



self-Esteem, Intrinsic Motivation and Pefectionism– a study on indian Classical Dancer

KEYWORDS

Self-esteem, Intrinsic motivation, Perfectionism and Indian Classical Dancer

Swaha Bhattacharya

Associate Professor, Department of Applied Psychology, University of Calcutta

Shubha Lihala

Student, Department of Applied Psychology, University of Calcutta

ABSTRACT

The aim of the present investigation is to study the self-esteem, intrinsic motivation and perfectionism of a group of Indian classical dancer. Accordingly, a group of 35 students and 35 professionals engaged in dance were selected as sample in this investigation. A General Information Schedule, Rosenberg Self-esteem Scale, Intrinsic Motivation Inventory and Perfectionism Inventory were used as tools. The findings reveal that comparatively higher level of self-esteem and perceived competence was observed among the professional dancers than that of the students. Not only this, professionals also showed higher levels of organization, striving for excellence and conscientious perfectionism than that of the students. The findings of the present work may help the dance institute to realize that there is a need to develop an awareness of the positive impact of exercise upon the body and mind and also to inspire the students to pursue and increase the levels of involvement in dance and how this can be achieved through efficient and effective instruction techniques.

INTRODUCTION

Dance is a type of art that generally involves movement of the body. It is performed in many cultures as a form of emotional expression, social interaction and exercise, in a spiritual or performance setting. It is sometimes used to express ideas or tell a story. Dance as a physical activity has been shown to impact positively on levels of self-esteem (Calfas and Taylor, 1994). Research findings also indicate that participating in dance can increase self-esteem and levels of intrinsic motivation towards dance (Quin et al., 2007). Feeling of relatedness among the girls in dance classes is comparatively higher than that of the other activities (Hill et al, 2004). Besides this, research findings revealed that there is a correlation between perfectionism among ballet and contemporary dancers (Nordin-Bates et al, 2011). Various types of dance have significant impact on physical and psychological well-being of the dancers. Over the past decade, health psychologists have cautiously begun looking at how the art might be used in a variety of ways to heal emotional injuries, increase understanding of oneself and others, develop a capacity for self-reflection, reduce symptoms and alter behaviours and thinking patterns (Camic, 2008). Dance is supposed to have cathartic effects, serving as a release from psychological distress, arising out of pent-up human passions. Dance is also being introduced as a psychological means of expression in some psychotherapeutic and special needs institutions. Dance holds promise as a useful psychological tool to give expression to feelings and emotions, thereby reducing psychological distress and enhancing general well-being. Different forms of dances originated in different parts of India, developed according to the local traditions and also imbibed elements from other parts of country. Considering all these the present investigation has been designed to study the self-esteem, intrinsic motivation and perfectionism of a group of Indian classical dancer as a student and also as a professional.

OBJECTIVES

- To study the self-esteem of Indian classical dancer.
- To study the intrinsic motivation of Indian classical dancer.
- To study the perfectionism traits of Indian classical dancer.

HYPOTHESES

Hypothesis – I : Students and professional dancers differ among themselves in terms of self-esteem.

Hypothesis – II : Students and professional dancers differ among themselves in terms of intrinsic motivation.

Hypothesis – III : Students and professional dancers differ among themselves in terms of perfectionism.

SAMPLE

A group of 35 students (female) engaged in Indian classical dance between the ages 12 – 15 years and another group of 35 professional dancers (female) between the ages 18 – 21 years were selected as sample in this investigation. All of them have keen interest in dance.

TOOLS USED

General Information Schedule : It consists of items, viz., name, address, age, no. of years engaged in dance etc.

Rosenberg Self-Esteem Scale : It consists of 10 item in a 4-point Likert scale from strongly agree to strongly disagree that measure global self-worth by measuring both positive and negative feelings about the self. The reliability and construct validity are 0.80 and 0.64 respectively.

Intrinsic Motivation Inventory : It is a multidimensional measurement device intended to assess participants' subjective experience related to a target activity. The instrument assess participants' interest / enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, perceived choice while performing a given activity. The analysis demonstrated high internal consistency ranging from 0.67 to 0.81 and test-retest coefficients ranging from 0.68 to 0.73 for all sub-scales.

Perfectionism Inventory : It is a multidimensional scale of 59 items in a 5-point scale from strongly agree to strongly disagree which consists of domains concern over mistakes, high standards for others, need for approval, organization, perceived parental pressure, planfulness, rumination, striving for excellence, conscientious perfectionism, self-evalua-

tive perfectionism and perfectionism composite. Test-retest reliability ranged from 0.71 to 0.91.

ADMINISTRATION, SCORING AND STATISTICAL TREATMENT

All the questionnaires were administered to the selected group of subjects by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of standard scoring key. Tabulation was done for each group and each test separately. Both qualitative and quantitative analysis was done. Comparisons were made by applying t-test.

