**Maria Jong**

# The study of perfectionism, self-acceptance and motivation in Norwegian vocational dance students

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I have a long-standing love and passion for dance, and a former education in dance and pedagogy. This research project has further increased my desire to work in the interesting field of sports psychology and dance.


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# Abstract

Being a professional dancer, like an elite athlete, is characterized by extreme physical- and psychological demands, strict discipline, high commitment and with a pressure and pursuit to perform flawlessly. Due to the extreme achievement striving, physical- and psychological consequences associated with burnout may occur (Quested & Duda, 2011a) Previous research (e.g., Hill, Hall, Appleton and Kozub, 2008) has indicated that perfectionism may be an important personality factor when examine vulnerability to and development of burnout in elite athletes. Few studies to date have investigated perfectionism and burnout in vocational dancers, but there is a great transfer value from research done in sporting contexts to dance, which can be viewed as an *esthetic sport*. The first purpose of the present study was to investigate the prevalence of and influence of Self-Oriented(SOP)- and Socially-Prescribed(SPP) perfectionism, Unconditional Self-Acceptance and Self-determined motivation (SDT: Ryan & Deci, 2000) on the development of burnout in vocational dancers in Norway. A second purpose was to investigate whether the association between perfectionism and burnout was mediated by unconditional self-acceptance. One hundred and forty vocational dancers (M age=22, SD= 2.0) completed questionnaires measuring the variables of interest at one point of time. The results using bivariate correlations analyses indicated significant positive relations between both SOP and SPP and burnout, and significant negative relations between unconditional self-acceptance and self-determination and burnout. The results showed that intrinsic motivation had the strongest negative relation to burnout symptoms. By using hierarchical regression analyses the results indicated that unconditional self-acceptance served as a partial mediator in the relationship between SPP and burnout, and fully mediated the relation between SOP and burnout. Findings point out the relevance and importance of strengthen an unconditional self-acceptance in dancers, and promote a dance environment with emphasis on self-determined motivation, by satisfaction of basic psychological needs to avoid burnout in vocational dancers (Quested & Duda 2011a).


**Keywords**: Dance, perfectionism, unconditional self-acceptance, self-determined motivation, burnout.

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# 1. Introduction

"Dancing is a way of life and being a dancer is a wonderful experience" writes Hamilton (Hamilton 1998, p.1). This is something every person involved in the dance environment can agree on. Yet, she points out the potential downsides associated with this esthetic art from. She writes that dancers, as well as athletes, suffer from a wide range of orthopedic, hormonal, nutritional, and psychological problems. Cardinal states that *the health and well-being of dancers remains a critical, but often neglected, issue*. Typical health-related issues in vocational dance students are overwhelming workloads, stresses associated with performance anxiety, competition and social/peer comparison, fears and disorders related to body-image, preoccupation with body-weight, concerns related to injuries and career transitions, fears not meeting dance teacher's expectations of dance technique proficiency, lack of self-confidence, and perfectionism. These factors can result in high risk of injury, decreased health and decreased quality of performance (Cardinal, 2009).

Research has indicated high incidents of perfectionism in dancers, which may be due to the extreme technically and artistically gracious demands of this profession (Zoletić and Duruković-Belko, 2009; Nordin-Bates, Cumming, Aways and Sharp, 2011). The majority of previous research in dance has typically focused on health issues like eating disorders and body-image concerns. However, few investigations regarding perfectionism and the phenomenon of burnout have been conducted.  In contrast, research done in sporting contexts has found several important antecedents of athlete burnout, among other the personality factor; perfectionism (e.g., Hill, Hall, Appleton & Kozub, 2008) and motivation (e.g., Lemyre, Hall & Roberts, 2008). Several authors within the field of Self-determination Theory (SDT: Ryan & Deci, 2000) emphasize the importance of promoting a training environment with awareness around fulfillment of the basic needs (competence, autonomy and relatedness) for optimal functioning and well-being, aiming to reduce the risk of burnout. The main goal of the current study is to investigate prevalence of perfectionism dimensions, self-acceptance and self-determined motivation in relation to burnout symptoms in vocational dancers in Norway. By examining these constructs and their relations, we can better understand and promote important components of dancer's well-being.

# 2. Theoretical Background

## 2.1 Perfectionism

"Perfectionism is the striving for flawlessness, and extreme perfectionists are people who want to be perfect in all aspects of their lives" (Hewitt & Flett, 2002, p.5).

### 2.1.1 Flett and Hewitt: Three dimensions of Perfectionism

The perfectionism construct is multidimensional, which means that it has both personal and interpersonal aspects (Flett & Hewitt, 2002). The three major trait dimensions of perfectionism are self-oriented perfectionism, socially prescribed perfectionism and other-oriented perfectionism. All three types of perfectionism exhibit the same or similar behavior, which is a common desire and motivation to be perfect, unrealistic expectations and standards, stringent and critical evaluations and equating performance with worth. The distinguished features among the three dimensions are whom the perfectionistic expectations come from; self or others and to whom these standards are directed; self or others (Flett &Hewitt, 2002).

*Self-oriented perfectionism* is the intraindividual dimension which involves perfectionist behavior from, and towards the self. This dimension includes strong motivation for the individual to be perfect and critical self-evaluations with focus on flaw and shortcomings. This dimension has been linked to disorders like depression and eating disorders (Flett & Hewitt, 2002). *Socially-prescribed perfectionism* is an interpersonal dimension which involves the perception that others have perfectionistic demands toward you. The motive for behavior is to meet these unrealistic high standards set by others, stemming from a perception that others will only be satisfied when those standards are met. Socially prescribed perfectionism involves a concern with one's lack of perfection. The essence of this dimension is the strong concern about obtaining and maintaining the approval and care of other people. To try earning this sense of belonging, the focus lies in the effort to become perfect in the eyes of others (Flett & Hewitt, 2002). *Other-oriented perfectionism* is also an interpersonal dimension of perfectionism that stems from the self but is imposed onto others. Other-oriented perfectionists have strong motivations for others to be perfect. They require unrealistic expectations and execute hash evaluation of others (e.g., one's children, employees and so forth).Other-oriented perfectionists may therefore experience interpersonal problems

(Flett & Hewitt, 2002). However, although Hewitt and Flett's dimensions of perfectionism are perceived as personality traits leading to negative outcomes, not all researchers view perfectionism as a debilitating personality trait (e.g. Terry-Short, Owens, Slade & Dewey, 1995, in Flett & Hewitt, 2002).

## 2.1.2 Negative- and positive perfectionism

Some authors have suggested that the perfectionism field has a tendency to focus solely on negative aspects of perfectionism. Hamachek suggested a distinction between *normal* and *neurotic* perfectionism, where normal perfectionism is defined as a striving for reasonable and realistic standards that leads to a sense of self-satisfaction and enhanced self-esteem and on the other hand, neurotic perfectionism as a tendency to strive for excessively high standards and is motivated by fears of failure and concern about disappointing others (Hamachek 1978, in Flett & Hewitt, 2002). Other authors in this field distinguish between *positive* and *negative* perfectionism. Flett and Hewitt refer to Terry-Short, Owens, Slade and Dewey's (1995) description of positive perfectionism as a perfectionistic behavior characterized as positive reinforcement with willingness to approach stimuli, and negative perfectionism as a negative reinforcement which involves a desire to avoid aversive outcomes (Flett & Hewitt, 2002).

*Adaptive* perfectionism are easily compared or confused with the personality trait *conscientiousness*, with its similarity in order, dutifulness, achievement striving and self-discipline are Flett and Hewitt's assumption. They state that perfectionism is far more extreme form of striving, with its demands of absolute perfection from the self. Flett and Hewitt therefore suggest that research results differing in adaptive versus maladaptive perfectionists in fact differ between conscientiousness versus perfectionism. Because of the similarity in organization, adaptive perfectionism in people actually reflects an achievement-oriented work style rather than being perfectionistic (Flett & Hewitt, 2002, p.18).

Greenspan (2000) in his article about perfectionism labels healthy perfectionism as an oxymoron. He argues against Hamachek's assumption that something can be called *normal* perfectionism, Greenspan states that either you are perfectionist or non-perfectionist and that perfectionists can differ in *degrees* of perfectionistic tendencies. He does not dismiss that many perfectionistic people can be very successful, but perfectionism represents some degree of adaptation to the idea that one's worthiness in

the eyes of others is dependent on being as close to perfect as possible (Greenspan, 2000, p.4). This preoccupation with perfections and all the "shoulds", connected with trying to meet these unrealistic expectations result in feelings of inadequacy and make them unable to feel satisfaction (Greenspan, 2000). He also states that perfection does not *determine* success; talent and energy does. Some outstanding individuals are perfectionistic, some are not. Because of the connected feeling of conditional self-acceptance, perfectionism has a negative connotation, Greenspan claims in his article. He states that perfectionism is not synonymous with striving for excellence, but rather a burdensome and self-defeating personal characteristic. This because of a perfectionist's tendency to engage in negative self-talk which often contain believes like; I'm *either perfect or I'm worthless* (Greenspan, 2000). Greenspan states that one must distinguish between the desire to do one's best, which is not per se perfectionistic, and the desire to be perfect, which is (2000, p.14).

With these actual disagreements whether perfectionism can be seen and separated into adaptive or maladaptive dimensions, Flett and Hewitt (2002) highlight an important question: *What happens to people with adaptive perfectionism when they inevitably encounter life problems and experience the fact that things are not perfect?* To measure different dimensions and underlying factors that is characteristic for perfectionism researchers have developed different perfectionism scales. Because of the differing views regarding the construct of perfectionism, the scales demand slightly different approaches for obtaining their measurements. In this regard, the current study is based on Hewitt and Flett's Multidimensional perfectionism scale.


### 2.1.3 Measures of perfectionism scale

When Frost and colleagues developed a Multidimensional Perfectionism Scale (MPS) in 1990, they reviewed the perfectionism literature, emphasizing several important features of perfectionism: Excessively *high personal standards*, excessive *concern about mistakes* in performance, *doubting of the quality of one's performance*, the role of *expectations* and *evaluation/criticism* of one's parents and exaggerated emphasis on precision, order and *organization*. Frosts MPS has a strong *intra*personal focus, whereas Flett and Hewitt' development of MPS (1991) has a stronger *inter*personal emphasis, which means they are distinctly different regarding "dimensions" of perfectionism (Flett & Hewitt, 2002). These are the most frequently used measures for perfectionism. Regardless of the differences in the view of perfectionism as intra- versus interpersonal,

or the assumption that it may in some circumstances lead to adaptive outcomes (e.g., energizing effect on achievement striving), several researcher (e.g., Chamberlain & Haaga,2001) point out vulnerability aspects with the personality dimension, e.g., excessively high goals and irrational belief in their attainment, harsh self-criticism, rumination and focus on inadequacies when perceiving performance discrepancy from desired goals. Perfectionists will typically strive for the unachievable, putting them at great risk for exhaustion, explaining why previous research findings have reported distinct relationships between perfectionism and burnout symptoms (e.g. Appleton, Hall & Hill, 2009; Lemyre, Hall & Roberts, 2008).

## 2.1.4 Perfectionism and Burnout

Some researchers argue that perfectionism can serve as an adaptive and beneficial construct, when negative criticism is absent, and that self-oriented perfectionism with its intense achievement striving can lead to positive outcomes due to a 'history of successes'. Some suggest that because of this intense process of striving they may develop efficacy and better cope with failures (Appleton et. al. 2009). But it is when perfectionism evokes harsh self-criticism, a ruminative response style and a focus upon personal and interpersonal inadequacies, that motivational debilitation is engendered and therefore makes these individuals vulnerable to e.g. burnout (Hall, Hill, Appleton & Kozub, 2009). Lemyre, Hall and Roberts (2008) state that the motivational and personality factor; perfectionism, may be critical to the onset of athlete burnout. Dispositional perfectionism is considered by some to be a key feature of high achieving athletes. While this perfectionism factor can be seen as a positive and adaptive achievement striving, it may also lead to maladaptive outcomes through vulnerability to failure, psychological impairment and distress. *Perfectionists can easily become psychologically corrosive when they rarely become satisfied with their performance and constantly are self-critical* (Lemyre et. al 2008, p. 224). Hewitt and Flett (1991) found that various dimensions of perfectionism are associated with excessive forms of self-criticism, maladaptive cognitions and negative affective responses to achievement outcomes such as fear of failure, state and trait anxiety, guilt, shame, low self-esteem and depression (cited in Lemyre et. al, 2008). In sporting contexts, Gould, Tuffey and Loehr (1996) found that dispositional perfectionism was associated with athletic burnout (in Lemyre et al, 2008). And Frost and Henderson (1991) explain that when perfectionist athletes fail to live up to their performance expectations, negative emotion

patterns (e.g. shame, anger and anxiety) combined with high effort can eventually lead to physical and emotional exhaustion and therefore make them more prone to burnout in (in Lemyre et. al, 2008).

