

Perfectionism vis-à-vis Dance Motivation of Students in Learning the Art form in Selected Local Colleges in Pampanga, Philippines

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ABSTRACT

A descriptive-correlational study which aims to determine the relationship between perfectionism and dance motivation of students learning the art form from selected local colleges in Pampanga, Philippines. DMQ and BTPS were used to gather data from (378) Bachelor of Physical Education (BPEd) and Bachelor of Performing Arts (BPeA) students. *Pearson r* analysis result found out that perfectionism has a positive significant relationship to dance motivation of students. Based on the result, this study concludes that perfectionism has a positive outcome to students' dance motivation in learning the said art form. This study provides new and valuable insight into perfectionism and dance motivation, most specifically in dance research. Limitations of this study is acknowledged and directions for future research is recommended.

Keywords- Dance, Dance Education, Motivation, Perfectionism.

I. INTRODUCTION

There is a scarcity of researches that were conducted regarding the relationship between perfectionism and motivation of students learning the beautiful art of dance, most especially in a local setting – Philippines. In order to fully understand the relationship between these two variables, a call to search for an answer should be performed.

Perfectionism has multidimensional attributes. It is a personality feature characterized by imposition of extremely high-performance standards upon oneself that are unrealistic, along with the motivation to achieve perfection, flawless performance (Valdez & Juan, 2020), and the perception of one's environment as too demanding and critical (Ruiz-Esteban et al., 2021). It is also defined as a trait that involves personal standards that are way too high and over concerns with the quality of performance (Kathleen & Basaria, 2021). These are individuals with high expectation towards their

performance and everything should be done perfectly. Added by Kathleen and Basaria, it is a behavior or attitude avoiding mistakes and getting perfection in all aspects of individual activities.

In the educational setting, perfectionism is an important topic because it is highly related to achievement and relevant for understanding goal attainment (Samfira & Maricuțoiu, 2021), most especially regarding this study, which is connected in learning the art of dance. Students taking Bachelor of Physical Education and Bachelor of Performing Arts program are expected to perform and execute dances as impeccably as possible for they will be teaching these various dances to their future students. These students put a lot of effort over a long period of time studying the dance and best performance in both practice and actual presentation.

There are three global perfectionisms according to Smith et al. (2016). These are rigid, self-critical and narcissistic perfectionism with 10-lower facets which are self-oriented perfectionism (SOP), self-worth

contingencies (SWC), concern over mistakes (COM), doubts about action (DAA), Self-criticism (SC), socially-prescribed perfectionism (SPP), other oriented perfectionism (OOP), hypercriticism (HC), entitlement (ENT) and grandiosity (GRAN).

Three Global Perfectionism

Rigid Perfectionism:

It is a self-oriented rigid insistence that one's own performance must be perfect and impeccable, feeling worthwhile only if and when perfect (Di Fabio et al., 2019). It was also defined by Feher et al. (2020) as a person demanding flawless performance from one self. It contains the facets SOP and SWC. SOPs are perfectionists which has high personal standards, expects to be perfect and are very critical if they fail to meet these high expectations. SWCs are people who invest their self-esteem, so progress or success in these domains' boosts state self-esteem, and failures or setbacks lead to drops in state-self-esteem.

Self-Critical Perfectionism:

It is generally defined as being high in perfectionistic concerns or feeling as if one never lives up to her or his high standards (Richardson et al., 2020). These types of people are more prone to becoming intimidated by the goals they set for themselves rather than feeling motivated. They may more often feel hopeless or that their goals will never become reality. It contains facets COM, DAA, SC and SPP. COMs are those who overly reacts negatively to perceived mistakes and failures. DAA is pervading uncertainty and dissatisfaction of one's performance. SC is when someone overly response critically to perceived absence of perfection. Lastly, SPP which is a propensity to believe that others demand perfection from oneself.

Narcissistic Perfectionism:

It is defined as someone who is grandiose, has a high sense of entitlement, hypercritical (Pereira et al., 2022), and holds unrealistic expectations of those around them. It contains facets OOP, HC, ENT and GRAN. OOPs are people with unrealistic expectations of perfection for others. HC are people with intolerance of others' mistakes and lack of perfection. ENTs are those who feels entitled related to perfection and special treatment. Lastly, GRANs are people who believes that one is perfect and having a sense of superiority regarding one's perfection.

