

**MOLDOVA STATE UNIVERSITY**

Presented as manuscript

**C.Z.U.:** 37.016.046:793.3 (043.2)

**PERLSHTEIN TALIA**

**PSYCHO-PEDAGOGICAL AND SOCIO-CULTURAL  
CONDITIONS FOR DEVELOPING PROFESSIONAL  
COMMITMENT AND SATISFACTION OF DANCE TEACHERS**

**Specialty: 531.01 – General theory of education**

**Doctoral thesis abstract in pedagogical sciences**

**CHISINAU, 2016**

**Doctoral thesis was elaborated in the Department of Educational Sciences,  
Moldova State University**

**Scientific supervisor/advisor:**

GUTU Zoia, doctor in pedagogy, associate professor.

**Official referents:**

1. COJOCARU-BOROZAN Maia – habilitated doctor in pedagogy, university professor, State Pedagogical University „Ion Creanga”;
2. BAZEL Laura, *Israel* – doctor in pedagogy, Ministry of Education Israel, Lyceum Theoretical „Rambam” in Chisinau.

**Composition of the Specialized Scientific Council:**

1. DANDARA Otilia – *chairman of the Specialized Scientific Council*, habilitated doctor in pedagogy, university professor, Moldova State University;
2. SEVCIUC Maia – *scientific secretary of the Specialized Scientific Council*, doctor in pedagogy, associate professor, Moldova State University;
3. ANDRITCHI Viorica, habilitated doctor in pedagogy, associate professor, Institute of Education Sciences;
4. COJOCARU Vasile – habilitated doctor in pedagogy, university professor, State Pedagogical University „Ion Creanga”;
5. PANICO Vasile – doctor in pedagogy, associate professor, Tiraspol State University (based in Chisinau).

The public defense will take place on **August 26, 2016, at 14.00**, in the session of the Specialized Scientific Council D 30 531.01 – 07, within Moldova State University, 65 Al.Mateevici street, **room 28/bld.1**, Chisinau, MD 2009, the Republic of Moldova.

Doctoral thesis and the abstract can be found in the library at the Scientific Library of the Moldova State University and on the website of the N.C.A.A. ([www.cnaa.md](http://www.cnaa.md)).

The abstract was sent on **July 15, 2016**.

**Scientific secretary of the Specialized Scientific Council,**

doctor in pedagogy, associate professor

**Sevciuc Maia**

**Scientific supervisor/advisor,**

doctor in pedagogy, associate professor

**Gutu Zoia**

**Author**

**Perlshtein Talia**

**© Perlshtein Talia, 2016**

## CONCEPTUAL LANDMARKS OF THE STUDY

**The Actuality of the Topic.** A person's choice of the teaching profession stems mostly from a sense of vocation and of giving to others, and from a desire for self-realization in the professional field (D.Lortie). Despite this, the choice of this profession does not yet ensure occupation in it over time. In many Western countries, Israel included, the extent of turnover and attrition of teachers in formal education systems has become an acute problem today. This phenomenon was formed, among other causes, due to the decrease in the status of the teacher in the eye of the public, to erosion in wages and work overload, about half of the young teachers drop out of the profession after only few years on the job, due to the difficulty of acclimatizing into the system (R.M.Ingersoll)

In the field of arts instruction, teachers are also forced to deal with a systematic difficulty caused by the decrease in the status of these subjects in the hierarchical structure of the teaching subjects (S.Frugel, D.Barhana-Lurand, M.Levi-Keren, S.Barkai). Moreover, observant dance teachers face a unique challenge of integrating the dance subject into the religious general education system in Israel, an integration that began only two decades ago (S.Adler). More than any other art subject, these teachers face educational and ideological issues that education for the arts raises in the religious general education. One of the main dilemmas they deal with is the tension between the expression of an inner world through dance, and the desire to uphold the virtue of modesty and chastity. This requires sensitivity to the balance between body and soul in the spirit of the Halacha, and especially so in an art form where the human body is the main instrument of expression.

While in the past the teaching profession was seen as a skill that can be fully acquired at a training institute, in recent decades teaching is perceived as a profession requiring knowledge, qualifications, skills and experience, which are acquired mostly on the job, after the initial training. In order for a beginning teacher to become an expert teacher, many years of work in the field combined with adequate processes of professional development are required (D.Kfir, S.Avdor, R.Reingold). However, studies have shown that the long-term persistence of employees in the profession is greatly determined by their levels of commitment to, and satisfaction with, their occupation (R.Sagee, Y.Oplatka).