Motivation for sport participation underpinned by a validation-seeking and approval from others are considered to be a maladaptive pattern of engagement (Hill, Hall, Appleton & Murray, 2010) and Lemyre and colleagues (2008) have argued that the need to validate a sense of self-worth trough sporting achievement may explain why some athletes are unable to extricate themselves from the sporting environment when this becomes a source of stress and potential burnout (Hill et. al, 2010). While validation-seeking and approval of self-worth have been linked to perfectionistic traits, it is important to further look at the relationship between perfectionism and self-acceptance to assess the variables leading to maladaptive outcomes as a function of perfectionistic tendencies.

### 2.1.5 Perfectionism and Self-acceptance

Findings by Lemyre and colleagues (2008) show some evidence that the risk of burnout becomes more likely when dispositional perfectionism encourages athletes to view achievement as a reflection of self-worth. Perfectionism may therefore underpin *contingent self-worth* in elite athletes (Lemyre et. al, 2008, p.230). Burns describes perfectionism as a tendency to measure own *worth* entirely depending of productivity and accomplishment (Burns 1980, in Hall et. al, 2009) and Greenspan highlight the environment and expectations from it as a contributor to perfectionism. Parents whom self-esteem is measured and dependent on the child's accomplishment may result in a disappointing, angry and embarrassed attitude towards the child if it makes mistakes. This will signal to the child that not reaching up to the high standards wished from important significant others is an evidence of a character flaw and result in a lack of acceptance and a decreased sense of worth as a person (Greenspan, 2000). The process of achievement striving accompanied with harsh self-criticism and self-worth contingent on the outcome make researchers in this area to view perfectionism in a not adaptive manner (Hall et. al, 2009). Greenspan refers to a study done by Burns in 1980 regarding perfectionism and success in business executives, law students, high-level athletes and others: *very successful people are not highly likely to be perfectionistic, this because, in part, self-punishment is an ineffective learning tool* (Greenspan, 2000, p.13).

The occupation with appraisal with achievement, concerns over failure and excessive rumination will serve as a contributor and encourage to a constant self-evaluation. The construct of self-acceptance is central to the investigation of the relationship between perfectionism and burnout.

## 2.2 Self-acceptance

### 2.2.1 Contingent self-esteem and Unconditional self-acceptance

According to *Rational-emotive behavior therapy* (REBT) established by Ellis in the 1950's, self-rating and evaluation of one's global worth as a person are considered dysfunctional (Chamberlain & Haaga, 2001). Ellis claims that it is no objective basis for determining the worth of a human being, and therefore impossible to make. Ellis views self-rating, especially in comparison with others, as something that can predispose people to feel depressed or anxious in response to failure, criticism, rejection, mistakes or inabilities (Chamberlain & Haaga, 2001). The solution according to Ellis and REBT is to move away from the quest for self-esteem and its self-rating process, and instead work towards an unconditional self-acceptance (Chamberlain & Haaga, 2001). *Contingent self-esteem* reflects the extent to which one's positive self-image is conditional or contingent upon social approval, meeting externally imposed standards and expectations, or other perceived criteria like appearance (Grossbard Lee, Neighbors & Larimer, 2009) In this regard *unconditional self-acceptance* is defined by Ellis (1977) as when "the individual fully and unconditionally accepts himself whether or not he behaves intelligently, correctly, or competently and whether or not other people approve, respect or love him" (as cited in Chamberlain & Haaga, 2001, p.101).

### 2.2.2 Unconditional self-acceptance and Perfectionism

Albert Ellis and Carl Rogers have suggested a link between unconditional self-worth and well-being, something that fosters personal adjustment. In contrast they describe conditional self-acceptance as something associated with psychological distress (in Flett, Davis & Hewitt, 2003). There often occurs a reference in the perfectionism literature that perfectionist find it difficult to unconditionally accept themselves. These individuals share a great concern and are occupied with obtaining the approval and avoiding the disapproval of other people (Flett et. al, 2003). Ellis suggests that perfectionists have a personality style that excessively focuses on evaluative outcomes

(Ellis 2002, in Flett et. al, 2003), and therefore influences unconditional self-acceptance (USA) in a negative way.

Research has shown that all three dimensions of perfectionism (Self-oriented-, Socially-prescribed- and Other-oriented perfectionism) were significantly associated with lower levels of unconditional self-acceptance (Flett et al, 2003). This is interesting considering that the authors previously argue that self-oriented perfectionism has adaptive dimensions in terms of personal adjustment. They explain this by suggesting that self-oriented perfectionism may be recognized as adaptive unless the individual experiences negative outcomes indicating failure. Despite that all dimensions were associated with contingent self-acceptance; socially prescribed perfectionism has been showed to be the strongest prediction of this sense of self-worth. Studies of the construct of self-acceptance have found it to be associated to different maladaptive outcomes like depression and burnout (e.g. Flett et. al, 2003; Hill et. al, 2008).

### 2.2.3 Unconditional self-acceptance and depression

A study of perfectionism, unconditional self-acceptance and depression in college students done by Flett and colleagues in 2003, indicated that lower levels of unconditional self-acceptance were associated with increased levels of depression symptoms. Only the dimension of socially prescribed perfectionism was significantly associated with depression in this study. They found that high levels of socially prescribed perfectionism were associated with low levels of unconditional self-acceptance scores, which in turn were associated with high levels of depression. Unconditional self-acceptance showed to be a mediator of this association. The authors' findings did not, however, occur as a surprise, since perfectionist goals and standards easily foster a contingent self-worth; an antithesis of unconditional self-acceptance (Flett et. al, 2003).

### 2.2.4 Unconditional self-acceptance and Burnout

Hill, Hall, Appleton and Kozub did a study in 2007 about perfectionism and burnout in junior elite soccer players, with examination of unconditional self-acceptance as a mediating influence on this relationship. With past research in mind, indicating a relationship between self-oriented-/socially prescribed perfectionism and self-acceptance, and that unconditional self-acceptance mediates between perfectionism and depression, they suggested that it may be the pursuit of conditional self-acceptance that

predispose both dimensions of perfectionism to the experience of athlete burnout. The authors refer to Coakley (1992) and Raedeke and Smith's (2001) argument that when self-worth is contingent on achievement, dropping out is unlikely because participation in the activity is a significant source of identity and emotional security. The individual therefore experiences a sense of *entrapment* in the activity that maintains participation long after it has become a source of stress. This may ultimately cause symptoms of burnout. Results of this study showed that, as anticipated, socially prescribed perfectionism with its contingent self-validation had a positive relationship with the three dimensions of burnout; emotional exhaustion, reduced accomplishment and sport devaluation.  More surprisingly, self-oriented perfectionism had an inverse relationship with burnout. This indicates that burnout symptoms are unlikely to happen if the self-oriented perfectionists perceive satisfaction with achievement. Important to note however, was that even though self-oriented perfectionism had a negative direction towards burnout, it did have a positive relationship with burnout via unconditional self-acceptance. This suggests that a contingent sense of self-worth also underpins self-oriented perfectionism, and therefore creates an indirect path between self-oriented perfectionism and burnout via unconditional self-acceptance. It may also be that experienced athletes disposing self-oriented perfectionism still report high satisfaction with goal progress, because of other personality factors. These may be resiliency, adaptive strategies for dealing with demands and setbacks, psychological coping skills and also social reinforcement/perception of coach satisfaction that again may appease personal fears and lack of self-acceptance (Hill et. al, 2008).

Socially prescribed perfectionism is linked to a belief that superior achievement is the only way to gain acceptance by others. Hall and colleagues (2009) tested the relationship between perfectionism and *exercise dependence* with the mediating influence of unconditional self-acceptance and labile self-esteem. They claimed that socially prescribed perfectionists who view the exercise domain to be the place to seek and establish contingent self-worth may be at risk of experiencing exercise dependence, and therefore a constant pressure to exercise to validate a sense of self. Conditional self-acceptance, with its validation-seeking shows strong links to external motives for participation in the activity.

### 2.2.5 Self-acceptance and motivation

A constant feeling of not meeting the standards set by others may produce a compulsive striving towards the desired performance *outcome* to maintain a valid sense of self. Hewitt and Flett (1991), suggest that socially prescribed perfectionism disposition encourages individuals to seek approval from others to validate a sense of self-worth, and therefore being motivated by a felt obligation to achieve rather than an intrinsic desire to achieve (in Hall et. al, 2009). One of the more external motivation regulations within Self-determination Theory (SDT: Deci & Ryan 1985) *introjected regulation*, represents a regulation of contingent self-worth, and therefore characterized by motivation to demonstrate ability or avoid feelings of failure in order to maintain feelings of self-worth (Ryan & Deci, 2000). Researchers within the context of unconditional self-acceptance, body-image concerns and eating disorders suggest that interventions to enhance a "true" self-esteem and reduce influences of external standards and expectations on one's sense of self-worth should be based on Deci and Ryan's Self-determination theory within the motivation domain (Grossbard et. al, 2009). Examination of the relationship between self-determination and symptoms associated with eating disorders by Pelletier, Dion and Levesque (2004, in Grossbard et. al., 2009) suggested that individuals who were more self-determined had fewer tendencies of body-image concerns. In contrast, those with a more extrinsic form of motivation, being less self-determined, were more likely to internalize social pressures regarding leanness and reported greater body dissatisfaction (Grossbard et. al, 2009). Studying the extent of which self-determined motivation (Ryan & Deci, 2000) influences perfectionism and unconditional self-acceptance is imperative to gasp how one can develop a propensity for burnout.

## 2.3 Self-determined motivation

*Self-Determination Theory (SDT) is an approach to human motivation and personality that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation* (Ryan & Deci, 2000, p.68). SDT investigates individual's inherent growth tendencies and their innate psychological needs that create a basis for their self-motivation and personality integration. The conditions that foster those positive processes are also taken into account. SDT has identified three basic needs for optimal functioning; *need for competence, autonomy* and *relatedness.* These basic needs appear to be essential for facilitating personal well-being

and development.  Research guided by the self-determination theory has examined environmental factors that may hinder or undermine these basic needs and consequently affect self-motivation, social functioning and personal well-being. In this regard, motivation concerns energy, direction, persistence and all aspects of activation and intension. Deci and Ryan state that motivation *produces,* and that people are *moved to act* by very different types of factors with varied experiences and consequences (Ryan & Deci, 2000).

### 2.3.1 The four Mini theories

Self-determination theory consists of four mini theories. The first theory, *Cognitive evaluation theory* was formulated to describe the effects of social contexts on people's intrinsic motivation. It describes contextual elements as autonomy supportive, controlling and amotivating. The second *Organismic integration theory,* concerns internalization and integration of values and regulations. It seeks to explain the development and dynamics of extrinsic motivation and the degree to which individuals' experience autonomy while engaging in extrinsically motivated behaviors and the process through which people take on the values of their groups and cultures. The third mini theory is *Causality orientations theory*. This theory describes individual differences in people's tendencies to orient toward the social environment in ways that support their own autonomy, control their behavior or are amotivating. The fourth and last mini theory that forms the self-determination theory is the *Basic needs theory* that explains the relation of motivation and goals to health and well-being (Deci & Ryan, 2002).

### *Intrinsic motivation and Cognitive Evaluation Theory*

"Self-determination refers to the experience of choice in the process of intentionality of behaviors" (Lemyre, Roberts & Stray-Gundersen, 2007, p.117). Individuals that perform a sporting activity by choice and for the pleasure demonstrate intrinsically motivated and self-regulated behavior. When a behavior is freely chosen and self-sanctioned it can be called intrinsically motivated, self-determined and autonomous (Lemyre et. al., 2007). Intrinsic motivation is the type of motivation that is characterized by an inherent tendency to seek out novelty and challenges, to explore and to learn (Deci & Ryan, 2000). This type of motivation is easy to view in children via their playful, active and curious ways of interacting with the environment without any

specific rewards. To maintain and enhance this tendency it is decisive to have supportive conditions. This is the main issue in Cognitive Evaluation Theory (CET), a sub-theory within SDT presented by Deci and Ryan in 1985. CET aims to specify factors that precisely explain variability in intrinsic motivation, and that desirable intrinsic motivation will flourish under the right circumstances (Ryan & Deci, 2000). The sub-theory focuses on the fundamental needs for *competence*, *autonomy* and *relatedness*. Ryan and Deci highlight that feelings of *competence* with optimal challenges, effectance-promoting feedback and freedom from demanding evaluations during actions can enhance intrinsic motivation for that action. However, feelings of competence will not alone enhance intrinsic motivation unless accompanied by a sense of *autonomy*; a perceived self-determined inner control of one's actions. Research in this field indicates that teachers, who are autonomy supportive, instead of controlling, increase student's intrinsic motivation (Ryan & Deci, 2000). The need for relatedness is described as the need to feel a sense of security, attachment with the environment and to be cared for. The CET framework suggests that social environment can facilitate or forestall intrinsic motivation by supporting versus thwarting people's innate psychological needs (Ryan & Deci, 2000, p.71).

