

## **The Development and Validation of the Dance Career Interest Scale for Dance Majors**

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### **Abstract**

The purpose of this study is to develop a measuring tool for the dance career interest scale. According to the research by Kim, Yoon, and Kim (2020), the concepts and preliminary items were retrieved, and the items were then screened with experts through auditing. A survey was conducted with 549 dance students enrolled in 9 art high schools located in the metropolitan area, Chungcheong area, and Gyeongsang area. Reliability analysis, exploratory factor analysis, and confirmatory factor analysis were used to verify validity using SPSS and AMOS programs. Finally, The dance career interest was measured by a set of 51 questions divided into six categories.: ‘Creative,’ ‘Social,’ ‘Enterprising,’ ‘Conventional,’ ‘Realistic,’ and ‘Investigative’. The developed dance career interest scale can be used as basic data for career education and career expansion of dance majors.

Keywords: dance majors, scale development, interest, career education

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## **Introduction**

One of the most important concerns for young people from teenagers to college students is the problem of choosing a career path (Hirschi, 2009; Porfeli, & Lee, 2012; Kim, 2015). Looking at the current status of career education in Korea, 13-24-year-olds were found to be most concerned about their jobs after studying (Jung, Jeong, Lee, Jeong, Lim, Lee, & Lim, 2015). However, secondary schools currently provide college entrance exam-oriented education rather than career-focused education tailored to each student's characteristics, so students are not provided with sufficient opportunities to explore potential careers (Lee, Cho, Gil, & Kim, 2014). In particular, career education focusing on college admissions based on grades, without preparation for a job, presents many problems (Nam, 2011; Lee, Ryu, Kim, & Ko, 2011). If students do not receive adequate education to explore their careers and find related jobs after entering university according to their grades, they may have difficulty living as socially mature society members as adults (Kim, Jeong, Jung, Joo, Lee, 2016). Therefore, career education that helps students make the right choices about their careers from youth onwards is essential (Min, 2016).

As part of such career education, the current Korean curriculum recognized the need for youth career education and gradually emphasized its importance (Jung et al., 2015). The main content of education for each school level focuses on the understanding and exploration of different career paths through various experiences (Kim, 2012; Jeon, Jeong, & Seo, 2014). It also fosters lifelong learning capabilities and encourages career exploration and career activities. Career education for dance majors is relatively passive compared to the trend of career education to recognize and implement career education that develops career aptitude according to students' interests (Yoon, Park, & Kim, 2019; Kim, Lim, Kim, 2016). This can be seen as originating from the specialization of the dance major. Dance majors choose their majors relatively faster than ordinary students and prepare for their time in college earlier.

In general, dance students tend to choose their careers due to the judgment or evaluation of their parents or teachers regarding their artistic abilities rather than making career choices based on their own independent judgment (Lee & Bae, 2011). In addition, the majority of dance majors have job information that is limited to dancers, choreographers, and educators. The reason why dance majors have such limited job information is that most of the curricula for dance majors for dance majors are made up of only practical education (Yoon, Kim, 2020). This is because information on various career paths and occupations in the dance field cannot be provided in education centered on practical skills. This environment makes it difficult for dance majors to make reasonable career choices suitable for their individual aptitudes (Yoon et al., 2019; Kim et al., 2016). Therefore, it is necessary to broaden the perspective on career exploration by providing various types of information on dance

occupations—not only to general high school students but also to dance masters. In particular, career education that supports the establishment and implementation of specific and systematic plans for the direction one should take is essential (Kim, et al., 2016; Kim, et al., 2017; Kim, et al., 2020).

Currently, career education is focused on the content provided by the Korea Vocational Competency Development Institute. Career education content, such as career counseling, is provided along with information on jobs, such as job dictionaries, the world of jobs by field, as well as information on future jobs, schools, and departments (Jung, Lee, Lee, Kim, Kim, Lee, & Kim, 2022). However, this rather general career education content has limitations in being used as a tool to help dance majors display their interests and aptitudes. In response, Kim, Kim, and Lee (2019) developed the Dance Occupational Theme (DOT) based on Holland's theory of occupational personality type. By analyzing the characteristics of dance majors along with dance and job characteristics in adjacent fields, it was classified into six types: 'creation,' 'social,' 'enterprising,' 'conventional,' 'realistic,' and 'investigative.' The Dance Occupational Theme provides an understanding of occupations in the field of dance, but cannot provide information about occupations that are suitable for dance majors on the basis of their interests and aptitudes. Knowing an individual's interests and aptitudes in choosing a career is very important (Han, 2017; Park, 2018).