Motivation drives people to perform and achieve things they would not normally perform (Baligad & Martin, 2017). It is related to the person's will to embrace or get involved in a task or a process of action (Alkaabi et al., 2017) which can lead to achieve a goal or to fulfill a need or expectation (Gopalan et al., 2017a). There are numerous theories that are curtailed in motivation in relation to learning dance such as the Intrinsic and extrinsic motivation theory, self-determination theory,

ARCS Model, Self-cognitive theory, and expectancy theory.

Motivation Theories

Intrinsic and Extrinsic Motivation Theory:

Intrinsic motivation depicts any activity done only for own contentment without any external expectations. In terms of learning dance, lots of will power and positive attitude is highly required to sustain the motivation. On the contrary, extrinsic motivation describes as any external activities such as reward, pressure, and punishment.

Self-determination Theory:

This is also known as SDT which evolves from the intrinsic and extrinsic motivations. The role of intrinsic motivation is to illustrate the human's natural tendency to encompass several features in the learning process; while on the other hand, extrinsic motivation depicts a different considerable in its relative sovereignty (Gopalan et al., 2017b). This theory of Edward Deci and Richard Ryan suggested that people tend to be driven by a need to grow and gain fulfillment based on the two key assumptions: the need for growth drives behavior which people are actively directed toward growth through gaining mastery over challenges and taking new experiences for developing a cohesive sense of self, and the importance of autonomous motivation where people are often motivated to act by external rewards such as money, prizes and acclaim (extrinsic motivation). According to this theory, people need to feel in control of their own behaviors and goals (autonomy), gain mastery of tasks and learn different skills (competence) and the need to experience a sense of belongingness and attachment to other people (connection or relatedness).

ARCS Model:

It is abbreviated based from the four factors which are Attention, Relevance, Confidence and Satisfaction, comprising the crucial elements of the ARCS motivation theory (Chang, 2021). A systematic way to determine and deal with learning motivation. Firstly, arouse students' learning interest to stimulate their curiosity in order to maintain learning attention (Chang et al., 2020a). Secondly, students' relevant personal recognition is to be developed by the innovative learning material (Chang et al., 2020b). Then, arouse students' expectations of success and help them to build positive attitudes so as to help increase their self-confidence (Chang et al., 2020c). Lastly, Students' satisfaction can be effectively enhanced during learning by the improvement of self-learning effectiveness (Chang et al., 2020d).

Social Cognitive Theory:

This refers to the acquisition of knowledge by direct observation, interaction, experiences and outside media influences. A basic premise of this theory is that people learn not only through their own experience, but by observing the actions of others and the results of those actions (Zheng et al., 2017). It constructs knowledge and

experience from the social influences (Gopalan et al., 2017c).

Expectancy Theory:

It is also called as VIE Model. This theory posits that the individual evaluates choices and make decisions based on the choice that is believed will lead to the most desirable personal outcome to optimize pleasure and minimize pain (Zboja et al., 2020). It is more on motivation and the way it is connected to everyone. It postulates that motivation is product of expectancy, instrumentality and valence (Osafo et al., 2021). Added by Osafo et. al., human actions and choices are driven by an individual’s desire and affection for certain outcomes, their belief that specific actions produce these outcomes, and that primary outcomes which are associated with secondary outcomes. In simple terms, this theory is represented as the mathematical product of (E)xpectancy, (I)nstrumentality, and (V)alence (Lohaus & Habermann, 2021), or motivation = valence × instrumentality × expectancy (Gopalan et al., 2017d).

Studies conducted in relation to perfectionism and motivation in other fields are mentioned to this paper as basis for this foregoing search for an answer. There are studies which negatively link perfectionism to anxiety and physical health conditions. Striving for perfection can lead to procrastination, impact our relationships and most of all can lead to loss of motivation. However, there are also studies which contradicts these claims. Findings revealed that there is a correlation between achievement motivation with perfectionism ($r = 0.253, p < 0.05$) of scholarship recipients from Esa Unggul University (Mariyanti et al., 2021). Result from the study of Mahasneh et al. (2020) revealed that there is a positive and statistically significant relationship between the multidimensional perfectionism and motivational orientation subscales. From the findings from the multivariate structural modelling analysis of Cowden et al. (2019) revealed that Personal Standards [PSP] and Concerns over Mistakes [CMP] which are dimensions of perfectionism have unique relationship with Mental Toughness [MT] and motivational orientations. Adaptive perfectionism had significant impact ($p < 0.05$) on the self-determined motivation regulations in professional athletes (Oliveira et al., 2015). On the other hand, it was also found out that there is no relationship between Academic Motivation and Multidimensional Perfectionism of the teacher candidates (Serdar, 2021).

