Figure 1. Study model

3. Research Method

3.1 Research Subjects

The subjects of this study were college students majoring in dance, and survey were conducted. Sampling was performed using the convenience sampling method, and the survey was conducted using the online survey system of Korean Social-Science Data Center. Through this process, 206 copies out of a total of 211 were used as final effective samples, excluding five unfaithfully written copies.

3.2 Research Tools

This study used structured questionnaires, and the composition was modified and supplemented to suit the purpose of this study based on the questions used in prior studies. In the questionnaire, dance passion of 8 questions, self-management of 12 questions and dance commitment of 7 questions. The specific contents are as shown in Table 1.

Table 1. Composition of survey tools

Factors	Dimension	Questions	References
Dance Passion	Obsessive	4	Lee & Park(2018)
	Harmonious	4	
Self-Management	Training	3	Lee & Park(2018)
	Interpersonal	3	
	Mental	3	
	Body	3	
Dance Commitment	Cognitive	3	Kim(2010)[14]
	Act	4	
Sum		27	

4. Results

4.1 2 Analysis of validity and reliability of measurement model

In the confirmatory factor analysis, the first and the second confirmatory factor analysis were performed for the parceling of the items of measurement model. The confirmatory factory analysis was done for the testing of convergent validity and discriminant validity. The maximum likelihood(ML) method which assumes multivariate normality was used for substantial analysis. The fit of the confirmatory factor analysis was evaluated for the confirmation of the optimal condition of the construct and the variation configuration and the results are shown in Table 2.

The first confirmatory factor analysis showed that the suitability was satisfactory for TLI=.921, CFI=.933, RMSEA=.073, and SRMR=.055 and the second confirmatory factor analysis for the parceling of items showed that the suitability was generally satisfactory for TLI=.928, CFI=.944, and RMSEA=.099, and SRMR=.063 (Kim's study) [15]. In addition, all the scores of the standardized regression weights(over .5), the value of average variance explained(AVE) and construct reliability(over .7) were more than the standard value showing the satisfactory convergent validity [16].

As shown in Table 2 to measure discriminant validity, it was checked whether the two variables correlation coefficient $\pm 2 \times$ standard error between included '1'. As a result of checking, it was found that '1' was not included, so it was judged that there was discriminant validity [17]. After the verification of convergent validity and discriminant validity, Cronbach's α testing was conducted for the verification of the reliability of the internal consistency of each factor. As are shown in Table 1, the values of Cronbach's α in all factors are over .7 suggested by Nunnally & Bernstein thus proving the internal consistency of all the factors [18].

Table 2. Confirmatory factor analysis and reliability of measurement model

Factors	Item	First CFA						Second CFA					
		β	$1-\lambda^2$	t	AVE	C.R	Cronbach' α	β	$1-\lambda^2$	t	AVE	C.R	Cronbach' α
Obsessive passion	1	.818	.331	-	.744	.921	.919	.817	.333	-	.743	.920	.919
	2	.918	.157	16.557***				.920	.154	16.545***			

	3	.893	.203	15.868***				.893	.203	15.812***			
	4	.817	.333	13.849***				.814	.337	13.724***			
Harmonious passion	1	.888	.211	-				.888	.211				
	2	.928	.139	20.913***	.766	.928	.919	.926	.143	20.830***	.765	.928	.919
	3	.942	.113	21.648***				.942	.113	21.660***			
	4	.726	.473	12.884***				.727	.471	12.918***			
Training management	1	.861	.259	-									
	2	.850	.278	15.090***	.744	.897	.897	.666	.556	-			
	3	.876	.233	15.728***									
Interpersonal management	1	.880	.226	-									
	2	.904	.183	18.276***	.782	.915	.915	.819	.329	9.879***			
	3	.869	.245	17.016***							.564	.837	.830
Mental management	1	.817	.817	-									
	2	.893	.893	14.891***	.753	.893	.892	.719	.483	8.919***			
	3	.860	.860	14.263***									
Body management	1	.842	.291	-									
	2	.865	.252	14.298***	.624	.830	.819	.791	.374	9.630***			
	3	.644	.585	9.795***									
Cognitive commitment	1	.863	.255	-									
	2	.829	.313	15.207***	.702	.876	.876	.919	.155	-			
	3	.821	.326	14.949***									
Act commitment	1	.770	.407	-							.758	.862	.902
	2	.698	.513	10.389***	.577	.845	.847	.895	.329	19.296***			
	3	.733	.463	11.005***									
	4	.832	.308	12.814***									