***Internalization and integration of motivation: Organismic Integration Theory (OIT)***
"Self-determined activities are performed for pleasure (i.e., intrinsic) because they are perceived as an integral part of the self (i.e., integrated), and because they are viewed as important for a person (i.e., identified). In contrast, non-self-determined activities are performed to avoid guilt and shame (i.e., introjected), to obtain rewards or to avoid punishments (i.e., extrinsic). Amotivation represents a lack of valuing the activity" (Gaudreau & Antl, 2008, p.358). When motivation has external sources and individuals are performing an activity for external reasons this behavior is not self-regulated (Lemyre et. al, 2007). This type of motivation does not make the individual feel autonomous. As mentioned above, extrinsically motivated behavior is assumed to have three dimensions presented on a *continuum* (see figure 1) of higher and lower self-determination; Identified-, introjected-, and external regulation (Lemyre et. al, 2007). This illustrating motivation-type continuum, arranged from left to right in terms of the degree to which the motivation stem from the self (self-determined), is called the Organismic Integration Theory (Ryan & Deci, 2000). OIT is a sub-theory within SDT, established by Deci and Ryan (1985). Intrinsic motivation is therefore only one type of

motivation as well as only one type of self-determined motivation. Deci and Ryan (2000) underscore that much of what people do is not intrinsically motivated. After early childhood,- which is dominated by freedom, intrinsically motivation to act and without social pressure to do uninteresting activities- an interesting question is how people still acquire the motivation to carry out the actions and how this motivation affects persistence, behavioral quality and well-being (Ryan & Deci, 2000). Motivation for a specific behavior can range from amotivation (e.g., unwillingness), to passive compliance, to active personal commitment. This differing in motivation reflects the degree of which the value and regulation of the requested behavior have been internalized and integrated by the individual (Ryan & Deci, 2000). Individuals who participate in sport or exercise for intrinsic motives or well-internalized extrinsic reasons would experience higher levels of positive affect, increased perception of satisfaction, competence and persist at the activity longer (Deci & Ryan, 2002, p.280). Less internalized extrinsic motivation is expected to relate to the opposite. Studies in these domains clearly indicate that the level of internalization (i.e., the degree of autonomy perceived) does influence affect and behavior.

| Type of motivation | Amotivation | Controlled Extrinsic Motivation | | Autonomous Extrinsic Motivation | | Intrinsic Motivation |
|---|---|---|---|---|---|---|
| Type of regulation | | External regulation | Introjected regulation | Identified regulation | Integrated regulation | |
| Quality of Behavior | Non self-determined | | | | | Self-determined |
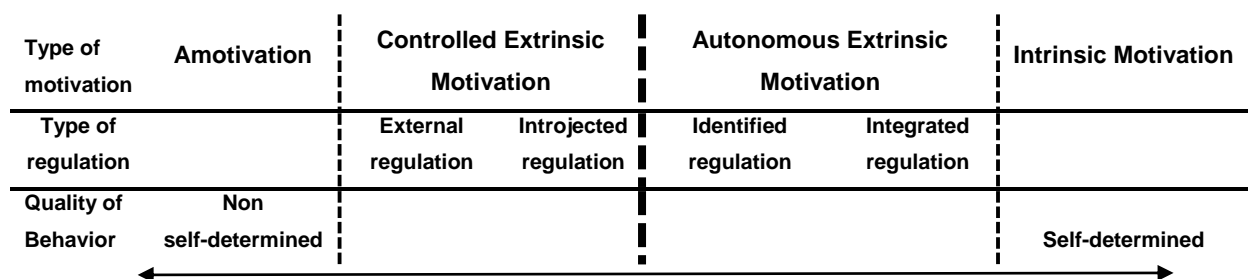
**Figure 1:** *Illustration of the Self-determination continuum (inspired by Ryan & Deci, 2000)*

### *Causality Orientations theory*

The causality orientations approach is intended to index aspects of personality that are broadly integral to the regulation of behavior and experience (Deci & Ryan, 2002, p. 21). The theory describes three orientations which differ in the degree of self-determination: *autonomous, controlled* and *impersonal causality orientations*. People are expected to have each of these to some degree. The autonomy orientation refers to regulating ones behavior on the basis of interests and self-endorsed values. It describes

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a person's general tendencies toward intrinsic motivation and well integrated extrinsic motivation. The controlled orientation involves controls and directives concerning how one should behave and relates to external and introjected regulation. The last orientation, impersonal orientation involves focusing on indicators of ineffectance and not intentionally, and it relates to amotivation and lack of intentional action (Deci & Ryan, 2002, p.21).

*Basic Needs Theory*

To qualify as a need, a motivating force must have a direct relation to well-being state Deci and Ryan (2002, p.22). When these needs (need for competence, -autonomy and – relatedness) are attained and satisfied it will promote well-being. Ryan and Deci (2000) state that fulfillment of these needs appear to be essential for facilitating optimal functioning of growth, integration, social development and personal well-being. They argue that a context which supports these needs will motivate individuals in a way that engenders commitment, effort and high-quality performance. In contrast, if they are thwarted lead to negative consequences (SDT: Ryan & Deci, 2000). With this theoretical background about motivation, research regarding its relations to perfectionism and burnout is presented.

## 2.3.2 Self-determination and Perfectionism

High personal standards in connection with perfectionism may be positively associated with desired motivational outcomes, and related to hope of success and internal attributions of success state Mouratidis and Michou (2011). They refer to research by DiBartolo, Frost, Chang, LaSota and Grills (2004) regarding perfectionism and self-determined motivation which state that "*personal standards may equally lead to either autonomous or controlled motivation depending on whether such high personal standards are perceived as a challenge or as a 'should be' level of performance that one has to attain in order to prove one's self-worth*" (Mouratidis & Michou, 2011, p. 357). This is because challenge-seeking is associated with intrinsic motivation, and the athlete is expected to be autonomously regulating the motivated behavior. In contrast, if those high personal standards are in order to maintain or attain a sense of self-worth, it may be a hinder of self-regulated behavior. The behavior is in the latter case considered a controlled motivation type, and with perceived failure to achieve and perform according to these standards, it may foster concerns with contingent self-worth.

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Autonomous and self-determined motivation is expected to lead to more adaptive coping skills accompanied by more flexible and positive stress appraisals (Mouratidis & Michou, 2011). Autonomous behaviors emanate from one's personal volition, and since the true self is experienced as the source of action this reduce the chance of feeling psychological pressure. Less self-determined and controlled motivation on the other hand can lead to ineffective coping behavior in stressful events (Mouratidis & Michou, 2011).

### 2.3.3 Self-determination and Burnout

Athletes who suffer from burnout will typically show signs of demotivation because of the reduced sense of accomplishment and devaluation of the sport experience in general (Lemyre et. al, 2007). Lemyre and colleagues refer to Pines' statement; *"Only highly motivated individuals can burn out. In other words, in order to burn out, one has to first be 'on fire'. A person with no such initial motivation can experience stress, alienation, depression, an existential crisis, or fatigue, but not burnout"* (Pines 1993, in Lemyre et.al, 2007, p.116). Motivational issues are the core of the athlete burnout problem. When motivation is not self-determined and the athlete's behavior is externally regulated, the athlete will perceive less control, which may lead to maladaptive achievement outcomes such as performance impairment, physical and emotional exhaustion, which are all symptoms of burnout (Lemyre et. al, 2007). Research in this area has suggested that athlete burnout is a result of a negative *shift* in motivation towards a more extrinsic and less self-determined type of motivation added to a loss in perceived autonomy. To better understand the burnout phenomenon, a review of the various definitions and models trying to explain this syndrome will be presented in the following.

## 2.4 Burnout

Burnout research was originally started by Herbert Freudensberger's (1974) work on this phenomenon related to health care professions. He found burnout among volunteers working in a New York drug rehabilitation clinic (in Goodger, Gorely, Lavallee and Harwood, 2007). Freudenberger defined, in 1980, burnout as a syndrome characterized by progressive disillusionment, with related psychological and physical symptoms leading to a diminished sense of self-worth (Lemyre, Treasure & Roberts, 2006). At the same time a social-psychology researcher named Christina Maslach studied this

phenomenon among poverty lawyers and defined this state as an overwhelming exhaustion, feelings of cynicism and detachment from the job, a sense of ineffectiveness and a lack of accomplishment (Goodger et. al, 2007).

### 2.4.1 Burnout in sport

When athletes suffer from burnout they typically experience chronic fatigue, poor sleep patterns, episodes of depression and a sense of helplessness (Silvia 1990, Smith 1986, in Lemyre et al., 2008). Burnout in the sport setting was first investigated by Caccese and Mayerberg in 1984 in a study concentrating on burnout in coaches (Goodger et. al, 2007). Raedeke adapted their definition of burnout and described athlete burnout as a multidimensional syndrome pictured as *emotional and physical exhaustion, devaluation of sport participation and a reduced sense of accomplishment* (as cited in Lemyre, Roberts & Stray-Gundersen, 2007, p.116). Emotional and physical exhaustion is associated with intense training and competition. Reduced sense of accomplishment is related to skills and abilities, and result in a feeling of performance under expectation/personal goals. Burnout may be especially relevant for elite athletes in which extraordinary amounts of time and effort are invested to be successful (Hodge, Lonsdale & Ng, 2008). There are different models attempting to explain the phenomenon of burnout.

*Stress model*

One of the earliest definitions of burnout in sports was by psychologist Ron Smith in 1986, with his stress perspective. Smith believed that burnout comes as a result of chronic stress over time. A former enjoyable activity (e.g. sport), becomes no longer a source of enjoyment, and leads to physical, psychological and/or social withdrawal from it (Gould & Whitley, 2009). To explain this consequence of stress, he created the Cognitive-Affective Stress Model. He describes burnout as a process in four stages: situational demands, cognitive appraisal, physiological responses and behavioral responses. Smith argues that this process starts when an athlete faces some situational demands such as high training volume and/ or intensity and high expectations for success. The second stage involves the athlete's individual "cognitive appraisal" of the situation, when he or she determines whether the demands of the situation outweigh his or her resources (Gould & Whitley, 2009, p.19). Smith states that this second phase will be influenced by a number of personality and motivational factors such as trait anxiety,

goal orientations and perfectionism. If the athlete perceives the situational demands to outweigh his or her resources, an experience of "physiological responses" such as tension, insomnia, fatigue and anxiety will occur. The final phase in this model, the "behavioral response", refers to the athlete's task behavior and coping responses, including decreased performance and withdrawal from the activity (Gould & Whitley, 2009, p.19).

*Identity*

Sport sociologist Jay Coakley offered an alternative view to the physical and psychological stress models of burnout. He stated that all though stress is certainly a part of athlete burnout it is not the cause. Coakley rather stated that stress is a symptom of burnout and that the actually cause is much more sociological structured. He believed that the way the organized sport is structured in our society minimizes the personal control in young people's decision making, and therefore lead to an under-development of normal identities in young people. The young athletes are socialized to focus almost exclusively on sporting success which leads to a sport-centered identity that minimizes the opportunity to develop other sources of identity (Gould & Whitley, 2009, p.20). When an athlete experience an inability to reach ones goals in sport with this sport-centered mindset inculcated, increased levels of stress and eventually burnout is possible to occur (Gould & Whitley, 2009, p.20).

*Overtraining*

Silva presented in 1990 one of the earliest model of burnout. This model suggests that physical training causes stress both in a physical and psychological way. The stress effect can be both positive and negative and be highly individual. If the training results in overtraining and the proper rest and adaptation does not occur, a state of staleness with possibility of burnout will develop. When the training volume are too high and intense and the body does not adopt and recover properly athletes are at risk. Silva's model suggests that burnout is the end product of a physical training process gone array (Gould & Whitley, 2009, p.20).

*Entrapment and engagement*

Gould and Whitley (2009) note that the intensity and amount of training should be considered along with a variety of psychological and social stressors and recovery factors, and therefore view burnout phenomena from a multivariate perspective. Several motivational models have been presented the last decade as explanations for burnout. The entrapment view by Raedeke (1997, in Gould & Whitley, 2009) present that athletes have three reasons for participation and commitment to sport: 1) the athlete's *wants* to, 2) the athlete believes that he or she *has* to and 3) a combination of both. The athletes who feel entrapped and participate because they "have to" will be prone to burnout according to this model. Reasons for continuing the involvement in sport often lies in the case of investment placed in the activity and a feeling of not having other alternatives. The self- identity attached to the sport participation also makes them maintain the involvement despite not wanting to. Without the sport a feeling of being personally lost is a fear that makes them still be a part of the activity. Further, Lonsdale and colleagues (2007, in Gould & Whitley, 2009, p. 22) argued that engagement in sport is the polar opposite of burnout. Their Engagement approach suggests that people who are fully engaged in their sport are the total opposite of burnout. This only shows, like other research in this area, that a burnout state include a devaluation of a former enjoyable activity. It doesn't explain the possible cause of becoming burned out, because studies show that highly dedicated and engaged individuals do experience burnout. Burnout may therefore hinder this engagement. This approach needs further investigation states Gould and Whitley (2009).

