

Relationship Between Dance Accomplishment Effort and Intervention, Dance Socialization Agent Dance Major College Student

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무용전공대학생의 무용사회화 주관자와 무용개입 및 무용성취노력의 관계

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Abstract The purpose of this study was to analyze and clarify the relationship among dance socialization organizers, dance intervention, and dance effort variables of dance majors. The subjects of this study were college students majoring in dance located in Seoul and Gyeonggi-do, and the purposive sampling was used. The results of the study are as follows. First, the agent of dance socialization influences the dance intervention. Second, the agent of dance socialization influences the effort to achieve dance. Third, dance intervention affects dance achievement efforts. Therefore, it is thought that, through the active efforts of the dancers, various programs that can link industry and academia as well as support at the national level should follow for the cultural heritage that can be passed on to future generations.

Key Words : Dance majoring college student, Dance socialization, Agent, Dance intervention, Dance achievement effort

요약 본 연구는 무용전공대학생의 무용사회화 주관자, 무용개입, 무용노력 변수간의 관계를 분석·규명하는데 있다. 연구대상은 서울, 경기도 소재 무용전공 대학생으로 하였으며 유의표집방법을 이용하였다. 연구의 결과는 다음과 같다. 첫째, 무용사회화 주관자는 무용개입에 영향을 미친다. 둘째, 무용사회화 주관자는 무용성취노력에 영향을 미친다. 셋째, 무용개입은 무용성취노력에 영향을 미친다. 따라서, 무용인들의 적극적인 노력을 통해 세월이 흘러 후손들에게 전해줄 수 있는 문화유산을 위해서 국가적 차원의 지원을 비롯해 산·학을 연계할 수 있는 다양한 프로그램 마련이 뒤따라야 할 것으로 사료된다.

키워드 : 무용전공대학생, 무용사회화, 주관자, 무용개입, 무용성취노력

1. Introduction

Dance is the oldest cultural field that has developed along with mankind, and it can be said that it is a social and cultural phenomenon that has been diversified, refined, and broadened through a certain social process up to the present day[1]. However, in a digital society that is raising its global status by

specializing in the IT field like Korean society, dance, which is the education of human body movements, is recognized as a very limited field. In particular, based on the five-day workweek system which led to increased leisure time, citizens' interest in various leisure sports has increased. On the other hand, dance, which is a part of school physical education, is being

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neglected along with other unpopular sports. In the past, dance was actively promoted as a part of sports activities, but according to the change of the times, professional socialization through dance is not being promoted in elementary, middle, and high schools and even in universities, except for some dance majors.

Modern dance, like other fields, has some limited characteristics in terms of popularization. Most of the dance participants are being socialized by experiencing the unique subcultures, beliefs, attitudes, and values of the dance group[2]. In particular, the role of socialization's agent for dance majors in college is very important in the period when they are contemplating and preparing for life for the future in order to take the first step into society.

Socialization is a process in which members of society learn how to live in their own society and internalize their culture, forming their own individuality and developing their skills and discretion as individuals or members of a group [1, 3]. Then, dance socialization can be divided into socialization into dance, which is the process leading to participation in dance, and socialization through dance, which is the process of achieving achievement as a result of participation in dance [2]. If so, the agent of dance socialization can be said to be an important factor that can have a positive or negative influence in the process of occupational socialization according to the degree of support and encouragement of a dance major from parents, siblings, friends, school teachers, and the mass media.

Regarding the study of occupational socialization in relation to the study of dance, previous studies such as Park & Kim[4], and Jang[5] have been reported. Regarding the study of the agent of the dance socialization, only a part of the study has been reported in the study

of Kim et al[2]. However, in this study, although social support for dance majors is important, the importance of parents, siblings, friends, school teachers, and the mass media, who are the agents of dance socialization in the surrounding environment, is more emphasized in this study. At this point, an in-depth analysis based on existing prior research should be done regarding what kind of effort and support by the agent of dance socialization affects dance intervention and dance achievement efforts on college students majoring in dance. In particular, this study is differentiated from prior studies in that it is approaching from the subjective concept of dance majors, away from general factors such as major satisfaction, dance choice motivation, academic stress, self-efficacy, and body image that have been studied for dance major students.