The search for related studies regarding the relationship between motivation and perfectionism, in the context of dance research, is somehow difficult for there are only few studies that were already conducted regarding these concepts specifically in learning the art of dance. In order to determine the relationship between perfectionism and motivation of students in learning the art of dance, it aims to answer the following research questions: (1) How may the perfectionism of students be described? (2) How may the level of dance motivation of students be described? and (3) Is there as a statistically

significant relationship between dance motivation and perfectionism? These are questions that will lead in the pursuit of looking for an answer regarding the relationship between the two variables. The null hypothesis formulated for the study and will be tested is that (H_0) there is no significant relationship between perfectionism and dance motivation.

II. METHODOLOGY

This study is a descriptive-correlational study. Students who are currently enrolled in the Bachelor of Physical Education (BPEd) and Bachelor of Performing Arts (BPeA) program in City College of Angeles and Mabalacat City College are the target respondents for this study. *Raosoft Sample Size Calculator* was used to determine the target sample size from the total population of BPEd and BPA students. From the total population of 521, the target sample size for this study is 222 total respondents with 5% margin of error and 95% level of confidence.

Survey questionnaires were adapted from Lovatt (2017) and Smith et al. (2016) which are the Dance Motivation Questionnaire (DMQ) and Big Three Perfectionism Scale (BTPS), respectively. DMQ is a 24-item survey questionnaire which aims to describe the respondents’ motivational level. Responses are recorded by 4-point Likert scale ranging from ‘strongly agree’ (4) to ‘strongly disagree’ (1). On the other hand, BTPS aims to describe the perfectionism characteristics of respondents. The responses are then recorded by a 4-point Likert scale from ‘strongly agree’ (4) to ‘strongly disagree’ (1).

Statistical treatments to be used to describe the level of motivation and perfectionism of the respondents are *frequency (f)*, *mean (M)* and *standard deviation (SD)*. In order to determine the relationship between the two variable, *Pearson r* will be utilized. To further facilitate the investigation of the data obtained, a point-scale interpretation will be followed to describe responses per question of the respondents’ level of motivation and perfectionism characteristic, and the correlation coefficient interpretation in which are shown in Table 1 and 2:

Table 1: Descriptive equivalent for the level of dance motivation of students

Range of Weighted Mean	Description
3.26 – 4.00	Very High
2.51 – 3.25	Moderately High
1.76 – 2.50	Low
1.00 – 1.75	Very Low

Table 2: Interpretation of Correlation Coefficient

Coefficient Interval	Description
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

III. RESULTS

In order to analyze the results from the data obtained, IBM SPSS 26 has been used. The adapted questionnaires used for this study were answered by 378 students taking BPEd and BPeA at City College of Angeles and Mabalacat City College, Pampanga, Philippines.

Table 3: 10 lower-order perfectionism facets

Perfectionism	Questions	Mean	SD	Interpretation
Self-oriented perfectionism (SOP)	1	3.11	.824	Moderately High
	10	2.83	.919	Moderately High
	27	2.73	.874	Moderately High
	29	2.69	.940	Moderately High
	42	2.34	.943	Low
	Total	2.72	.710	Moderately High
Self-worth contingencies (SWC)	16	2.40	1.036	Low
	20	2.79	.981	Moderately High
	23	2.51	.964	Moderately High
	38	2.74	.931	Moderately High
	40	2.42	.988	Low
	Total	2.57	.817	Moderately High
Concern over mistakes (COM)	8	2.82	1.025	Moderately High
	17	3.09	.826	Moderately High
	24	2.71	.932	Moderately High
	35	2.92	.928	Moderately High
	44	2.49	.994	Low
	Total	2.80	.767	Moderately High
Doubts about action (DAA)	2	3.02	.833	Moderately High
	11	2.87	.949	Moderately High
	22	2.83	.932	Moderately High
	25	2.83	.866	Moderately High
	32	2.84	.882	Moderately High
	Total	2.87	.714	Moderately High
Self-criticism (SC)	6	2.81	.993	Moderately High
	18	2.65	.963	Moderately High
	19	2.70	1.008	Moderately High
	26	2.72	.975	Moderately High
	Total	2.72	.849	Moderately High
Socially-prescribed perfectionism (SPP)	5	2.67	.974	Moderately High
	9	2.64	1.016	Moderately High
	34	2.54	.980	Moderately High
	45	2.76	.973	Moderately High
	Total	2.65	.818	Moderately High
Other-oriented perfectionism (OOP)	12	2.70	.954	Moderately High
	36	2.41	1.032	Low
	37	2.27	1.045	Low
	39	2.26	1.049	Low
	43	2.48	.994	Low
	Total	2.42	.848	Low