RESULTS AND INTERPRETATION

Data inserted in Table -1 reveal the self-esteem of the dancers of both students and professionals. From the mean score it can be said that self-esteem of the professionals is comparatively higher among the professionals than that of the students although there seems to be indication of high self-esteem of both the group. Lack of awareness regarding the benefits and therapeutic value of dance are the main reasons behind the difference. On the other hand, professionals have comparatively better self-confidence, self-respect, sense of control and ability to take new challenges and criticism than that of the students. But overall comparative picture reveals no significant difference between the two groups. Thus, the **Hypothesis – I** which postulates, **“Students and professional dancers differ among themselves in terms of self-esteem” – is accepted in this investigation.**

Table – 1 : Comparison between the students and professionals in terms of self-esteem

Category	Self-esteem			
	N	Mean	S.D.	t-value
Students	35	19.09	4.40	2.68*
Professionals	35	21.71	3.73	

* p < 0.01

Comparison was also made between the Indian classical dancers (students and professionals) in terms of intrinsic motivation. Except perceived competence, no significant difference was observed for other domains. From the mean score it can be said that there seems to be indication of high intrinsic motivation of both the group. Analysis of data further reveals that professionals feel more competent and satisfied after their performance. The **Hypothesis – II** which postulates, **“Students and professional dancers differ among themselves in terms of intrinsic motivation” – is accepted only for perceived competence and is rejected for interest/enjoyment, effort/importance and tension/pressure.**

Table – 2 : Comparison between the students and professionals in terms of intrinsic motivation

Domain	Students				Professionals		
	N	Mean	S.D.	N	Mean	S.D.	t-value
Interest	35	31.17	3.31	35	31.54	2.25	0.55*
Per Com	35	26.97	5.69	35	29.68	3.70	2.36**
Effort	35	22.74	4.30	35	23.28	3.95	0.57*
Tension	35	10.80	4.34	35	11.17	4.77	0.34*

* Difference is insignificant ** p < 0.05

Comparison was also made between the two groups of dancers in terms of perfectionism (Data inserted in Table-3). Among the eleven domains, three domains viz., organization, striving for excellence and conscientious perfectionism differ significantly, but no significant difference was observed for other domains. Analysis of data reveals that trait of organization, concern over mistakes, striving for excellence is comparatively better among the professionals than that of the students. On the contrary, need for approval and rumination are comparatively higher among the students than that of the professionals but statistically no significant difference was observed in this regard. Thus, the **Hypothesis – III** which states, **“Students and professional dancers differ among themselves in terms of perfectionism” – is accepted for organization, striving for excellence and conscientious perfectionism and is rejected for other domains.**

Table – 3 : Comparison between the students and professionals in terms of perfectionism

Domain	Students			Professionals			t-value
	N	Mean	S.D.	N	Mean	S.D.	
Concern over mistakes	35	21.74	4.77	35	22.42	6.75	0.49*
High standard for others	35	20.48	4.85	35	21.48	4.42	0.90*
Need for approval	35	26.71	6.33	35	25.94	5.65	0.54*
Organization	35	27.40	5.97	35	30.17	4.60	2.17**
Perceived parental pressure	35	20.20	5.10	35	22.17	6.85	1.37*
Planfulness	35	25.40	3.76	35	26.62	4.47	1.24*
Rumination	35	24.05	5.50	35	23.37	5.24	0.53*
Striving for excellence	35	21.85	4.00	35	24.17	4.32	2.32**
Conscientious perfectionism	35	95.14	13.08	35	102.60	12.02	2.48**
Self-evaluative perfectionism	35	93.57	16.64	35	93.54	21.72	0.01*
Perfectionism composite	35	188.71	26.08	35	196.40	29.58	1.15*

* Difference is insignificant ** p < 0.05

CONCLUDING REMARKS

Dance provides an active, non-competitive form of exercise that has potential positive effects for physical health as well as mental and emotional well-being. Self-esteem is a term used in psychology to reflect a person’s overall emotional evaluation of his or her own worth. Intrinsic motivation is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Perfectionism can be defined as striving for flawless and setting exceedingly high standards of performance accompanied by tendencies to engage in overly critical self-evaluation. Well-being includes the presence of positive emotions and moods, the absence of negative emotions, satisfaction with life, fulfillment and positive functioning. Classical dance which

not only gives physical fitness but also strengthen the mental power, self-esteem and helps to relate the body-mind relationship. Special awareness among students who are engaged in dance is needed to enhance, develop and build their motivation and connectedness with dance. Intrinsic motivation may also help the student dancers to gain a sense of autonomy, relatedness and competence towards their dance. The present investigation may help to draw the attention in connection with the role and responsibility of the instructor and also suggest some technique for the betterment of the students. The findings of the present investigation may help to understand the positive impact of exercise on body and mind and also to inspire the students to pursue and increase the level of involvement in dance and maintain an active and healthy lifestyle.

REFERENCE

- Calfas, B. and Taylor, F. (1994). Effects of physical activity on psychological variables in adolescents, *Pediatric Exercise Science*, 6, 406 – 432. | Camic, P.M. (2008). Playing in mud : health psychology, the arts and creative approaches to health care, *Journal of Health Psychology*, 13 (2), 287 – 298. | Hill, R.W., Huelsman, T.J., Furr, F.M., Kibler, J. Vicente, B.B. and Kenned, C. (2004). A new measure of perfectionism : The Perfectionism Inventory, *Journal of Personality Assessment*, 82 (1), 80 -91. | Nordan-Bates, S.M., Cumming, J., Always, D. and Sharp, L. (2011). Imagining yourself dancing to perfection? Correlates of perfectionism among ballet and contemporary dances, *Journal of Clinical Sport Psychology*, 5, 58 -76. | Quin, E., Frazer, L. and Redding, E. (2007). The health benefits of creative dance : Improving children's physical and psychological well-being, *Education and Health*, 25 (2), 31 – 33. |