Although there are various factors motivating college students majoring in dance to participate in dance activities, it is reported that the role of important others, such as parents, siblings, and friends, and the intrinsic enjoyment of the learner themselves have a significant effect.[2,6]. In particular, this study holds validity according to the study of Kim et al[2], regarding to the interest in the agent of dance socialization, mother's interest had a negative effect on the practice frequency while the school teacher's interest in dance had a positive effect on the frequency and time. Therefore, this study analyzes the influence of socialization's agents' interest and support on dance intervention and dance achievement efforts, etc., away from the existing characteristic factors targeting dance majors. By identifying the influence, it will not only contribute to the formation of a knowledge body in dance studies, but will also have value as a basic data necessary to reach the

occupational socialization process of dance majors. Thus, the main purpose of this study is to analyze and clarify the relationship between the dance socialization organizer, dance intervention, and dance effort variables.

Based on the above research objectives and research methods, we intend to specifically solve the following research problems.

First, what effect does the agent of dance socialization have on dance intervention?

Second, what effect does the agent of dance socialization have on dance achievement efforts?

Third, what effect does dance intervention have on dance achievement efforts?

2. Research Method

2.1 Subject of Study

In this study, a sample was extracted using the purposive sampling method for students enrolled in the dance department of a four-year university. This sampling method can be very effective if the researcher is well aware of the composition of the sample or if it properly represents the selected population when a random sample is drawn[7]. In particular, dance departments are distributed only to a small number of schools nationwide. In this study, applying purposive sampling method, a total of 420 copies were distributed to 70 students for each of the 6 dance departments in Seoul and Gyeonggi-do and 409 copies were collected. However, in this study, the number of cases used in the final analysis was 391, except for 18 copies judged to be insincere and unreliable among the recovered questionnaires. The general characteristics of the subjects are shown in Table 1.

Table 1. General characteristics of subjects

Division		Number of cases(N)	Percentage(%)
Sex	male	14	3.6
	female	377	96.4
Genre	1st grade	126	32.3
	2nd grade	100	25.6
	3rd grade	115	29.3
	4th grade	50	12.8
Type	modern dance	106	27.0
	ballet	103	26.2
	korean dance	183	46.7
Health level	very weak	46	11.8
	weak	193	49.3
	normal	152	38.9
Household average monthly income	less than 200 million won	276	70.6
	201-400 million won	42	10.1
	400-600 million won	45	11.4
	More than 601 million won 700	32	8.0
Dance practical skills	good	99	25.2
	fair	256	65.6
	poor	36	9.2
Total		391	100

2.2 Measurement tool

In this study, questionnaire was used to investigate the relationship between dance socialization's agents and dance intervention, and the relationship between dance socialization's agents and dance achievement efforts of dance major students. A total of 44 questions were used for the questionnaire, including 6 questions on socio-demographic characteristics, 25 questions on the agents of the dance society (parents, siblings, friends, school teachers, mass media), 16 questions on dance intervention, and 3 questions on dance achievement efforts. Specifically, the sociodemographic characteristics used the background variables used in the previous study of Kim et al[2] and consisted of gender, grade, dance genre, health level, average monthly household income, and dance skills. Based on the questionnaire used in the previous studies of Kim[8], Kim et al[2], the questions about the

agent of dance socialization was modified and supplemented to fit the nature of this study. The questionnaire consisted of total 25 questions, including agent interest (5 questions), agent participation (5 questions), emotional support from the agent (5 questions), economic support from the agent (5 questions), and influence of agent participation (5 questions). For dance intervention, the questions used in the study of Chae[9] were modified and supplemented to fit the nature of this study and

the questionnaire consisted of total 16 questions, including intrinsic pleasure (6 questions), satisfaction with recognition of important others (8 questions), and identity (2 questions). Dance achievement effort was composed of a single factor consisting of three items based on the items used in the study of [9]. The scale used in the study was measured on a 5-step Likert scale ranging from 'not at all (1 point)' to 'very much (5 points)'.

Table 2. Results of factor analysis and reliability analysis for dance intervention questionnaires

Questionnaire	dance intervention		
	Satisfaction with recognition of important others (factor 1)	intrinsic pleasure (factor 2)	sense of identity (factor 3)
1. The reason I participate in dance is to please my neighbors.	.879	.141	.139
2. The reason I participate in dance is to please my friends.	.845	.246	.131
3. The reason I participate in dance is to please my father..	.828	.191	.149
4. The reason I participate in dance is to please my brothers and sisters.	.825	.133	.158
5. The reason I participate in dance is to please my mother.	.783	.277	.110
6. I am afraid that if I quit my current dance activity, I will lose a lot of friends.	.602	.158	.439
7. I like the dance that I am doing now.	.046	.869	.162
8. I enjoy the dance that I am doing now.	.150	.861	.033
9. I am proud of myself who is currently participating in dance activities.	.168	.849	.050
10. The current dance activities give me a sense of happiness.	.164	.788	.066
11. I look forward to improving my physical strength through the current dance.	.300	.671	-.035
12. We expect to improve our health through our current dance.	.182	.645	.170
13. My colleagues in the dance department are very proud of me.	.512	.576	.127
14. The reason why I participate in dance is because it makes my mother happy.	.495	.557	.228
15. I am afraid that if I stop participating in the current dance, my activities in the dance department will be withdrawn.	.149	.127	.867
16. I am afraid that if I quit my current dance participation, many people will be disappointed with me.	.302	.095	.845
Rotation Sums of Squared Loadings Total	4.652	4.607	1.887
% of Variance	29.075	28.794	11.794
Cumulative %	29.075	57.869	69.663
Cronbach's α	.915	.907	.786