*Motivation*

Gould (1996) and others have suggested that burnout in athletes is a result of a negative shift in motivation and stress. Gould states in his article *Personal Motivation Gone Awry: Burnout in Competitive Athletes* that burned out athletes suffer from decreased personal motivation, poor concentration and deteriorated performance, due to i.e. personal factors like perfectionism, or situational factors like parental expectations or physical overtraining. He also state that both psychological and physical factors can cause burnout.  Hodge and colleagues (2008) found a relationship between Self-determination theory's; basic psychological needs fulfillment and the risk of burnout in elite rugby players. Especially at risk of burnout were the ones who scored low on perceived competence and autonomy. This made an impact on the burnout symptoms;

reduced accomplishment and sport devaluation. An earlier study by Lemyre, Treasure and Roberts (2006) whether shifts along the self-determination motivation continuum and variation in negative and positive affect in elite swimmers would predict burnout over the course of a competitive season, found similar results. Their results showed that athletes with a motivational trend towards less self-determination over the season scored higher on all three dimensions of burnout. The findings provide evidence that a shift on this motivation continuum toward more extrinsic sources of motivation over time may be an important precursor of burnout.

## 2.5 The current study

The purpose with this current study is to examine the relationship between self-determined motivation, dispositional perfectionism and unconditional self-acceptance, to better understand the development of burnout propensity in students from vocational dancing schools. It is expected that dancers hold perfectionistic tendencies in the nature of this esthetic sport, and that the environment easily can encourage or bring forth a perfectionistic mentality. The assumption is that individuals who are prone to a perfectionistic mindset may therefore suffer from maladaptive outcomes like burnout if self-acceptance is contingent on performance and approval from others, and again affect the degrees of self-determined motivation.

## 2.5.1 Hypothesis

Under the assumption that Self-Determined Motivation, Perfectionism and Self-Acceptance are meaningfully associated with Burnout in vocational dance students, two hypotheses we presented:

*Hypothesis 1: Self-Determined Motivation and Unconditional Self-Acceptance are negatively linked to burnout in vocational dancers, while dimensions of perfectionism are positively associated with burnout symptoms.*
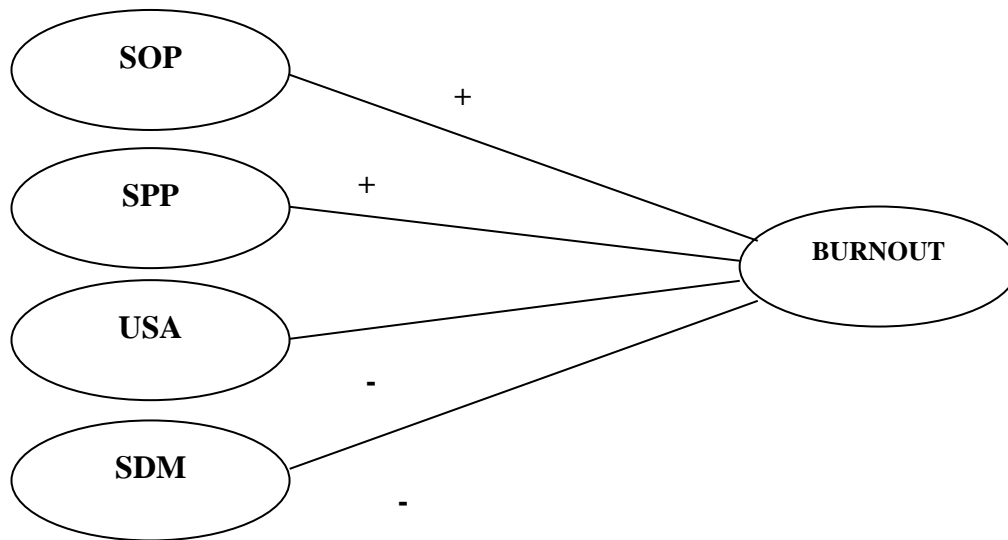


**Figure 2:** *Hypothesized bivariate correlations. +: positive relation and  -: negative relation.   SOP=self-oriented perfectionism, SPP=socially-prescribed perfectionism, USA=Unconditional self-acceptance.*

*Hypothesis 2: Unconditional Self-Acceptance mediates the relationship between dimensions of Perfectionism and Burnout.*



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**Figure 3:** *Unconditional self-acceptance as mediator in the relationship between perfectionism and burnout.*

# 3. Method

## 3.1 Study Objects

This study is conducted with students from three renowned vocational dance schools in Norway, the Norwegian College of Dance, Oslo National Academy of the Arts and The University of Stavanger: Department of Music and Dance (Appendix A).

## 3.2 Participants

Participants in this study were 140 dance students engaged in a fulltime vocational training program in Norway. The sample consists of 120 (85.7%) female and 20 (14.3%) male dancers, range from 17 to 27 years old (M=22, SD=2.0). On average, participants were 9 ½ years old (SD=5.2) when they started dancing.

## 3.3 Procedures

The head of the Norwegian College of dance was contacted and a meeting with supervisor and assistant professor in dance pedagogy, was arranged during the autumn semester. Purpose of the study was explained, as well as dates and procedures for data collection. Subsequently, the questionnaires were delivered at the school and picked up by the principal investigator (PI) upon completion at the end of the Fall semester.

At the Oslo National Academy of the Arts, the student advisor was contacted and information about the research project was sent per email. In cooperation with the head of the classical ballet program, dates were set for all dance students to complete the questionnaires. The PI met the dancers and collected the questionnaires after finishing. To achieve the desired number of respondents, it was necessary to arrange a second meeting with students in January 2012.

The study program coordinator at the Music and Dance Institute in Stavanger was contacted and questionnaires were sent by snail mail. The study program coordinator followed guidelines given by the PI to ensure an anonymous data collection. Subsequently, the completed questionnaires were sent back to the PI by the study program coordinator.

Procedures were similar for all participating students. They were offered both English and Norwegian versions of all handouts. First, everyone was asked to read an

information sheet (see appendix B) and secondly a signed consent form (see appendix C). For those who were under the age of 18, parental consent were requested and collected from parents or legal guardians. Upon completion of the consent form, questionnaires and blank envelopes were handed out. Students returned their questionnaire (see appendix D) in a sealed envelope. Consent forms were collected separately. Dancers were asked to complete the questionnaire without conferring with their peers, they were informed that there were no right and wrong answers and they encouraged to answer questions honestly and truthfully.

## 3.4 Measures

*Background information*

Background data was collected from each participant (e.g., gender, age, height and weight, hours slept per night and injury status from the participants). Some dance specific information about when they first started to dance and information about how many hours per weeks they spent dancing in and outside school, and how many hours they participated in activities not related to dance were also collected.

*Perfectionism*

To measure perfectionism, Hewitt and Flett's Multidimensional Perfectionism Scale (Flett & Hewitt, 2002) was used. The scale contains statements which prescribe the three dimensions: Self-oriented perfectionism (SOP), socially prescribed perfectionism (SPP) and other-oriented perfectionism (OOP). Each of the dimensions are represented in 15-items with measurement on a 7-point Likert scale (1-strongly disagree to 7-strongly agree). The 45-items questionnaire contains statements like: "*When I am working on something, I cannot relax until it is perfect*" (SOP), "*I find it difficult to meet others' expectations of me*" (SPP) and *"I am not likely to criticize someone for giving up too easily"* (OOP). All three types of perfectionism are associated with distinct patterns of debilitating cognitions, emotions and behaviors, it might be argued that the two dimensions associated with self-focus cognitions (SOP and SPP) would contribute most to the prediction of athlete burnout (e.g., Hill et. al. 2008). For the purpose of the current study, Other-Oriented Perfectionism dimensions have not been included.

### Self-acceptance

The dancer's self-acceptance was measured by Chamberlain and Haaga (2001) *Unconditional Self-Acceptance Questionnaire* (*USAQ*). The questionnaire used in this study consisted of 19 statements reflecting various aspects of unconditional self-acceptance from *Rational-Emotional behavior therapy* literature on this topic. The original questionnaire consists of 20 questions, however due to a printing error one of these questions (Q14, from the original questionnaire) was omitted. Participants responded to statements on a 7-point Likert scale ranging from *almost always untrue* to *almost always true*. Nine statements were worded such that higher scores represented greater USA (e.g., *I avoid comparing myself to others to decide if I am a worthwhile person*). The remaining 10 statements (originally 11) were worded such that lower self-reported frequencies represented greater USA (e.g., *I set goals for myself that I hope will prove my worth*).

### Motivation

To measure the dancer's *quality* of motivation, *The Behavioral regulation in Sport Questionnaire* (*BRSQ*: Lonsdale, Hodge & Rose, 2008) was used. This 24-item questionnaire reflects *why* the students participate in dance. The six dimensions of Self-determination: *Intrinsic motivation* (e.g., because I enjoy it), *Integrated regulation* (e.g., because it is a part of who I am), *Identified regulation* (e.g., because the benefits of dance are important to me), *Introjected regulation* (e.g., because I would feel like a failure if I quit), *External regulation* (e.g., because people push me to dance) and *Amotivation* (e.g., I question why I am putting myself through this). The degree to which the dancers agreed or not was indicated on a 7-point Likert scale ranged from 1-not true at all to 7-very true.

### Burnout

To measure the dancer's vulnerability to burnout, the Athlete Burnout Questionnaire (Raedeke & Smith, 2001) was used. This is a 15-item emotional and physical exhaustion subscale. The dancers were asked to indicate on a 5-point Likert scale in which degree they felt like the given statements about dance participation at this time. The Likert scale range from 1-*almost never*, 2-*rarely*, 3-*sometimes*, 4-*frequently* and 5-*almost always*. The Athletes Burnout Questionnaire measures the sub-dimensions of athlete burnout: *reduced sense of accomplishment* (e.g., I am not performing up to my

ability in dance), *emotional and physical exhaustion* (e.g., I am exhausted by the mental and physical demands of dance) and *devaluation* of the activity (e.g., I have negative feelings toward dance). A Norwegian version (Lemyre et. al. 2006) as well as the original English version was used.

## 3.5 Statistical analyses

All the statistical analyses were done in Statistical Package for Social Science 18.0 (SPSS). Because the proportion of missing values was relatively small and happening randomly in the dataset it was replaced by the mean on the variable for complete cases (Tabachnick and Fidell, 2001). In some of the scales the wording of particular items was negative and therefore it had to be reversed before a total score could be calculated for this scale. This ensures us that all items are scored so that high score indicates high levels of the given variable (Pallant, 2010). Different subscales were made within the scales and they were all tested for normality and reliability. A Self-Determination Index (SDI), which integrates scores of each motivation subscale into a single score (Lemyre et. al, 2006) was calculated. This is generally calculated by giving each subscale a specific weight according to its respective place on the self-determination continuum: (3*Intrinsic+2*Integrated+1*Identified)-(1*Introjected+2*External+3*Amotivation) (e.g., Boiché, Sarrazin, Grouzet, Pelletier & Chanal, 2008). A Total Burnout score composed by summarizing the three subscales, were also created.  After descriptive statistics about the dataset, differences between the three groups (schools) were tested by one way ANOVA and gender differences with independent t-tests. Bivariate correlations between all variables were assessed by Pearson's correlation analyses, while mediator analyses were conducted using Hierarchical regressions and Sobel's tests.

## 3.6 Ethical considerations

A detailed application about the research project was send to Norwegian Social Science Data Service (NSD), and permission to execute the research was received by mail. This is a necessary research procedure in Norway, authorized by the Legislation of Personal data security.

# 4. Results

The purpose with this study was to examine how self-determined motivation, perfectionism, self-acceptance are associated with the development of burnout symptoms in vocational dance students. The following chapter presents research findings addressing the hypotheses of the current study.

## 4.1 Descriptive Statistics

In Table 1, descriptive statistics[1] and reliability analysis for all subscales are presented. One of the most commonly used indicators of internal consistency is Cronbach's Alpha coefficient. This value should ideally lie above .70 (DeVellis, 2003, in Pallant, 2010). However, this reliability measure are quite sensitive to the number of items in the scale, and Pallant (2010) state that it is common to find quite low Cronbach values (e.g. .50) in scales with fewer than ten items. Field (2009, p.675) refers to Kline (1999): *Dealing with psychological constructs values below .70 can, realistically, be expected because of the diversity of the construct being measured*. As can be seen in Table 1, the Cronbach's Alpha values are close to or above .70.

An examination of the descriptive statistics concerning Self-Oriented Perfectionism suggests an overall high level of this variable in the dancers (M: 4.92, SD: 0.80) and Socially Prescribed Perfectionism show an overall moderate level (M: 3.50, SD: 0.70). The sample also showed a high level of Unconditional Self-acceptance (M: 4.33, SD: 0.74). When it comes to intrinsic motivation, average score is 6.39, which indicate an overall high level of this variable. The high mean score on the Self-Determination Index (21.45) with its Standard Deviation of 10.18 show a variation regarding levels of perceived self-determined motivation in the dancers. The results also show a moderate to low level of Burnout symptoms in the dancers (see Table 1).