In this regard, it has been suggested that interest tests for dance majors should be developed so that they can choose a job that suits their interests and aptitudes, as emphasized in various previous studies. Therefore, the purpose of this study is to develop a Dance Career Interest Scale for dance majors who have received insufficient career preparation for entering the professional world in order to help them develop careers according to their interests and aptitudes. The attempt of this study is to confirm the possibility that the interests and aptitudes of dance majors can be explored theoretically by applying Holland's professional personality type theory to the field of dance. In practice, it is intended to be used as basic data to help dance majors develop their careers, such as by engaging in career exploration and the establishment of career values.

## **Method**

### *Participants*

This study conducted a questionnaire survey on 549 dance majors enrolled in 9 dance arts high schools across the country from March 21, 2022, to March 25, 2022. For data sampling, the convenience sampling method was used among non-probability sampling methods. The average age of the study subjects was 16.63 years old (SD=1.09). 43 male (7.8%) and 506 female (92.2%) participated. By major, Korean dance 276(55.0%), modern dance 99 (18.0%), and ballet 148 (27.0%)

were represented.

Table 1. Demographic characteristics

Characteristic	Classification	Frequency	Ratio
Gender	Male	43	7.8
	Female	506	92.2
Major	Korean Dance	302	55.0
	Modern Dance	99	18.0
	Ballet	148	27.0
Dance Career	Less than 5 yrs	223	40.6
	More than 5 yrs ~ Less than 10 yrs	224	40.9
	More than 10 yrs ~ Less than 15 yrs	102	18.5
Career counseling	Presence	220	40.1
	Absence	329	59.9

### *Procedure*

In order to collect the data, teachers at each high school were contacted by phone and via e-mail in advance. The purpose of the study was explained in detail and cooperation and consent for the investigation were sought. In consideration of the situation during the COVID-19 pandemic, the survey was conducted online. The survey production used the survey platform of search portal G. The study subjects were individually sent URLs encouraging them to participate in the survey. The purpose of the study, response method, and precautions were described in detail in the constructed questionnaire.

### *Analysis*

To examine the reliability and validity of the data, the following statistical verification process was performed. First, an exploratory factor analysis was performed, and based on this, an item with an eigenvalue of 1.0 or more and an absolute value of .40 or more was selected for factor extraction. Second, using AMOS 20.0, the convergent validity and discriminant validity of the scale were analyzed through confirmatory factor analysis (CFA), focusing on each constituent concept. Third, after the confirmatory factor analysis, a correlation analysis was conducted to confirm the direction of each relationship and the degree of relationship for each study unit whose unidimensionality was proven. Fourth, the Cronbach's  $\alpha$  value was calculated to test the reliability of the unilaterality of each determined factor. In other words, each constituent concept was identified based on factors selected through exploratory

factor analysis, and a confirmatory factor analysis including all factors was conducted to verify the validity of the survey tool. The reliability was re-examined through Cronbach's  $\alpha$ .

## Results

### *Item composition*

In order to construct the questions of interest regarding the dance career, 60 questions were composed of six factors based on the DOT of Kim, Kim, and Lee (2019) and the results of Kim, Yoon, and Kim (2020).