In light of this, a need arises to examine the factors influencing the professional commitment and satisfaction of the observant dance teachers, and to identify the aspects contributing to their commitment and satisfaction from work. This, with the aspiration to implement the findings of the study as part of an intervention plan meant to cultivate the teachers in the first stages of their employment, to alleviate their coping with difficulties teaching, and to ensure their wellbeing and continued employment in the system.

### **Description of the existing situation and identifying the research problem**

The field of research examining the professional commitment and satisfaction of teachers engages in the identification of the aspects influencing their continued involvement and work at the school. Studies have found that teachers' commitment is to the teaching profession, the organization in which teaching takes place, and the pupils, and that teachers with a high level of commitment have strong psychological ties to one or more of these three components. In addition, the teacher's level of satisfaction is the best predictor of their desire to continue in their position (R.M. Ingersoll, P.L. Choi, S.Y.F.

Tang, Q.Gu, D.C. Lortie, Y.Oplatka, P.Reyes). Hence an examination of various aspects contributing to commitment and satisfaction has great importance.

The motivations for choosing the teaching profession as a career are intrinsic, extrinsic and altruistic. It was found that the teaching profession is approached mostly from intrinsic and altruistic motivations, meaning people who feel affection for children and teenagers, satisfaction and joy from teaching itself and from the possibility of promoting members of the younger generation (R.Arnon, P.Frenkel, I.Rubin; D.Lortie, K.Chan). Y.Oplatka also found that inasmuch as there is greater concordance between a person's needs and inclinations and between the teaching profession, so their professional commitment and satisfaction rise, and hence these considerations have great importance in studies engaged with teachers in general and dance teachers in particular.

In the field of dance education one may find a concordance between the professional and ideological aspects characteristic of dance instruction, and between the altruistic and intrinsic aspects related to the choice of this profession. Dance instruction researchers, including P.Brinson, have found six main aspects, through which the teachers can promote the pupil's development: artistic and aesthetic aspect; cultural aspect; personal and social aspect; physical development aspect; aspect of developing theoretical learning; and pre-professional training aspect (J.L. Hanna). However, to date no study was conducted examining the connections between the perception of the contribution of the dance subject to the development of the pupil, and between the professional commitment and satisfaction of dance teachers.

The population of the current study belongs to the national-religious community in Israel, a community characterized by an observation of the laws of the Halacha and an openness to modern, liberal values. The study referring to this community deals mostly with the social, political, cultural and pedagogical aspects that arise, among other things, from the attitude towards modernity (T.Hermann, G.Be'ery, E.Heller, C.Cohen, Y.Leberl, H.Mozes, K.Neuman, N.Maslovaty, H.Gaziel). However, the influence of pedagogical aspects stemming from the instruction - in the religious general education - of the arts, and of the art of dance in particular, on the professional commitment and satisfaction of observant dance teachers, has not yet been studied.

Another field of research connected to this study is concerned with examining ways for cultivating the wellbeing of the beginning teacher. Studies have found that about half of the teachers drop out of the profession after only few years on the job, due to the difficulty acclimatizing into a demanding system that provides only partial support with professional, personal and ecological difficulties one is faced with as a teacher. Due to this, many studies have examined assistance and support programs during the induction year, the first year of employment of a teacher. In Israel, the induction workshops are divided into mixed workshops, for teachers from different disciplines, and designated workshops for teachers from a certain discipline. The study has shown that teachers in the designated workshops reported a greater contribution of the workshop to the induction process (R.Ariv Elyashiv, V.Zimmerman, R.M. Ingersoll, R.Sagee, H.Regev, A.Volansky). However, the contribution of the induction workshop to observant dance teachers in coping with difficulties in teaching, and to reinforce their professional commitment and satisfaction has not yet been studied.

In the process of supporting and cultivating the beginning teacher, workshop

counselors use, among other methods, the reflection methodology, which allows for self-observation at the educational situation as a way of reaching a deeper understanding to considering future courses of action (J.Dewey, L.Tembriotti). In addition, in studies concerned with advanced studies of teachers it was found that collaborative reflection, taking place with the counseling of an expert and with the participation of peers, enhances the teacher's analytical ability (N.May, R.Reingold, G.Grissero, T.Levi, A.Leijen, K.Valtna, M.Pedaste). However, the contribution of the methodology of collaborative reflection as part of the induction workshops for beginning teachers, to their coping with difficulties in teaching and to reinforcing their professional commitment and satisfaction, has not yet been studied.