Independent t-test conducted to control for differences in gender of the variables showed no significant differences. A one-way between-groups analysis of variance

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[1] Skewness measure the symmetry of the distribution of the variables, a skewed variable, either positive or negative, is a variable whose mean is not in the center of the distribution. Kurtosis has to do with the 'peakedness' of the distribution, either too peaked or too flat. When a distribution is normal, the values of Skewness and Kurtosis are zero (Tabachnick & Fidell, 2001). The data is considered to be within acceptable limits of both Skewness and Kurtosis if their values are between -2.0 and 2.0 (Vincent, 2005). Of those variables outside this limit was Intrinsic Motivation with Kurtosis value of 6.177, and External Motivation with Kurtosis value of 5.252. This indicates a strong homogeneity in the group when it comes to high level of intrinsic motivation and low levels of extrinsic motivation.

(ANOVA) was conducted to explore any difference between the three schools and the variables. The results of this analysis did not reveal any differences between the groups, with exception of the burnout subscale *Reduced sense of accomplishment* (RA). Post-Hoc comparison indicated that that the mean score for Khio (M= 2.25, SD= .647) was significantly different from NDH (M=2.73, SD= .736) and UiS (M= 2.70, SD= .677). Thus, Khio scored lower in this subscale than the two others. The effect size, calculated using eta squared, was .089, which according to Cohen's classification indicates a medium effect (Pallant, 2010).

## Table 1: Descriptive Statistics

| Variable | Mean | St. Deviation | Range | Cronbach's Alpha | Scale |
|----------|------|---------------|-------|------------------|-------|
| SOP | 4.92 | 0.80 | 2.33-6.67 | .834 | 1-7 |
| SPP | 3.50 | 0.70 | 1.33-5.34 | .783 | 1-7 |
| USA | 4.33 | 0.74 | 2.11-5.84 | .806 | 1-7 |
| Intrinsic | 6.39 | 0.86 | 2.25-7.00 | .878 | 1-7 |
| Integrated | 5.65 | 0.98 | 2.00-7.00 | .685 | 1-7 |
| Identified | 5.19 | 1.17 | 1.50-7.00 | .681 | 1-7 |
| Introjected | 2.97 | 1.64 | 1.00-7.00 | .849 | 1-7 |
| External | 1.60 | 0.85 | 1.00-5.75 | .681 | 1-7 |
| Amotivation | 2.68 | 1.44 | 1.00-7.00 | .839 | 1-7 |
| SD Index | 21.45 | 10.2 | -22.25-35.00 | - | -36-36 |
| RA | 2.58 | 0.72 | 1.00-4.40 | .771 | 1-5 |
| EE | 2.95 | 0.81 | 1.40-5.00 | .836 | 1-5 |
| DE | 2.27 | 0.72 | 1.00-4.80 | .650 | 1-5 |
| BurnoutTotal | 2.60 | .615 | 1.47-4.20 | - | 1-5 |

Note: SOP=Self-Oriented Perfectionism, SPP=Socially Prescribed Perfectionism, USA=Unconditional Self-Acceptance, SD Index=Self-Determination Index, RA=Reduced Sense of Accomplishment, EE=Emotional and Physical Exhaustion, DE=Devaluation.

## 4.2 Bivariate Correlation Analyses

Relationships between variables were examined conducting bivariate correlation analyses. Table 2 display the degree of association between dimensions of Perfectionism, Unconditional Self-acceptance, Motivation and Burnout. Correlation coefficients are represented here.

*Table 2: Correlations*

| Variable | SOP | SPP | USA | IM | INTG | ID | INTRO | EXT | AMOT | SDI | RA | EE | DE | B-O T |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 SOP | 1 | | | | | | | | | | | | | |
| 2 SPP | .573** | 1 | | | | | | | | | | | | |
| 3 USA | -.359** | -.468** | 1 | | | | | | | | | | | |
| 4 Intrinsic | -.165 | -.345** | .301** | 1 | | | | | | | | | | |
| 5 Integrated | .053 | -.089 | .106 | .584** | 1 | | | | | | | | | |
| 6 Identified | -.040 | -.085 | .141 | .444** | .458** | 1 | | | | | | | | |
| 7 Introjected | .174* | .350** | -.393** | -.423** | -.190* | -.064 | 1 | | | | | | | |
| 8 External | .248** | .384** | -.376** | -.545** | -.266** | -.116 | .646** | 1 | | | | | | |
| 9 Amotivation | .088 | .298** | -.298** | -.664** | -.430** | -.214** | .562** | .513** | 1 | | | | | |
| 10 SD Index | -.144 | -.363* | .368** | .863** | .645** | .450** | -.662** | -.696** | -.884** | 1 | | | | |
| 11 RA | .270** | .418** | -.469** | -.365** | -.273** | -.184* | .409** | .300** | .414** | -.460** | 1 | | | |
| 12 EE | .214* | .277** | -.230** | -.235** | -.200* | -.167* | .328** | .239** | .431** | -.395** | .462** | 1 | | |
| 13 DE | -.049 | .241** | -.252** | -.515** | -.392** | -.286** | .336** | .334** | .558** | -.589** | .534** | .508** | 1 | |
| 14 Burnout Total | .181* | .380** | -.384** | -.449** | -.349** | -.258** | .437** | .354** | .571** | -.585** | .805** | .820** | .824** | 1 |

Note: ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

*Hypothesis 1: Self-Determined Motivation and Unconditional Self-acceptance are negatively linked, while dimensions of perfectionism are positively linked, to burnout in dancers.*

The assumed negative relationship between Self-determined motivation (SDI) and Burnout (Total Burnout) were confirmed with a significant correlation, r= -.585 ($p<$ .01, two-tailed).

The results also supported the negative relationship between Unconditional Self-acceptance and Burnout (Total Burnout) with a correlation of r= -.389 ($p<$ 0.01, two-tailed).

The results of hypothesis 1 revealed a significant positive relationship between Self-oriented Perfectionism and Burnout (Total Burnout, r= .181, p< 0.05, two-tailed). The subscale Reduced Sense of Accomplishment showed the strongest correlation of r=.270 ($p<$ 0.01, two-tailed).

Also Socially Prescribed Perfectionism demonstrated, as predicted, a significant positive relationship with Burnout (Total Burnout, r= .380, p< 0.01). Also here the Reduced Sense of Accomplishment variable showed the highest contribution of r= .418, $p<$ 0.01, two-tailed.
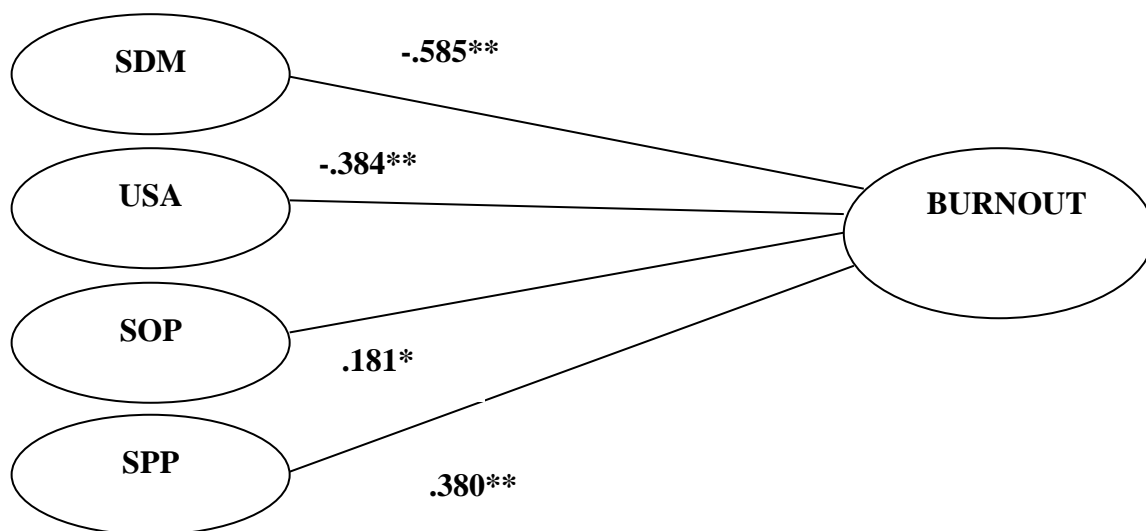


*Figure 4: Bivariate Correlations between Self-determined motivation Index, Unconditional self-acceptance, Self-oriented perfectionism, Socially-prescribed perfectionism and Burnout. (Hypothesis 1)*

## 4.3 Mediational Analyses

Four conditions need to be established to investigate mediation: a) Significant relation between IV (Perfectionism dimension) and DV (Burnout): *path C*. b) Significant relation between IV (Perfectionism dimension) and M (Mediator: Unconditional Self-acceptance): *path A*. c) Significant relation between M and DV: *path B*. d) The relationship between the IV and the DV (*path C*) being significantly reduced when the mediating variable is included in the regression equation (Baron & Kenny, 1986, in Ommundsen & Kvalø, 2007). The two criteria for the degree of mediation to be set are: IV's relationship to DV reduced to zero/no longer significant= full mediation. Or IV's relationship to DV is reduced, but still significant= partial mediation is said to exist. When the regression coefficient for the indirect effect is calculated, its reduction need to be tested for significance, this was done by using Sobel's test (Baron & Kenny, 1986: Sobel, 1982, in Ommundsen & Kvalø, 2007).
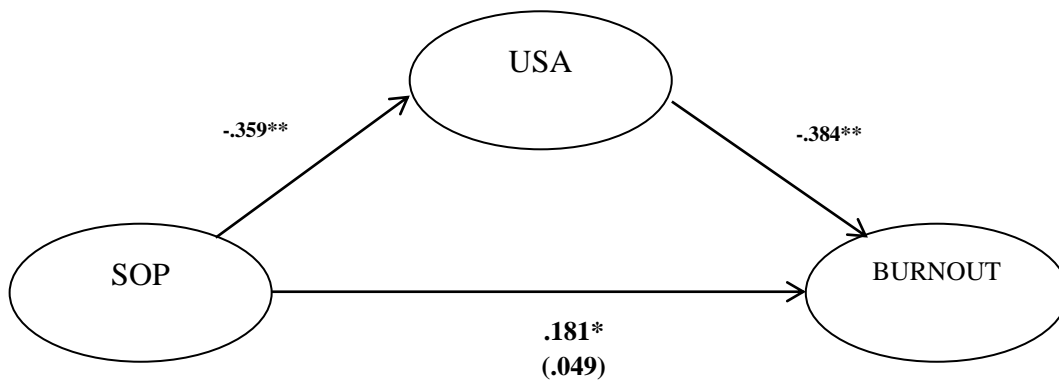


**Figure 5:** *Hierarchical regression: Self-oriented perfectionism as IV, Unconditional Self-acceptance as M and Burnout as DV.*
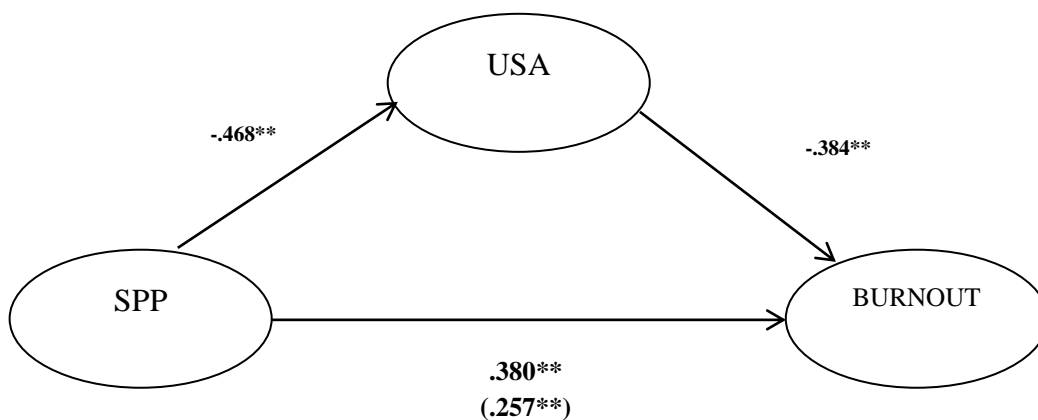


**Figure 6:** *Hierarchical regression: Socially-prescribed perfectionism as IV, Unconditional Self-acceptance as M and Burnout as DV.*

The results from the regression analysis and the Sobel's test showed that there was a significant reduction in the Beta value (from .181 to .049) for Self-oriented perfectionism and Burnout when Unconditional Self-acceptance was included, which means a full mediation (see fig.5). Socially prescribed Perfectionism however, had only a reduction in Beta (from .380 to .257), but still counted for as significant, which indicates a partial mediation (see fig.6) To calculate how much of the effect of the IV on the DV that is attributed to the indirect path (through the Mediator), we divided the *Total effect* (raw correlation between IV and DV) by *Indirect effect* (amount of correlation: IV and Mediator to DP). For Self-oriented Perfectionism the results were: .181-.049= .132/.181= 73%, and .380-.257=.123/.380= 32% for Socially Prescribed Perfectionism.