### *Exploratory factor analysis and reliability analysis*

An exploratory factor analysis was conducted on 275 dance majors to identify the factor structure of Dance Career Interest Scale questions. <Table 2> shows the results of the exploratory factor analysis and the reliability analysis of Dance Career Interest Scale. For the factor extraction method, the Maximum Likelihood Method, which estimates the factor loading while minimizing the difference between the actual data and the model, was applied, and the Varimax rotation method was used. As a result of the exploratory factor analysis, items showing a factor loading of  $\pm .40$  or more were selected (Fabrigar, Wegener, MacCallum, & Strahan, 1999). Finally, a total of 51 items of six factors, including 'Creative,' 'Social,' 'Enterprising,' 'Conventional,' 'Realistic,' and 'Investigative' were confirmed. As a result of analyzing the internal consistency after structuring the factors of the measurement model, the reliability of the measurement tool was secured as a Cronbach's  $\alpha$  value exceeding .70 for all factors (Nunnally & Bernstein, 1994).

Table 2. Exploratory Factor Analysis

	1	2	3	4	5	6	Cronbach' a
Enterprising 1	0.800	0.015	0.212	0.128	0.104	0.098	.926
Enterprising 2	0.781	0.163	0.105	0.118	0.172	0.149	
Enterprising 3	0.730	0.151	-0.060	0.120	0.159	0.228	
Enterprising 4	0.730	0.247	0.172	0.182	0.096	0.108	
Enterprising 5	0.694	0.219	0.172	0.209	0.127	0.054	
Enterprising 6	0.634	0.220	0.140	0.082	0.217	0.075	
Enterprising 7	0.621	0.269	0.123	0.166	0.155	0.172	
Enterprising 8	0.620	0.081	0.047	0.176	0.128	0.264	

	1	2	3	4	5	6	Cronbach' a
Enterprising 9	0.498	0.307	0.090	0.356	0.138	0.169	.897
Enterprising 10	0.490	0.284	0.029	0.152	0.123	0.208	
Investigative 1	0.178	0.770	-0.034	0.138	0.112	0.028	
Investigative 2	0.161	0.697	-0.035	0.229	0.099	0.135	
Investigative 3	0.161	0.676	-0.006	0.176	0.005	0.191	
Investigative 4	0.136	0.676	0.041	0.125	0.091	0.029	
Investigative 5	0.214	0.637	0.004	0.291	-0.055	0.085	
Investigative 6	0.005	0.635	-0.002	0.184	0.109	-0.211	
Investigative 7	0.106	0.628	0.043	0.148	-0.081	0.106	
Investigative 8	0.197	0.548	0.057	0.366	-0.030	0.052	
Investigative 9	0.222	0.509	-0.094	0.133	0.114	0.173	
Investigative 10	0.189	0.494	-0.037	0.230	-0.059	0.068	
Social 1	0.069	0.066	0.835	0.076	0.094	0.100	.886
Social 2	0.018	-0.194	0.743	0.151	0.276	0.101	
Social 3	0.081	0.048	0.741	0.179	0.060	0.139	
Social 4	0.177	0.033	0.695	0.052	0.037	0.054	
Social 5	0.048	-0.010	0.661	0.099	-0.044	0.080	
Social 6	0.135	0.039	0.638	0.068	0.075	0.162	
Social 7	0.098	0.070	0.632	0.120	0.103	0.063	
Social 8	0.090	-0.060	0.576	0.050	0.251	0.134	
Social 9	-0.073	0.001	0.557	0.129	0.165	0.021	
Social 10	0.120	-0.013	0.440	0.026	0.278	0.035	
Conventional 1	0.234	0.206	0.090	0.684	0.102	0.031	.881
Conventional 2	0.196	0.242	0.028	0.657	0.050	0.079	
Conventional 3	0.210	0.179	0.056	0.622	-0.048	-0.048	
Conventional 4	0.207	0.345	0.123	0.605	0.067	0.169	
Conventional 5	0.104	0.254	0.185	0.601	-0.020	0.024	
Conventional 6	0.125	0.275	0.138	0.562	0.006	0.057	
Conventional 7	-0.225	0.305	0.200	0.484	-0.029	0.000	
Conventional 8	0.115	0.126	0.306	0.475	0.062	0.117	
Conventional 9	0.251	0.205	0.311	0.430	0.027	0.122	

