The Distance between a Hobby and a Profession - The Development of Instructors' Role Perception

Michal Zaltsman
PhD Student at UBB University in Cluj Napoca, Romania
Aerobic Dance and Body Shaping Instructor

What do you think about her?
- Athletic
- Loves rhythm and dance
- Looks good
- Smiling
- Energetic

Her work?
- Easy and fun
- An easy way to get some extra income
- Loves rhythm and dance
- Easy and fun
- An easy way to get some extra income
Research focus:

• The research engages in the role perception development of Aerobic Dance and Body Shaping instructors throughout their course. The research focuses on the change and development of the students’ role perception as they gradually become instructors.
Definition of Role Perception

- Role perception includes one’s beliefs, perceptions and expectations of oneself regarding the "role", and the way in which it influences the individual and others in the environment (Bitman, Marom, Atar and Lahav, 1993; Imanuell, 2005).
Definition of Role Perception II

- The researcher believes role perception is a combination of understanding, perception and vision expressed subjectively towards the role and its application, while considering what is expected by society.
Research Aims

1. To develop a model of a proper Aerobic Dance and Body Shaping instructors' role perception;
2. To explore the ways in which the instructor's role perception develops;
3. To assess the fitness level and its development during the program.
Research Questions

1. What are the main characteristics acquired in the program which contribute to the Aerobic Dance and Body Shaping instructor's role perception?
2. How does the Aerobic Dance and Body Shaping instructor's role perception develop?
3. To what extent does the level of fitness develop during the program?
Main Theories and concepts

Instruction

- Constructivism in learning
- Self regulation in learning
- Role Theory
- Body image & Language
- Social learning theory - imitation
Gap in Knowledge

- As an academic issue, role perception development of Aerobics & Body Shaping Instruction training has not been sufficiently studied.
- Most Research engages in the participants and the benefits generated by physical activity.
- Newly published research emphasizes Aerobic Dance's contribution to physical, mental and cognitive development.
Methodology

- Mixed methods research
- **Quantitative**-
  Questionnaires and two Physical Fitness Tests
- **Qualitative**-
  Semi-structured interviews
Research Population

- 40 students participating in an annual Aerobic Dance and Body Shaping Instructors' Program
- 10 instructors program graduates
- 4 coordinators teaching in instructors’ programs
Stage 1 - Qualitative
Interviews with 8 candidates a week before the program, October 21, 2011

Stage 2 - Quantitative
Questionnaires - 40 students, 2 physical fitness tests - 14 students, October 28, 2011

Stage 3 - Quantitative
Questionnaires - 40 students, Mid-Program February 24, 2012

Stage 4 - Quantitative + Qualitative
Questionnaires - 40 students, 2 physical fitness tests - 14 students, interviews with 8 students – end of program - June 13, 2012

Stage 5 - Qualitative
Interviews with 10 instructors and 4 coordinators, after the program - September 2012
Main Findings

There are five characteristics which develop and improve during the Training program:

• Pedagogical capabilities – preparing a lesson and instructing it
• High level instruction skills
• Good acquaintance with body shaping equipment
• Knowledge and understanding of anatomy and physiology of the body
• Good musical hearing
Aerobic Dance and Body Shaping Instructors' main characteristics

- Knowledge and understanding of anatomy and physiology of the body:
  - Beginning: 3.9
  - Middle: 3.6
  - End: 4.4

- High level instruction capacity:
  - Beginning: 3.9
  - Middle: 3.8
  - End: 4.6

- Pedagogical capabilities: preparing and instructing a lesson:
  - Beginning: 4.0
  - Middle: 3.9
  - End: 4.4

- Technical acquaintance with body shaping equipment:
  - Beginning: 3.6
  - Middle: 3.6
  - End: 4.4

- Good musical hearing:
  - Beginning: 3.8
  - Middle: 4.0
  - End: 4.7
Change in attitude following the program regarding the significance of the characteristics to an Aerobic Dance instructor

- Knowledge and understanding of anatomy and physiology of the body: Middle 0.9, End 1.3
- High level instruction capacity: Middle 1.1, End 1.4
- Pedagogical capabilities: preparing and instructing a lesson: Middle 0.8, End 1.3
- Technical acquaintance with body shaping equipment: Middle 1.0, End 1.2
- Good musical hearing: Middle 1.0, End 1.3
Main Findings II

The findings of physical fitness tests show that the level of physical fitness has hardly changed, meaning, the improvement in physical fitness level is not significant.
Main Findings III-
Three Main Themes

- Development in the instructor's characteristics and skills
- Development regarding the profession
- Development regarding the exercising audience
Discussion and Conclusions

• Deep thinking and organization of the data while relating theories and concepts underpinning this research yielded a model which consists of four major links.

• The components of the optimal instruction model, contributing to the desired Aerobic Dance and Body Shaping instructors' role perception.
The Optimal Model of the Desired Role Perception of Aerobic Dance and Body Shaping Instructor

**Attitude to the Profession**
- Serious and professional
- Commitment to hard work
- Ongoing studies and professional development

**Characteristics and General Instruction Skills**
- Integrating charisma and energy with high technical skills;
- Ability to educate
- Knowledgeable

**Characteristics and specific instruction skills**
- Sense of Rhythm and listening to music
- Technical acquaintance with Body Shaping equipment
- Acquaintance with body anatomy and physiology

**Attitude to the exercising Audience**
- Attention and communication with people;
- Influencing people’s lives;
- Personal attitude and being a role model
Contribution to knowledge

• It is the first model in the field of role perception development in instructing Aerobic Dance and Body Shaping

• Additional instruction courses will be able to use the model in the construction of the role perceptions development of students who become instructors

• Teachers' teachers may relate to the model and apply it to the domain of education
Thank you for listening