# 5. Discussion

The current study examined Perfectionism dimensions, Unconditional self-acceptance, Self-determined motivation and Burnout symptoms in high level dance students. The study investigates how these variables are associated with each other in the context of pre-professional dancers. By examining the prevalence of these constructs and their relations, we can better understand the risk of burnout development in dancers, for then to unveil important components of well-being in dancers.

## *Perfectionism and Burnout*

Supporting the first hypothesis the two dimensions of perfectionism (self-oriented and socially prescribed) did show significant and positive relations to burnout symptoms. The strongest relationship however, was between SPP and Burnout, whereas SOP showed a small, but yet significant link to burnout symptoms. The results in correlations between self-oriented perfectionism and burnout symptoms differ from the research done by e.g. Hill et.al. (2008, 2009), which did not find a direct relationship between self-oriented perfectionism and burnout in male junior-elite athletes. One explanation mentioned by Hill and colleagues is that this negative direct relationship between SOP and burnout may reflect the absence of any current achievement difficulties. Their study, as this one, sought to investigate potential psychological mechanisms that would explain why athletes with perfectionistic tendencies may be vulnerable to experience burnout. With the same variables perfectionism (SOP and SPP), unconditional self-acceptance and burnout, they did find that unconditional self-acceptance partially mediated the relationship between perfectionism and burnout. With these findings in mind it is difficult to consider self-oriented perfectionism as adaptive when it is underpinned by a contingent sense of self-worth, state the authors (Hill et. al, 2009). Appleton and colleagues (2009) refer to several other researchers indicating that SOP can lead to adaptive outcomes, such as resourcefulness, intrinsic motivation and achievement striving. Contrary to this, the results in the current study also support the assumption that it is connected to maladaptive outcomes like low levels of unconditional self-acceptance and burnout symptoms.

## *Unconditional self-acceptance as a mediator*

Bivariate correlations revealed a significant negative relationship with perfectionism and Unconditional self-acceptance, though a stronger negative link with SPP as expected. This is not surprising in light of research done by Campbell and Di Paula (2002) which reported data

indicating that SPP contains two sub factors, namely *conditional self-acceptance* and *high standards from others* (in Lundh, 2004). Lundh stated that in itself, perceiving high expectations in others do not appear to be dysfunctional, it is the conditional self-acceptance factor in this perfectionism dimension that makes SPP dysfunctional. Consistent with our hypothesis, Unconditional self-acceptance did show a significant negative link to Burnout. This is not surprising, in light of similar findings in research done by Hill et.al. (2008). The mediating analysis in the current study did find, as hypothesized, that unconditional self-acceptance partially mediated the relationship between SPP and burnout. The relation between SOP and burnout was actually fully mediated by Unconditional self-acceptance, which indicates the importance of this type of self-acceptance in dancers to avoid development of burnout. We find support for this in Hill and colleagues' (2008) conclusion that the pursuit of conditional self-acceptance may be a critical psychological process in the development of symptoms of burnout in athletes, assuming the presence of either socially prescribed- or self-oriented perfectionism.

### Perfectionism in dancers

Descriptive statistics in the current study indicate that the overall sample of dancers is relatively high in Self-Oriented perfectionism (SOP), and reports moderate levels of Socially-Prescribed perfectionism (SPP). SOP and the burnout subscale *Reduced sense of accomplishment* had a stronger relationship than Burnout Total. There was no significant relation found when it comes to the subscale *Devaluation.* When SOP is associated with excessively high standards and hash self-criticism, its connection with the subscale reduced sense of accomplishment are noteworthy. A dancer encountering negative outcomes will experience feelings of failure, when exhibiting extreme expectations of the self (e.g., Flett, Besser, Davis & Hewitt, 2003). This is why some researchers (e.g. Flett et. al., 2003) have viewed this dimension as a vulnerability factor when threats to self are experienced. Quested and Duda (2011a) stated that when a dancer feels competent, he/she is more likely to exhibit adaptive motivational patterns, suggesting that changes in felt competence may play a central role in the development of burnout in dancers.

When Nordin-Bates, Cumming, Aways and Sharp (2011) investigated perfectionism and its relationship to imagery and performance anxiety in elite dance students in England, Canada and Australia, their findings clearly demonstrated a prevalence of perfectionistic tendencies in elite dancers. They found that elements of perfectionism among high-level dancers did not have to be particularly *strong* in order for difficulties to be apparent. In other words, their

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results indicate that one does not have to be a *complete* perfectionist to suffer from debilitating characteristics. Dancers with these tendencies reported experiencing more debilitative imagery, higher levels of both cognitive and somatic anxiety, as well as lower self-confidence. These findings clearly supported that dancers with no such self-evaluative tendencies reported more favorable characteristics than their peers with self-evaluative tendencies.

In addition, we examined motivation and its relation to the remaining variables. Bivariate correlations in Table 2 reveal that intrinsic motivation and the Self-Determined Motivation Index have the strongest negative relationship with burnout, which is in line with earlier mentioned motivation studies (e.g., Lemyre et. al.2007) that conclude with the importance of being self-determined motivated. Lemyre and colleagues (2007) found in their study of winter sport athletes that lower levels of self-determined motivation at the start of the season was associated with signs of burnout at the end of the season. The results indicates that being less self-determined motivated in the activity contributes to the risk of experience burnout symptoms.

### *Self-determined motivation and Burnout*

When it comes to the relationship between perfectionism and degrees of Self-determined motivation in this study, the results showed that SPP had a significant negative link to intrinsic motivation and other self-determined types of motivation. SPP also had a significant positive relation to more external types of motivation. The results are in accordance with other research (Hewitt & Flett, 2002), which explain this by its relation to conditional self-acceptance and external need for approval. SOP on the other hand only correlated positive with Introjected and external regulation in motivation. No significant correlations regarding self-determined types of motivation were found, which indicates that self-oriented perfectionism does not contribute to adaptive motivational regulations in this study. The significant and positive link between Unconditional self-acceptance and self-determined motivation indicates the adaptive impact of nurturing self-determined motivation in dancers.

Quested and Duda (2011a) examined whether changes in vocational dancers' autonomy, competence and relatedness satisfaction mediated the relationship between changes in the dancers' perceived autonomy support and burnout throughout a school year. Their findings indicated that when the teachers took the dancers perspective, made them take part in the choices that were made and reduced extrinsic demands and pressure, the dancers' basic psychological need satisfaction (BPNS) will be enhanced. The authors suggested that when

instructors are autonomy supportive the dancers are more likely to feel they are initiators of their own actions, thus have a sense of personal autonomy. Contrary, when teachers do not foster and sustain an autonomy supportive environment the dancers' risk of experience burnout is more likely to occur (Quested and Duda, 2011a). Their study supports Deci and Ryan's basic needs theory (2000), changes in satisfaction of the three needs, mediated the negative relation between changes in the dancers perceived autonomy support and global burnout. Individuals in a state of intrinsic motivation experience choicefulness in their behavior, due to perceived fulfillment of the need for autonomy and optimal challenge which fulfills the need of competence (Ryan & Deci, 2000). Intrinsic motivation is associated with feelings of satisfaction, enjoyment and a desire to persist in the activity (Deci and Ryan, 2002, p. 279). Deci and Ryan (2002) state that when one fails to experience the activity as promoting optimal challenge and autonomy, a state of extrinsic control is necessary if participation is to occur. One example of that is when sport participation reflects pressure, need for approval or status. In last mentioned case, people are not motivated by the enjoyment of the activity itself, but rather see the activity as a means to some other end (Deci and Ryan, 2002, p.279). Lemyre and colleagues (2007) argue that athletes fuelled by self-determined sources of motivation are less likely to report symptoms of burnout, than athletes energized by less self-determined sources of motivation.

The levels of burnout symptoms in the present study were moderate to low, the subscale Physical and Emotional exhaustion was right under the scales midpoint (M: 2.95, SD: 0.81). In light of the intense training load and performance expectations that is a placed on vocational dancers; it may not be surprising that feelings of exhaustion, both physically and mentally, can occur. However, it is important to be aware of this natural event, especially when the results show relatively high occurrence of perfectionism in the dance environment.

## 5.1 Limitations and further research

This master thesis has some limitations that should be considered while reading the current findings. The fact that all the results are self-reported trough a questionnaire can also be viewed as a limitation. The design utilized was cross-sectional, which means that all the information is collected from several age-groups at one single point in time. For a further investigation of the variables and their dynamic interaction over time, longitudinal studies are preferable. Due to the set time limit of the current thesis, this was not possible.

## 5.2 Conclusion and future directions

The findings in the present study add knowledge to the research area of perfectionism and burnout, and the importance of promoting unconditional self-acceptance in perfectionistic dancers. Like Hill et.al. (2008) found in their study in the sport context, the psychological process of conditional self-acceptance seems as a major contributor in this relationship, also in the dance environment. With awareness of the high occurrence of self-oriented perfectionism and moderate levels of socially-prescribed perfectionism in dancers, it seems crucial to enhance and foster an unconditional self-acceptance in the dancers to avoid negative outcomes like burnout. Nordin-Bates et. al. (2011) suggests that designing of research-based interventions to help performers cope with perfectionism and its correlates should be a goal for the future. The insight in these different areas is valuable information to people working in the dance environment. Active work towards strengthening the dancers' perception of the self-worth, minimizing the feelings of performance focus and promoting coping strategies should be prioritized. Also as the findings reports, the importance of self-determined motivation for well-being is of great value in promoting an adaptive dance environment.

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*Webpages***:**

http://www.dnbh.no

http://www.khio.no

http://www.uis.no

# Appendix

## Appendix A

### *The Norwegian College of Dance*

NCD is the oldest institution of higher dance education in Norway. The ballet institute was founded in 1966 by Jorunn Kirkenær and is a private college. In 1985 the school was approved as a three-year college program in ballet pedagogy and in 2002 a bachelor degree in dance and education. The students develop a strong pedagogic competence as well as a high level as performing dance artists. The students choose a specialization in modern dance or jazz dance after the first year, and continue to train classical ballet all three years. A general university admission certificate is required. After 3 years you receive a BA Dance with Pedagogy. (www.dnbh.no).

### *Oslo National Academy of the Arts*

Oslo National Academy of the Arts is Norway's largest college of higher education in the field of arts. Art Academy in Oslo was established on 1 august 1996 and consists of six departments: Design, Academy of Fine Arts, Visual Arts, Ballet School, University College Opera and Theatre Academy. The Ballet Academy on its own was established in 1979. Oslo National Academy of the Arts offers a bachelor degree in classical ballet, modern dance/contemporary dance and jazz dance. The classical ballet program has a close collaboration with the Norwegian National Ballet and their school. This program has a requirement age of 15. In the Jazz and Modern dance program a general university admission certificate is required, although exceptions may be made for applicants who show particular talent. Students select a specialization on admission, but the first year of the course is the same for both BA programs. The academy also offers a fourth year with practical education dance program, to educate dance teachers, but this program is not concluded in this study (www.khio.no).

### *The University of Stavanger (Department of Music and Dance)*

The department is offering three performance focused bachelor programs in dance, classical music, and jazz/ improvisation. The four year bachelor program in dance includes practical pedagogic education as a general requirement. The Dance program provides a solid foundation to become a professional dancer as well as a dance instructor. The students receive instruction in both classical ballet, jazz dance and modern / contemporary dance (www.uis.no).

# Appendix B

<p align="center"><strong>Information sheet to the participants</strong></p>

*Request for participation in a research project in autumn 2011*

Together with my advisor, associate professor Pierre-Nicolas Lemyre, we are conducting a research project on the personal dispositions of vocational dancers, their motivation to engage in dance and their well-being. Findings from this study will be presented in my Master's thesis.

Together with yourself, dance students at the Norwegian College of Dance and the Art Academy in Oslo have been invited to participate in the project. Your identity will at all times remain anonymous. It will only be required on a separate consent form attached, while the questionnaire itself does not require your identity. The consent form will be stored separately from the questionnaires. The results from the survey will be presented as group data so that your anonymity will be maintained at all time. Participation in the project involves completing this one questionnaire. You may at any time decide to withdraw from this study without further consequences.

Completion of the questionnaire will take about 30-40 min. There are no right and wrong answers, please answer to all questions honestly and without conferring with other students.

By participating in this research study you will enable us to better understand what it is like to be a vocational dancer in Norway. The results will be useful in identifying potential improvement opportunities to promote the well-being and motivation of dance artists. The study has been reviewed by the Norwegian Social Sciences Data Services (NSD.) Your consent to participate in the study will also allow the results to be published in scientific journals.