	1	2	3	4	5	6	Cronbach' a
Conventional 10	0.221	0.262	0.329	0.425	0.010	0.173	
Creative 1	0.119	0.321	0.151	-0.113	0.640	0.051	.800
Creative 2	0.004	-0.110	0.466	0.124	0.595	0.008	
Creative 3	0.033	-0.126	0.035	-0.055	0.543	0.115	
Creative 4	0.130	-0.062	0.154	0.218	0.537	0.009	
Creative 5	0.054	0.042	0.418	0.032	0.520	0.002	
Creative 6	0.264	0.147	0.117	0.243	0.504	0.045	
Creative 7	0.333	0.185	0.219	0.245	0.408	0.058	
Realistic 1	0.179	0.130	0.159	0.052	0.146	0.780	.843
Realistic 2	0.267	0.133	0.137	0.037	0.126	0.764	
Realistic 3	0.245	0.184	0.075	0.070	0.192	0.621	
Realistic 4	0.250	-0.110	0.268	0.026	0.077	0.591	

### *Confirmatory factor analysis and reliability analysis*

Confirmatory factor analysis was performed to verify the convergent validity and discriminant validity of the dance career interest aptitude factors confirmed through exploratory factor analysis. The presented estimate was found to be significant at the significance level of .05. The overall fit of the model was evaluated on 51 items of six factors selected through exploratory factor analysis and reliability analysis. The goodness-of-fit index is  $\chi^2=2.366$  ( $df$ : 1210, CMIN: 2862.602), RMSEA=.071, CFI=.801, TLI=.790). The fit of the model was found to meet the criteria presented in previous studies (Browne & Cudeck, 1989; Browne & Cudeck, 1992). Next, the discriminant validity between the variables whose concentration validity was confirmed through confirmatory factor analysis was verified through correlation analysis.

## **Discussion**

This study aimed to develop a Dance Career Interest Scale for dance majors. For this purpose, Holland's occupational personality type theory and the Dance Occupational Theme of Kim, Kim, and Lee were used. Based on this theoretical foundation, both the career interests and aptitudes of dance majors were reflected and the possibility of application in actual career development was discussed. First, the development of the Dance Career Interest Scale for dance majors was developed by reflecting on their interests and aptitudes. This conceptualizes the ability required to perform any activity or

task and has a characteristic that includes human innate aptitude as well as learned ability. In addition, it includes not only the intellectual ability of an individual but also the affective characteristics that indicate the interest of the individual (Park, 2018). Therefore, interest and aptitude also include the affective characteristics that indicate the interest of an individual. These factors interact with the individual's environment and have a positive effect on job satisfaction or achievement. An aptitude test is conducted to identify these aptitudes. This scale is a test that predicts the expected performance and adaptability to a specific academic course or occupation. Specifically, it measures an individual's ability to study and work, as well as in what fields he or she can perform his or her duties well in the future and whether he or she can adapt well to the field of his or her choice.

Second, the Dance Career Interest Scale was constructed to improve rational career decision-making skills and to explore self-understanding and career information among dance majors. Adolescence is a stage of exploring oneself and the environment in the overall developmental stage of life while preparing for one's career path at the same time (Super, 1983). In this period, it is essential to have an educational opportunity to help dance majors recognize and explore their aptitudes and interests for them to design a systematic career path for themselves (Han 2017; Kwon, 2017). Havighurst (1953) said that if one does not have a proper opportunity to prepare for a job in adolescence, you will not be able to play a role as an adult in terms of economic independence or mature relationships with others. Dance majors should be able to choose a job suitable for their individual interest characteristics and develop a systematic career path by resolving any uncertainty regarding career reality, a lack of career information, practical skills needed for college, and their academic performance.

It is expected that the Dance Career Interest Scale for dance majors developed in this study can be used in various ways in the career education of dance majors. In choosing a profession for dance majors, it is important not only to acquire vocational knowledge, but also to accurately understand their aptitudes and interests. In this aspect, the dance career interest scale can be expected to have a career education effect because it provides an opportunity to identify an individual's aptitude and interest, and furthermore, connects various occupations in the field of dance that match one's aptitude and interest. However, the follow-up studies are needed to maximize the value of the developed dance career interest scale and expand the scope of its use. This study was conducted with the subjects of study in dance majors attending art high schools. In order for dance career interest scale developed in this study to have universality, it is necessary to verify it with college students.



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