Hypercriticism (HC)	3	2.70	.860	Moderately High
	7	2.40	1.037	Low
	30	2.26	1.027	Low
	41	2.23	1.022	Low
	Total	2.42	.802	Low
Entitlement (ENT)	13	2.27	1.052	Low
	14	2.85	.913	Moderately High
	28	2.33	1.084	Low
	33	2.43	1.049	Low
	Total	2.46	.856	Low
Grandiosity (GRAN)	4	2.96	.820	Moderately High
	15	3.03	.830	Moderately High
	21	2.25	1.088	Low
	31	2.42	1.014	Low
	Total	2.66	.719	Moderately High

Table 3 illustrates the perfectionism level of students based on the 10-lower order perfectionism facets. The results shown that DAA garnered the highest mean (M=2.87, SD=.714) which corresponds to 'moderately high', followed by COM (M=2.80, SD=.767), SOP (M=2.72, SD=.710) and SC (2.72, SD=.849), GRAN

(M=2.66, SD=.719), SPP (M=2.65, SD=.818), SWC (M=2.57, SD=.817) which all corresponds to 'moderately high' as well. On the other hand, OOP (M=2.42, SD=.848) and HC (M=2.42, SD=.802) garnered the lowest mean which corresponds to 'low.'

Table 4: Types of Perfectionism (Big Three Perfectionism)

Big Three Perfectionism	Mean	SD	Interpretation
Rigid Perfectionism [SOP, SWC]	2.64	.740	Moderately High
Self-critical Perfectionism [COM, DAA, SC, SPP]	2.76	.714	Moderately High
Narcissistic Perfectionism [OOP, HC, ENT, GRAN]	2.49	.741	Low Range

Table 4 illustrates the level of perfectionism of students based on the big three perfectionism. The findings revealed that most of the respondents are self-critical perfectionist (M=2.76, SD=.714) which corresponds to 'moderately high range,' followed by rigid

perfectionism (M=2.64, SD=.740) which also corresponds to 'moderately high range,' and lastly, narcissistic perfectionism (M=2.49, SD=.741) which corresponds to 'low range.'

Table 5: Level of Dance Motivation

Question	Mean	SD	Interpretation
I participate in dance because the benefits of dance are important to me	3.49	.680	Very High
I participate in dance because I find it pleasurable	3.35	.764	Very High
I participate in dance because I would feel ashamed if I quit	2.70	.937	Moderately High Range
I participate in dance because it is a good way to learn things which could be useful to me in my life	3.47	.695	Very High
I participate in dance because it allows me to live in a way that is true to my values	3.33	.723	Very High
I participate in dance because it's an opportunity to just be who I am	3.31	.806	Very High
I participate in dance but I wonder what the point is	2.78	.976	Moderately High
I participate in dance but I question why I continue	2.59	.979	Moderately High
I participate in dance because I value the benefits of dance	3.49	.700	Very High
I participate in dance because it's part of who I am	3.23	.826	Moderately High

I participate in dance because dancing is an expression of who I am	3.31	.779	Very High
I participate in dance because I would feel like a failure if I quit	2.68	1.018	Moderately High
I participate in dance because it's fun	3.56	.629	Very High
I participate in dance because people push me to dance	2.68	1.044	Moderately High
I participate in dance because it teaches me self-discipline	3.35	.698	Very High
I participate in dance because I feel pressure from other people to dance	2.53	1.053	Moderately High
I participate in dance because I feel obliged to continue	2.58	1.048	Moderately High
I participate in dance but I question why I am putting myself through this	2.53	1.068	Moderately High
I participate in dance because I would feel guilty if I quit	2.49	1.036	Low Range
I participate in dance because if I don't, other people will not be pleased with me	2.38	1.049	Low Range
I participate in dance because I like it	3.43	.714	Very High
I participate in dance but the reasons why are not clear to me anymore	2.41	1.016	Low Range
I participate in dance because I enjoy it	3.47	.743	Very High
I participate in dance in order to satisfy people who want me to dance	2.71	1.035	Moderately High
Total	3.01	.525	Moderately High Range

Table 5 illustrates the level of dance motivation of the students. Most of the respondents answered that they participate in dance because it's fun (M=3.56,

SD=.629) which corresponds to 'very high.' Overall, the dance motivation level of students who answered the survey is 'moderately high' with (M=3.01, SD=.525).