Thank you for taking the time to answer the questionnaire, and for participating in this study! Should you have any further questions, please feel free to contact us.

Best regards,

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## Forespørsel om deltakelse i forskningsprosjekt våren 2012

I forbindelse med mine masterstudier ved Norges Idrettshøgskole, gjennomfører jeg et forskningsprosjekt som skal avlegges våren 2012. Prosjektet skal omhandle yrkesrettede danseres motivasjon for å drive med dans, personlige disposisjoner og velvære.

Min veileder ved NIH er Phd Nicolas Lemyre, seksjonsleder for coaching og psykologi. Det er kun veileder og undertegnede som vil ha tilgang til innsamlede data. Vi er underlagt taushetsplikt, og opplysningene vil bli behandlet strengt konfidensielt.

Min forespørsel om deltakelse i dette forskningsarbeidet gjelder alle dansestudenter ved Norges Dansehøyskole, Kunsthøgskolen i Oslo og Universitetet i Stavanger.

Din identitet vil til en hver tid være anonym. Det vil kun være nødvendig med et samtykkeskjema som vedlagt, men spørreskjemaene vil ikke etterspørre navn på deltakerne. Samtykkeskjemaet vil bli fjernet fra spørsmålsbesvarelsen, og de to delene vil oppbevares separat. Resultatet av undersøkelsen vil bli presentert som gruppedata, slik at din identitet til enhver tid vil være skjult.

Deltakelse i prosjektet innebærer kun utfylling av dette ene spørreskjemaet, og du kan til en hver tid velge å trekke deg fra deltakelse i undersøkelsen uten at det vil ha noen konsekvenser. Utfyllingen av spørreskjemaene vil ta ca 30-40 min. Det er ingen rette og gale svar, så besvar alle spørsmålene ærlig og uten konferering med andre studenter.

Ved å delta i en slik forskningsstudie bidrar du med viktig informasjon om det å være en yrkesrettet danser i Norge. Resultatet av prosjektet vil kunne være nyttig i identifisering av eventuelle forbedringsmuligheter og arbeid med å fremme velvære og motivasjon hos dansekunstnere.

Studien godkjennes av Personvernombudet for forskning. Ved samtykke til å delta i studien godtar man at resultatene kan bli publisert i vitenskapelige- og danserelaterte tidsskrifter.

Takk for at du tar deg tid til å besvare spørreskjemaene, og for at du vil delta i studiet! Ønsker du mer informasjon om studien er det bare å ta kontakt.

Med vennlig hilsen

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## Appendix C

*Consent form for the dancers*

Motivation and dance satisfaction in Norwegian vocational dancers

I_____ have read and understood the information sheet attached. I accept to participate in the study with the knowledge that I can withdraw from it at any time without any reasons, and without any form for consequence for myself. All questions have been answered in a satisfying way.

Signature …………………………………………………………………………………..

Date …………………………………………………………………………………..

Dancers under 18 years:

Parents or guardians signature………………………………………………………….

### *Samtykkeskjema for dansere*

Motivation and dance satisfaction in Norwegian vocational dancers

Jeg _____ har lest og forstått tilhørende informasjonsskriv. Jeg godtar å delta i studien og er inneforstått med at jeg til en hver tid kan velge å trekke meg fra studien uten å oppgi grunn og uten at dette vil ha noen slags form for konsekvenser for meg. Alle spørsmål har blitt besvart på en tilfredsstillende måte.

Signatur …………………………………………………………

Dato …………………………………………

Dansere under 18 år:

Foresattes signatur…………………………………………………………….

# Appendix D

## Questionnaire

**Today's date is: _____**

**Which group are you participating in?**

| Norges dansehøyskole | |
| --- | --- |
| 1.year | |
| 2.year | |
| 3.year | |

| Kunsthøgskolen i Oslo | |
| --- | --- |
| 1.year | |
| 2.year | |
| 3.year | |

**Part 1) Questions about you**

| Main dance genre | |
| --- | --- |
| Ballet | |
| Modern | |
| Jazz | |

| Gender | |
| --- | --- |
| Female | |
| Male | |

**Year of birth: 19 _____**

**Height: _____ meters *or* _____ feet _____ inches.**

**Weight: _____ kg *or* _____ stones.**

**Do you smoke?** Yes☐ No☐ Occasionally☐

**Over the last few weeks (on average), how many hours have you slept *per night*?**

**_____ hours**

**Part 2) Dance experience**


**What age did you initially started dancing? _____ years**


**How long have you been at this school? _____ years and _____ months**


**What year of study are you currently in? _____**


Think back over the **past few weeks**, please indicate the **average numbers of hours (per week)** you have spent doing the following activities:

**Dancing in class**                                                    _____ hours per week

**Dancing with rehearsals**                                            _____ hours per week

**Dancing in performance**                                             _____ hours per week

**Dancing in your free time**                                          _____ hours per week

**Doing physical activities *apart* from dance**                       _____ hours per week

**Doing dance work that is not physically active (study, look at dance on DVD's etc.)**

In school                                                              _____ hours per week

In your own time                                                       _____ hours per week

**Doing work (e.g. part-time job etc) that is *not* dance related**     _____ hours per week

**Part 3) Injury status**

Previous injuries:

**In the past 12 months, how many days in total have you missed classes, rehearsing or performance due to an injury? _____ days**

Currently injury status:

**Are you injured? ☐   Yes☐     No**

**What is the nature of your injury?**

_____


**What is the severity of your injury? (Please circle one)**

Mild          (treatment required, but still able to rehears/perform as normal)

Moderate   (treatment required, not able to rehears/perform to full capacity)

Severe       (treatment required, unable to rehears/perform)

## Part 4) Statements

Below are some statements. Using the scale provided, please indicate how true the following statements are for you. There are no right and wrong answers, so do not spend too much time on any questions and please answer as honestly as you can. Some statements may appear similar, but please respond to them all by <u>circulating the one appropriate number</u>.

| | Statements A | Strongly Disagree | Disagree | Slightly Disagree | Neutral | Slightly Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|---|---|
| 1 | When I am working on something, I <u>cannot</u> relax until it is perfect. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | I am <u>not</u> likely to criticize someone for giving up too easily. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | It is <u>not</u> important that the people I am close to are successful | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | I seldom criticize my friends for accepting second best. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | I find it difficult to meet others' expectations of me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | One of my goals is to be perfect in everything I do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | Everything that others do must be of top-notch quality | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | I never aim for perfection in my work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | Those around me readily accept that I can make mistakes too. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | It <u>doesn't</u> matter when someone close to me does not do their absolute best | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | The better I do, the better I am expected to do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | I seldom feel the need to be perfect | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | Anything that I do that is less than excellent will be seen as poor performance by those around me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | I strive to be as perfect as I can be. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | It is very important that I am perfect in everything I attempt. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | I have high expectations for the people who are important to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | I strive to be the best at everything I do | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | The people around me expect me to succeed at everything I do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | I do <u>not</u> have very high standards for those around me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | Statements A | Strongly Disagree | Disagree | Slightly Disagree | Neutral | Slightly Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|---|---|
| 20 | I demand nothing less than perfection of myself. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21 | Others will like me even if I <u>don't</u> excel at everything. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22 | I <u>can't</u> be bothered with people who won't strive to better themselves. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23 | It makes me uneasy to see errors in my performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24 | I do <u>not</u> expect a lot from my friends | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25 | Success means that I must work even harder to please others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26 | If I ask someone to do something, I expect it to be done flawlessly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27 | I <u>cannot</u> stand to see people close to me make mistakes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28 | I am perfectionistic in setting goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29 | The people who matter to me should never let me down | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30 | Others think I'm OK even when I do not succeed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31 | I feel that people are too demanding of me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32 | I must work to my full potential at all times. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33 | Although they may not show it, other people get very upset with me when I slip up | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34 | I do <u>not</u> have to be the best at whatever I do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35 | My family expects me to be perfect | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36 | I do <u>not</u> have very high goals for myself. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37 | My parents rarely expected me to excel in all aspects of my life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38 | I respect people who are average. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39 | People expect nothing less than perfection from me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40 | I set very high standards for myself | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41 | People expect more from me than I am capable of giving. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42 | I must always be successful in activities that are important to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43 | It does <u>not</u> matter to me when a close friend does not try their hardest. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44 | People around me think that I am still competent even if I make a mistake. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45 | I seldom expect others to excel at whatever they do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | **Statements B** | Almost always untrue | Usually untrue | More often untrue than true | Equally often true and untrue | More often true than untrue | Usually true | Almost always true |
|---|---|---|---|---|---|---|---|---|
| 1 | Being praised makes me feel more valuable as a person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | I feel worthwhile even if I am not successful in meeting certain goals that are important to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | When I receive negative feedback, I take it as an opportunity to improve my behavior or performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | I feel that some people have more value than others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | Making a big mistake may be disappointing, but doesn't change how I feel about myself overall | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | Sometimes I find myself thinking about whether I am a good or bad person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | To feel like a worthwhile person, I must be loved by the people who are important to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | I set goals for myself with the hope that they will make me happy (or happier) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | I think that being good at many things make someone a good person overall | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | My sense of self-worth depends a lot on how I compare with other people | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | I believe that I am worthwhile simply because I am a human being | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | When I receive negative feedback, I often find it hard to be open to what the person is saying about me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | I set goals for myself that I hope will prove my worth | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | Being bad at certain things make me value myself less | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | I think that people who are successful in what they do are especially worthwhile people | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | I feel the best part about being praised is that it helps me to know what my strengths are | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | I feel I am a valuable person even when other people disapprove of me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | I avoid comparing myself to others to decide if I am a worthwhile person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | When I am criticized or when I fail at something, I feel worse about myself as a person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20 | I don't think it's a good idea to judge my worth as a person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## Why do I participate in dance?

Below are some reasons *why* people participate in dance. Be sure to think about all the reasons why you participate.

| | Statements C<br>I participate in dance… | Not at all true | | | Somewhat true | | | Very true |
|---|---|---|---|---|---|---|---|---|
| 1 | Because I enjoy it | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | Because it's a part of whom I am | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | Because it's an opportunity to just be who I am | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | Because I would feel ashamed if I quit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | But the reasons why are not clear to me anymore | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | Because I would feel like a failure if I quit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | But I wonder what the point is | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | Because dancing is an expression of who I am | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | Because the benefits of dance are important to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | Because if I <u>don't</u> other people will not be pleased with me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | Because I like it | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | Because I feel obligated to continue | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | But I question why I continue | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | Because I feel pressure from other people to dance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | Because people push me to dance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | Because it's fun | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | Because it teaches me self-discipline | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | Because I would feel guilty if I quit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | Because I find it pleasurable | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20 | Because I value the benefits of dance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21 | But I question why I am putting myself through this | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22 | Because it is a good way to learn things which could be useful to me in my life | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23 | In order to satisfy people who want me to dance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24 | Because it allows me to live in a way that is true to my values | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## How do I feel?