2.3 Content and scope of the study

The agent of dance socialization used as an independent variable in the study, is a factor studied mainly in the field of sports sociology and only a very small number of previous studies in the field of dance have been reported. In this regard, in addition to the preceding studies of Kim[1], Kim et al[2] in the field of dance, related contents were reviewed and applied to this study based on previous studies in sports sociology and physical education. In particular, the scope of the research was established focusing on dissertations from professional journals related to socialization's agents, master's and doctorate papers, and professional books.

2.4 Validity and reliability of questionnaires

In order to verify the content validity of the questionnaire, this study discussed the content validity of the questionnaire and the suitability of the questions through a meeting of related experts such as three holders of a doctorate in physical education and one doctoral program. After correction and reflection, it was used in this study. In addition, in this study, exploratory factor analysis and reliability analysis were performed on the factors of dance intervention and dance achievement effort to verify the final validity based on the survey data. The results of factor analysis of dance intervention are shown in Table 2 and the results of factor analysis of dance achievement effort are shown in Table 3.

Table 3. Results of factor analysis and reliability analysis for the effort to achieve dance

Questionnaire	dance achievement effort
1. What is the average amount of time I spend per day for the dance I am currently participating in?	.884
2. What is the average monthly investment cost for the dance you are currently participating in?	.865
3. What is the effort I'm making for the dance I'm currently participating in?	.856
Rotation Sums of Squared Loadings Total	2.263
% of Variance	75.425
Cumulative %	75.425
Cronbach's α	.832

Table 2 is the result of factor analysis on dance intervention, and it consists of 3 factors and 16 items. Factor 1 is satisfaction with recognition of important others (factor loading: .879 to .602), from question 1 to 6, and factor 2 is intrinsic pleasure (factor loading: .869 to .557) from question 7 to 14, and factor 3 is identity (factor loading: .867~.845) from question 15 to 16. In the factor analysis, the total explanatory power of the dance intervention was about 69.6% (69.663). The reliability analysis of dance intervention showed that Cronbach's α = .786 or higher. It can be seen

that the reliability of each factor analysis result was secured in order to carry out this study.

Table 3 is the result of the analysis of dance achievement efforts and consists of one single factor. The dance achievement effort consisted of 3 questions from 1 to 3 (factor loading: .884 to .856) and was named 'dance achievement effort'. As a result of analyzing the reliability of the effortless

achievement, Cronbach's α = .832 was found. It can be seen that the reliability of the items was secured as a result of the factor analysis to carry out this study.

2.5 Investigation procedures and data analysis

In this study, the purposive sampling method was used to select dance major university students and then a survey was conducted with three assistive researchers, including this researcher. The distributed questionnaires were self-administered to respond to the survey contents, and the completed questionnaires were retrieved. Among the questionnaires collected, 491 people were used for the final analysis after excluding data and extremes that were deemed unreliable. The data processing was conducted using the SPSSWIN 18.0 program, which was implemented on frequency analysis, factor analysis, reliability analysis, and multiple regression analysis.

3. Results

3.1 The relationship between the agent of dance socialization and dance intervention

Table 4 shows the results of multiple

regression analysis on the influence of the dance socialization agent on dance intervention. According to Table 4, the sub-factors of the agent of dance socialization, agent participation ($\beta=.150$) and the influence of the agent's participation ($\beta=.514$) were found to have a positive effect on the satisfaction of recognition of important others, while the agent's economic support ($\beta=-.114$) was found to have a negative effect. Agent participation ($\beta=.158$) and the influence of agent participation ($\beta=.202$) were found to have a positive effect on intrinsic pleasure. In addition, the influence of the agent's participation ($\beta=.430$) had a positive effect on the sense of identity, but the agent's economic support ($\beta=-.271$) had a negative effect. The five independent variables used in the regression analysis were explained by 42.0% satisfaction with recognition of important others, 14.2% for intrinsic pleasure, and 22.7% for identity.