Table 6: Interrelationship between Perfectionism and Dance Motivation

Correlations	
	Dance motivation
Perfectionism	<i>r</i>
Rigid Perfectionism	.593
Self-critical Perfectionism	.557
Narcissistic Perfectionism	.698
N	378
	<i>p</i>
	<0.01
	<0.01
	<0.01

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 illustrates the relationship between perfectionism and dance motivation. The result shown that there is a medium positive significant relationship between rigid perfectionism and dance motivation ($r = .593, p = <0.01$). There is also a medium positive significant relationship between self-critical perfectionism and dance motivation ($r = .557, p = <0.01$). Lastly, there is a strong positive significant relationship between Narcissistic perfectionism and Dance motivation ($r = .698, p = <0.01$). Overall, the result shown that there is a significant relationship between perfectionism and dance motivation.

IV. DISCUSSION

In regards to the motivation of the students, it was found out that most of the students answered that they participate in dancing because it's fun. It is well known

that physical movements of dance have been shown to reduce level of stress, anxiety and depression. It is also beneficial in increasing self-esteem and boosting confidence by fostering self-expression and developing social skills. Students feel a boost of confidence as they master routines and achieve their goals. Dance can help adolescents to increase their emotional intelligence through dancing (Atamturk & Dincdolek, 2021). It can be related to the study findings of Izountouemoui (2020) that dance could enhance emotional sensitivity. Overall, the results yielded that most of the students are motivated (moderately high) towards dancing.

DAA garnered the highest mean among the 10-facets of perfectionism. Statements that are under this facet focuses on their doubts on their actions. Results can be construed that most of the students are doubtful of their actions and they are not sure if their actions are correct. On the other hand, HC garnered the lowest mean among

all facets of perfectionism. This can be interpreted as students are not that concerned too much about perfectionism towards other people.

It was also found out that respondents are more Self-critical perfectionist which garnered the highest mean among the three global perfectionisms. Most of the students were found out to be prone to becoming more intimidated by the goals which they set for themselves to achieve. Meaning, they are more concern on their goal rather than their motivation of doing a specific task.

Lastly, the analysis on the relationship of perfectionism and dance motivation, it was found out that there is a positive significant relationship between the two which rejected the null hypothesis tested for this study. The result of this study was supported by the findings of Wang et al. (2020) that there is a positive association between perfectionistic strivings, autonomous and controlled motivation of young athletes toward doping. Study of Mahasneh et al. (2020) also supported the findings of the study where there is a positive and statistically significant relationship between multidimensional perfectionism and motivational orientation among undergraduate students in Jordan. Result of this study is not yet conclusive and further investigation can be conducted to further understand the relationship between the two focusing on students who are learning the art of dance. Additional variables can be added to this existing study which can result to better understanding of perfectionism and dance motivation.

V. CONCLUSION

Based on the results of the study, students who answered the survey questionnaire are motivated (moderately high) towards dancing. Analysis of the highest and lowest mean based on the results among the facets of perfectionism can be stated that most of the students are highly concern of their actions and not concerned towards other people. In terms of perfectionistic characteristics of the students, it can be construed that most of them are self-critical perfectionist. Lastly, the analysis on the relationship between perfectionism and dance motivation, this study concludes that there is a positive significant relationship between the two variables. Meaning, the more they practice perfectionism in dancing, the more they are highly motivated to learn the art form. However, this is both positive and negative indication. Studies that were conducted revealed the positive and negative side of perfectionism towards a specific task and how it can affect motivation. But in this situation, this study concludes that perfectionism has a positive outcome to students' dance motivation in learning the said art form. Limitations of this study is selected participants. This may be extended to other set of population and new statistical methods of the same scope for future studies. Lastly, this study contributes to the literature in demonstrating that there is

a positive significant relationship between perfectionism and dance motivation of students learning the art form.

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