A number of statements that describe feelings about participation in dance are given below. Please indicate honestly the degree to which you are experiencing each feeling now, at this point in time.

| | Statements D<br>At this moment… | Almost never | Rarely | Sometimes | Frequently | Almost always |
|---|---|---|---|---|---|---|
| 1 | I'm accomplishing many worthwhile things in dance. | 1 | 2 | 3 | 4 | 5 |
| 2 | I feel so tired from my training that I have trouble finding energy to do other things. | 1 | 2 | 3 | 4 | 5 |
| 3 | The effort I spend in dance would be better spent doing other things. | 1 | 2 | 3 | 4 | 5 |
| 4 | I feel overly tired from my dance participation. | 1 | 2 | 3 | 4 | 5 |
| 5 | I am not achieving much in dance. | 1 | 2 | 3 | 4 | 5 |
| 6 | I don't care as much about my dance performance as I used to. | 1 | 2 | 3 | 4 | 5 |
| 7 | I am not performing up to my ability in dance. | 1 | 2 | 3 | 4 | 5 |
| 8 | I feel "wiped out" (exhausted) from dance. | 1 | 2 | 3 | 4 | 5 |
| 9 | I'm not into dance like I used to be. | 1 | 2 | 3 | 4 | 5 |
| 10 | I feel physically worn out from dance. | 1 | 2 | 3 | 4 | 5 |
| 11 | I feel less concerned about being successful in dance than I used to. | 1 | 2 | 3 | 4 | 5 |
| 12 | I am exhausted by the mental and physical demands of dance. | 1 | 2 | 3 | 4 | 5 |
| 13 | It seems that no matter what I do, I don't perform as well as I should | 1 | 2 | 3 | 4 | 5 |
| 14 | I feel successful at dance. | 1 | 2 | 3 | 4 | 5 |
| 15 | I have negative feelings toward dance. | 1 | 2 | 3 | 4 | 5 |

**Dato: _____**

**Hvilken gruppe tilhører du?**

| Norges dansehøyskole | |
|---|---|
| 1.året | |
| 2.året | |
| 3.året | |

| Kunsthøgskolen i Oslo | |
|---|---|
| 1.året | |
| 2.året | |
| 3.året | |

## Del 1) Spørsmål om deg

| Danseretning | |
|---|---|
| Ballett | |
| Moderne | |
| Jazz | |

| Kjønn | |
|---|---|
| Kvinne | |
| Mann | |

**Fødselsår: 19_____**

**Høyde: _____ meter**

**Vekt: _____ kg**

**Røyker du? Ja ☐     Nei ☐     Av og til ☐**

**Gjennomsnittlig de siste ukene,** hvor mange timer har du sovet **per natt**? _____ timer

**Del 2) Danseerfaring**

**Hvor gammel var du da du først begynte med dans?** _____ år

**Hvor lenge har du gått på denne skolen?** _____ år og _____ måneder

**Hvilket studieår er du på nå?** _____


Tenk tilbake på **de siste ukene**, kan du angi **gjennomsnittlig antall timer (per uke)** har har brukt til følgende aktiviteter:

**Dans i klasser/timer på skolen:** _____ timer per uke

**Dans i forbindelse med prøver/trening til danseforestillinger:** _____ timer per uke

**Dans på fritiden (ikke tilknyttet skoleaktivitet):** _____ timer per uke

**Fysisk aktivitet som ikke er danserelatert:** _____ timer per uke

**Danserelaterte aktiviteter som ikke innebærer fysisk aktivitet** (eks.lesing, se dans på DVD osv)

På skolen _____ timer per uke

På fritiden _____ timer per uke

**Arbeid (eks. deltidsjobb) som ikke er danserelatert:** _____ timer per uke


**Del 3) Skadestatus**

Tidligere skader:

**Gjennom de siste 12 måneder, hvor mange dager totalt har du vært borte fra klasser, prøver eller forestillinger på grunn av skade?** _____ dager

Nåværende skadestatus:

**Er du skadet på dette tidspunkt?** ☐    Ja ☐    Nei


**Hva er årsaken til skaden din?** _____


**Hva er alvorlighetsgraden av skaden din? (**sett ring rundt en)

Mild        (behandling nødvendig, men fortsatt i stand til å øve/opptre som normalt)

Moderat    (behandling nødvendig, ikke i stand til å øve/opptre normalt)

Alvorlig    (behandling nødvendig, ikke i stand til å øve/opptre)

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**Del 4) Utsagn**

Under er det noen uttalelser. Ved bruk av tallskalaen, vennligst indiker hvor riktig hver av de følgende uttalelsene er for deg. Det er ingen rette eller gale svar, så ikke bruk for mye tid på hvert spørsmål og svar så ærlig du kan. Noen av spørsmålene kan virke like, men vennligst svar på alle uttalelsene ved å **<u>sette ring rundt det ene nummeret som stemmer best.</u>**

| | Utsagn A | Fullstendig uenig | Uenig | Litt uenig | Nøytral | Litt enig | Enig | Fullstendig enig |
|---|---|---|---|---|---|---|---|---|
| 1 | Når jeg holder på med noe, klarer jeg ikke å slappe av før alt er blitt skikkelig bra | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | Jeg vil sjelden kritisere noen for å gi opp for raskt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | Det er <u>ikke</u> viktig at menneskene rundt meg har suksess | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | Jeg kritiserer sjelden vennene mine når de aksepterer å være nest best | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | Det er vanskelig å leve opp til andres forventninger til meg | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | Ett av mine mål er å være perfekt i alt jeg driver med | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | Alt som andre gjør bør være av topp kvalitet | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | Jeg prøver aldri å være perfekt i det jeg holder på med | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | De jeg er sammen med synes det er greit at også jeg kan gjøre feil | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | Det spiller ingen rolle at noen nær meg ikke gjør sitt aller beste | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | Folk forventer enda mer av meg hvis jeg blir flinkere i noe | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | Jeg føler ikke så ofte behov for å være perfekt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | Når det jeg gjør ikke er helt på topp, synes andre jeg er for dårlig | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | Jeg prøver å være så perfekt som jeg kan | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | Det er veldig viktig at jeg er perfekt i alt jeg prøver meg på | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | Jeg <u>har</u> høye forventninger til personer som er viktige for meg | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | Jeg prøver alltid for å være best i alt jeg gjør | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | Folk rundt meg forventer at jeg lykkes i alt jeg gjør | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | Jeg stiller <u>ikke</u> høye krav til personer rundt meg | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | Utsagn A | Fullstendig uenig | Uenig | Litt uenig | Nøytral | Litt enig | Enig | Fullstendig enig |
|---|---|---|---|---|---|---|---|---|
| 20 | Jeg krever feilfri gjennomføring av meg selv i alt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21 | Andre liker meg selv om jeg ikke er på topp i alt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22 | Jeg har ikke sansen for mennesker som ikke jobber for å bli bedre | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23 | Jeg blir urolig hvis jeg oppdager noe feil i det jeg holder på med | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24 | Jeg har ikke høye forventninger til mine venner | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25 | Når jeg gjør det bra, betyr det bare at jeg må gjøre det enda bedre for at andre skal bli fornøyd | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26 | Når jeg spør noen om å gjøre noe, forventer jeg at det skal gjøres feilfritt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27 | Jeg misliker å se andre rundt meg gjøre feil | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28 | Når jeg setter meg mål, går jeg bestandig for å klare det beste | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29 | Personer som er viktige for meg bør aldri skuffe meg | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30 | Andre synes jeg er OK, selv om jeg ikke lykkes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31 | Jeg føler at andre stiller altfor store krav til meg | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32 | Jeg må gjøre det beste jeg klarer hele tiden | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33 | Selv om de kanskje ikke viser det, blir andre veldig oppgitt over meg dersom jeg gjør en tabbe | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34 | Jeg trenger ikke være best i alt jeg holder på med | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35 | Familien min forventer at jeg skal være perfekt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36 | Jeg setter meg ikke veldig høye mål | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37 | Foreldrene mine forventer sjeldent at jeg er best i alt jeg driver med | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38 | Jeg respekterer mennesker som er gjennomsnittlige | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39 | Folk forventer jeg skal være perfekt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40 | Jeg stiller veldig høye krav til meg selv | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41 | Folk forventer mer av meg enn jeg klarer | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42 | Jeg må alltid gjøre det bra på skolen | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43 | Det spiller ingen rolle for meg at en venn ikke prøver å gjøre sitt beste. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44 | Folk rundt meg synes jeg er flink selv om jeg gjør feil | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45 | Jeg forventer sjelden at andre utmerker seg i det de holder på med | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | **Utsagn B** | Nesten alltid usant | Som regel usant | Oftere usant enn sant | Like ofte sant som usant | Oftere sant enn usant | Som regel sant | Nesten alltid sant |
|---|---|---|---|---|---|---|---|---|
| 1 | Når jeg får ros, føler jeg meg mer verdt som person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | Jeg føler meg verdifull selv om jeg ikke oppnår visse mål som er viktige for meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | Når jeg får negative tilbakemeldinger, benytter jeg det som en anledning til å forbedre min oppførsel eller prestasjon. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | Jeg føler at noen mennesker er mer verdt enn andre. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | Å gjøre en stor feil kan være skuffende, men forandrer ikke min selvoppfatning generelt. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | Noen ganger lurer jeg på om jeg er en god eller dårlig person. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | For å føle meg som en verdifull person, må jeg bli elsket av de menneskene som er viktige for meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | Jeg setter meg mål i håp om at de vil gjøre meg lykkelig (eller lykkeligere). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | Jeg tror at det å være god til mange ting gjør en person generelt god. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | Min selvfølelse avhenger mye av hvordan jeg sammenligner meg med andre mennesker. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | Jeg mener at jeg er verdifull ganske enkelt fordi jeg er et menneske. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | Når jeg får negative tilbakemeldinger, finner jeg det ofte vanskelig å være åpen for (ta inn over meg) hva personen sier om meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | Jeg setter meg mål som jeg håper vil bevise min verdi. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | Jeg mener jeg er verdifull ganske enkelt fordi jeg er et menneske. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | Jeg synes personer som lykkes i det de driver med er spesielt verdifulle. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | Jeg synes det beste med ros er at det hjelper meg til å kjenne mine sterke sider. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | Jeg føler meg som en verdifull person selv om andre nedvurderer meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | Jeg avstår fra å sammenligne meg med andre for å avgjøre om jeg er en verdifull person (menneske). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | Når jeg blir kritisert eller når jeg mislykkes i noe, føler jeg meg dårligere som person (menneske). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20 | Jeg synes ikke det er noen god idé å bedømme min verdi som menneske. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## Hvorfor deltar jeg i dans?

Under er noen grunner til *hvorfor* man danser. Vennligst tenk på alle grunnene til hvorfor <u>du</u> driver med dans. Sett ring rundt et tall fra 1-7 som treffer best for deg.

| | Utsagn C<br>Jeg danser… | Absolutt ikke sant | | | Noe sant | | | Veldig sant |
|---|---|---|---|---|---|---|---|---|
| 1 | Fordi jeg nyter det. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | Fordi det er en del av meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | Fordi det er en mulighet til å bare være den jeg er. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | Fordi jeg ville følt meg skamfull om jeg sluttet. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | Men grunnene for hvorfor er ikke tydelige for meg lenger. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | Fordi jeg ville følt meg mislykket hvis jeg sluttet. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | Men jeg lurer på hva poenget er. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | Fordi dansing uttrykker hvem jeg er. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | Fordi fordelene av dans er viktige for meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | Fordi hvis jeg ikke danser ville andre mennesker ikke vært fornøyd med meg. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | Fordi jeg liker det. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | Fordi jeg føler meg forpliktet til å fortsette. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | Men jeg lurer på hvorfor jeg fortsetter. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | Fordi jeg føler meg presset til å danse av andre mennesker. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | Fordi mennesker presser meg til å danse. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | Fordi det er gøy. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 | Fordi det lærer meg selvdisiplin. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | Fordi jeg ville følt meg skyldig hvis jeg sluttet. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | Fordi jeg føler det tilfredsstillende. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20 | Fordi jeg verdsetter fordelene ved å danse. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21 | Men jeg lurer på hvorfor jeg tillater meg selv å gå gjennom dette. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22 | Fordi det er en god måte å lære ting på som kan bli nyttige for meg i livet mitt. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23 | For å tilfredsstille mennesker som ønsker at jeg skal danse. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24 | Fordi det tillater meg å leve på en måte som er sann mot mine verdier. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## Hvordan føler jeg meg?

Vennligst svar ærlig på følgende uttalelser om hvordan du føler deg på dette tidspunktet i forhold til din deltakelse i dans.

| | **Utsagn D**<br>**På dette tidspunktet…** | Nesten aldri | Sjelden | Av og til | Ofte | Nesten alltid |
|---|---|---|---|---|---|---|
| 1 | Utretter jeg mange ting som lønner seg i dans. | 1 | 2 | 3 | 4 | 5 |
| 2 | Føler jeg meg så sliten fra dansetreningen min at jeg har problemer med å finne energi til å gjøre andre ting. | 1 | 2 | 3 | 4 | 5 |
| 3 | Innsatsen jeg bruker på dans, ville blitt utnyttet bedre på andre ting. | 1 | 2 | 3 | 4 | 5 |
| 4 | Føler jeg meg altfor sliten av min dansedeltagelse. | 1 | 2 | 3 | 4 | 5 |
| 5 | Oppnår jeg ikke mye i dans. | 1 | 2 | 3 | 4 | 5 |
| 6 | Bryr jeg meg ikke så mye om mine danseopptredener som jeg gjorde tidligere. | 1 | 2 | 3 | 4 | 5 |
| 7 | Presterer jeg ikke opp til min evne/dyktighet i dans. | 1 | 2 | 3 | 4 | 5 |
| 8 | Føler jeg meg utmattet av dans. | 1 | 2 | 3 | 4 | 5 |
| 9 | Er jeg ikke så inn i dans som jeg pleide å være. | 1 | 2 | 3 | 4 | 5 |
| 10 | Føler jeg meg fysisk utslitt av dans. | 1 | 2 | 3 | 4 | 5 |
| 11 | Føler jeg meg mindre bekymret i forhold til det å lykkes i dans enn jeg gjorde tidligere. | 1 | 2 | 3 | 4 | 5 |
| 12 | Er jeg utmattet av de mentale og fysiske kravene tilknyttet dans. | 1 | 2 | 3 | 4 | 5 |
| 13 | Ser det ut som uansett hva jeg gjør, opptrer jeg ikke så bra som jeg burde. | 1 | 2 | 3 | 4 | 5 |
| 14 | Føler jeg meg vellykket i dans. | 1 | 2 | 3 | 4 | 5 |
| 15 | Har jeg negative følelser i forhold til dans. | 1 | 2 | 3 | 4 | 5 |