First CFA: TLI=.921, CFI=.933, RMSEA=.073, SRMR=.055 Second CFA: TLI=.928, CFI=.944, RMSEA=.099, SRMR=.063

***p<.001,

Table 3. Correlation analysis of exogenous variables

Factors	1	2	3	4
Obsessive passion	1			
Harmonious passion	.720** (.060)	1		
Self-management	.698** (.067)	.764** (.068)	1	
Dance commitment	.883** (.032)	.737** (.057)	.766** (.057)	1

**p<.01, () = standard errors

4.2 Hypothesis verification result

To analyze the fit of the structural model, TLI, CFI, RMSEA, SRMR indices were used. Specific analysis results show that TLI is .928 (≥90), CFI is .944 (≥90), RMSEA is .099(.08 or less good; accept below .1) and SRMR is .059 (.08 or less good), indicating a good fit. The test results of the hypothesis of the path analysis and path of the research model are shown in the table 4 and figure 2 below.

Table 4. Hypothesis verification result

Hypothesis				B	β	s.e	t	Result
H1a	Obsessive passion	→	Self-management	.233	.307	.067	3.473***	Adoption
H1b	Harmonious passion	→	Self-management	.434	.542	.076	5.694***	Adoption
H2	Self-management	→	Dance commitment	.289	.255	.095	3.032**	Adoption
H3a	Obsessive passion	→	Dance commitment	.560	.652	.066	8.546***	Adoption
H3b	Harmonious passion	→	Dance commitment	.066	.073	.071	.939	Rejected

p<.01 *p<.001 / TLI=.928, CFI=.944, RMSEA=.099, SRMR=.063

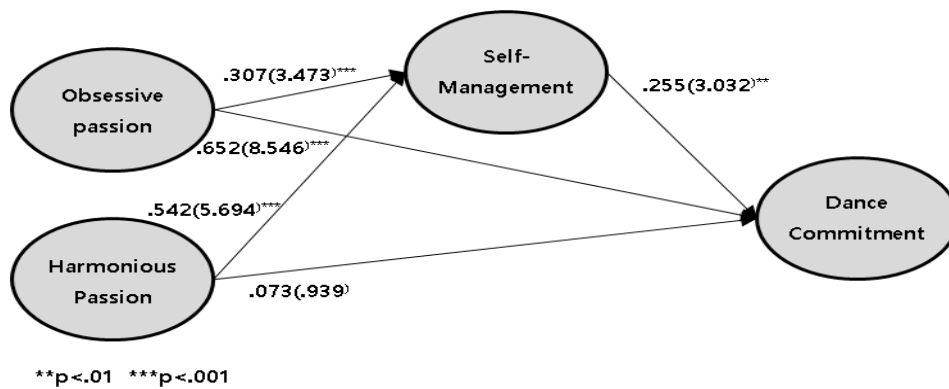


Figure 2: Result model

4. Conclusion

The results of this study showed that two sub-dimensions of dance passion had a positive effect on self-management, and obsessive passion had a positive effect on dance commitment, and harmonious passion had no statistically significant but positive relationship. These results are contrary to the existing dualistic predictions, and support Yo & Jung(2008)’s study and Yo, Kim & Jung(2009)’s study.

The strong passion of dance majors can be a powerful force to devote a lot of time and effort to self-management and to devote energy to activities to achieve goals. With this power, they will be immersed in dancing, faithfully perform their roles, and will lead to the best performances on stage. In order to have a passion for the dance major, educational institutions and professors must guide them fairly. This is because each of them has different roles while preparing for dance performances. There should be strong motivation by giving roles fairly. Through this, you will have passion and will try more to manage yourself. In addition, the instructor should have authenticity in the course of life and guidance. In addition to the role of the leader who teaches practical skills, sometimes it should be able to play the role of parents, seniors, and colleagues who can respond to the troubles of young people in their 20s.

Finally, while preparing for the performance, they spend a lot of time with their colleagues, so they should have an organizational culture that can give consideration and help to each other. For this, a program that can provide the space and time of communication with each other qualitatively should be provided.

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