Table 4. Multiple regression analysis on the influence of dance agent host on dance intervention

independent variable	dance intervention					
	Satisfaction with recognition of important hitters		intrinsic pleasure		sense of identity	
	β	t	β	t	β	t
Agent interest	-.046	-.951	.053	.903	-.009	-.159
Agent Participation	.150**	2.652	.158*	2.298	.077	1.185
Emotional support of the Agent	.111	1.801	.086	1.143	.042	.591
Agent's financial support	-.114*	-2.476	-.102	-1.832	-.271***	-5.107
Influence of Agent's Participation	.514***	9.152	.202**	2.958	.430***	6.636
R ²	.420		.142		.227	

3.2 The relationship between the agent of dance socialization and the effort to achieve dance

Table 5 is the result of multiple regression analysis on the influence of the dance socialization's agent on the dance achievement effort.

According to Table 5, economic support ($\beta=.207$), a sub-factor of the agent of dance

socialization, has a positive effect on dance achievement efforts, whereas emotional support of the agent has a negative effect. The agent of dance socialization, the five independent variables used in the regression analysis, explains about 8.6% of the total explanatory power of the dance achievement effort.

Table 5. Multiple regression analysis on the influence of dance socialization organizers on dance achievement efforts

independent variable	dance achievement effort	
	β	t
Agent interest	.107	1.772
Agent Participation	.138	1.941
Emotional support of the agent	-.217*	-2.798
Agent's financial support	.207***	3.591
Influence of Agent's Participation	.041	.586
R ²	.086	

3.3 The relationship between dance intervention and dance achievement effort

Table 6 shows the results of multiple regression analysis on the effects of dance intervention on dance achievement efforts. According to Table 6, it was found that intrinsic pleasure ($\beta=.247$), a sub-factor of dance intervention, had a very significant positive effect on the effort to achieve dance performance. The dance intervention, the three independent variables used in the regression analysis explains about 7.5% of the total explanatory power of the ineffectiveness effort.

Table 6. Multiple regression analysis on the effect of dance intervention on dance achievement effort

independent variable	dance achievement effort	
	β	t
Satisfaction with recognition of important hitters	.061	.879
intrinsic pleasure	.247***	4.394
sense of identity	-.013	-.193
R ²	.075	

4. Discussion

In order to investigate the relationship between the dance socialization's agent and dance intervention, and the relationship between the dance socialization's agent and

dance achievement effort of dance major students, first, the relationship between the dance socialization's agent and dance intervention, second, the relationship between the dance socialization's agent and dance achievement effort, and third, the relationship between dance intervention and dance achievement effort were analyzed.

First, as a result of analyzing the influence of the agent of dance socialization on dance intervention, it was found that the more active the influence of the agent, including the participation of the agent, the greater the satisfaction with recognition of the important others. Most of the college students majoring in dance are exposed to dance early in their youth and enter the current dance department through various routes. However, if there is no support through various channels such as parents, siblings, friends, school teachers, etc, who are the agents of dance majors, there will be considerable difficulties in entering college. This is because, due to the nature of dance studies, it is necessary to acquire various practical skills and to raise them to a considerable level through repeated practice for a long period of time. In this aspect, it means that the satisfaction of dance majors, who are important others, can be increased through the active support of the agent. According to the results of this study, Kim et al[2] reported that the interest of the school teacher among the agents had the greatest effect on the dance majors, which showed that the role of the teacher plays a relatively large part in the role of the agent. On the other hand, the lower the financial support of the agent, the lower the recognition satisfaction of important others who are dance majors indicate that it acts as an important factor in continuing academic completion and occupational socialization.

Among the sub-factors of the agent of dance socialization, agent participation and degree of the agent participation effect were found to have a positive effect on the intrinsic enjoyment of dance majors. These results imply that, although continuous support from the agent is important, satisfaction in the major can also be increased if dance majors themselves feel pleasure through the current dance learning and performance activities. The results of this study are partially supported by the studies of Lee & Lee[10], Jo & Roh[11] who investigated the degree of satisfaction with their majors for college students majoring in dance. In particular, Lee & Lee[10] reported that college students majoring in dance were highly satisfied with the department when they chose the major as they had high prospects and bright employment prospects. In other words, in order for the intrinsic pleasure perceived by the dance majors to continue, their own efforts are important, but it is thought that the continuous support of the agent (parents, siblings, friends, and school teachers) must follow.

The participation effect of the dance socialization's agent was found to have a positive effect on the stagnation, which means that the stagnation can be overcome through the continuous support of the dance socialization agents such as parents, siblings, friends, school teachers, and the mass media. Dance majors gain on-the-job experience through various performance activities, including continuous practical education, but sometimes, if they cannot participate in dance due to personal circumstances, they may be disappointed by colleagues or have various restrictions in terms of interpersonal relationships. In particular, since the financial support of the agent can act as an essential requirement in the preparation activities for

preparing various performance costumes and tools as well as the cost of new practice courses, the role of the agent is important in overcoming stagnation for dance majors. The results of this study are actively supported by the studies of [1,2,12].

Second, as a result of analyzing the effect of the dance socialization agent on the dance achievement effort, it was found that the agent's economic support had a positive effect on the dance achievement effort. As shown in the study of Kim et al[2], among the agents of dance socialization, siblings' interest in dance has the greatest effect on dance achievement among dance majoring students, and economic support plays a significant role in practical ability and creative ability. However, the current dance industry is facing the reality of consolidation as well as reduction of departments due to the continuous decrease of the dance population. At this point in time, dance majors chose because they liked them, and this study revealed that a lot of financial support as well as emotional support from parents, siblings, and friends, who are the agents, should follow until they can become occupationally socialized through continuous efforts in the future. It is a common reality that most dance major college students are receiving education under difficult conditions. However, it is considered that in order to promote the future of dance studies, it is necessary to face the current problems and actively try to improve them. The results of this study are partially supported by the studies of Nam & You[13], Oh & Noh[14] who analyzed the problems of the dance performance industry and future improvement prospects.

Third, as a result of analyzing the effect of dance intervention on dance achievement effort, it was found that intrinsic pleasure had a

positive effect on dance achievement effort. This suggests that if dance majors themselves have a vision for dance and are systematically prepared for future occupational socialization, the sense of achievement in dance can naturally increase. However, while most of the dance majors enjoy learning dance skills of various genres, they face many difficulties in terms of economic aspects such as stress on creative works and the cost of work activities. Dance is the oldest cultural heritage that has developed along with mankind, and depending on the effort and necessity to preserve it well, creative activities must be accompanied to fit the background of the times. Through the active efforts of these dancers, for the cultural heritage to be passed on to future generations, national support and the preparation of various programs to link academics should follow. In particular, at a time when various social problems are occurring due to the rapid growth of the IT field, continuous efforts to increase sensitivity through physical education such as dance are considered to be a good alternative.

5. Conclusion & Suggestion

Through the above research methods and procedures, the following conclusions were drawn in this study.

First, the agent of dance socialization affects the dance intervention. In other words, the more active the agent's participation and the more active the agent's influence, the greater the satisfaction with recognition of important others, essential pleasure, and sense of identity. On the other hand, the lower the economic support of the agent, the lower the satisfaction with recognition of the important other and the lower the sense of identity.

Second, the agent of dance socialization affects the effort to achieve dance. That is, the

more economic support the agent has, the more effort made to achieve the dance. On the other hand, the lower the emotional support of the agent, the less effort made to achieve the dance.

Third, dance intervention affects dance achievement efforts. In other words, the higher the intrinsic pleasure, the greater the effort made to achieve the dance.

We pursue physical activity using a variety of methods. However, people do not try to approach it easily because they perceive dance as an area that only some experts can do. If so, does dance give the privilege that only a few experts can learn and preserve it and leave it as a cultural heritage to future generations? It would not be an exaggeration to say that idol stars who have recently entered overseas due to the Korean Wave, and many tourists visiting domestic idols, are unique cultural heritages created by idols who have been trained in dance. However, along with the problem in the dance studies which has not been able to cope with the changes of the times, it is thought that the social perception that pursues only the new Western genre, excluding our precious cultural heritage dance, should also be changed.

Therefore, I would like to suggest some problems that have been partially overlooked while carrying out this study and present some suggestions for future research.

First, this study was conducted on dance majors students and concluded that the role of the agent is very important until these college students become occupationally socialized. However, it is not only the support of the agent is the best, but the improvement of university education and the development of various programs that can be linked to the industry are urgently needed.

Second, efforts should be made to establish a solid position as a school sports, including

preparing measures for the dissemination of everyday dance that can be easily encountered in everyday life.

Third, in order to expand the base of dance studies beyond the existing research patterns using simple variables, efforts should be made to draw in-depth aspects using strategic methods such as social network analysis and big data analysis.

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