We must mention that the problem of professional commitment and satisfaction of teachers, including dance teachers, has not yet been researched at a larger scale. We can find description of some aspects related to this issue and to motivations for the teaching career in the works of V.Ch. Cojocaru [16, 17], Vl.Gutu [31, 32], O.Dandara [20, 21, 22], V.Goras-Postica [27, 28, 29], N.Silistraru [59] as well as dance career in Z.Guțu [33, 34], V.Acciu [1], E.Coroliova's [18] works.

In conclusion, despite the extensive professional literature on studies concerned with the professional commitment and satisfaction of teachers, in Israel and around the world, as well as in the research fields concerned with the choice of the teaching profession, the significance of dance instruction to pupils, the characteristics of the national-religious community in Israel and ways of supporting and cultivating the beginning teacher, no multi-dimensional study has been conducted examining the perceptions of observant dance teachers on social, cultural and pedagogical aspects, and the connections between these and professional commitment and satisfaction.

**The problem of the research** consists in the establishment and valorification of the psychological, pedagogical and sociocultural conditions for developing professional commitment and satisfaction of dance teachers in Israel through the implementation of a model focused on the interconnection of the sociocultural and educational dimensions, as well as on the principles of universality and uniqueness of the professional commitment and satisfaction phenomenon, thus ensuring the a diminishing of the disparity between the existing level and the expected level of professional commitment and satisfaction of dance teachers.

**The goal of the research** Identification and valorification of the psychopedagogical and social-cultural conditions for developing the professional commitment and satisfaction of dance teachers In Israel.

**The objectives of the research:**

1. Analysis of theoretical approaches to the professional commitment and satisfaction of dance teachers.
2. Analysis of sociocultural and educational aspects as predictors for the professional commitment and satisfaction of dance teachers.
3. Identification of the pedagogical, psychological and sociocultural conditions for developing professional commitment and satisfaction.
4. Drafting of a sociocultural and pedagogical model for developing professional commitment and satisfaction of dance teachers.
5. Experimental validation of the sociocultural and pedagogical model for

developing professional commitment and satisfaction of dance teachers.

**Innovativeness and originality of the study:**

1. Identification and fundamenting of the the socio-cultural conditions for developing professional commitment and satisfaction of dance teachers: peculiarities and characteristics of the national religious community; the suport from the socialization agents; motivations for choosing the profession; the status of the pedagogical profession in the society.
2. Identification and valorification of the pedagogical conditions of developing professional commitment and satisfaction of dance teachers; pedagogical and methodological instruments of educational intervention, the potential and the status of the art of dance, predictors for professional commitment and satisfaction.
3. Designing a pedagogical and socio-cultural model of developing professional commitment and satisfaction of dance teachers structured on two interconnected dimensions-socio-cultural and educationa, based on a spectrum of components with specific status and functions.
4. Designing a methodology for developing professional commitment and satisfaction D.C.R.C. (Designated workshop, Collaborative Reflection, Counselor), based on three key-elements: designated workshop, collaborative reflection, and professional counselling.

**The problem posed for solving** lies in diminishing the disparity between the existing and the expected levels of professional commitment and satisfaction of dance teachers, as a result of the implementation of the sociocultural and pedagogical model, focused on the principle of uniqueness and universality of this phenomenon, applied by means of implementing a designated workshop using collaborative reflection, professional counselling and training for the career in the pedagogical profession.

**Theoretical significance of the research:**

1. Conceptualization of developing professional commitment and satisfaction of dance teachers:
  - career guidance from a triple perspective:extrinsic, intrinsic and altruistic;
  - promoting universality and uniqueness;
  - multiaspectual valorification of motivation for the teaching profession in the field of dance: the artistic and the aesthetic aspect, the social and cultural aspect, the educational and personal aspect;
  - establishing psychological and educational connections between the perception of professional commitment and satisfaction of dance teachers and problems related to dance instruction in educational institutions;
  - identification of socio-cultural and pedagogical conditions of professional commitment and satisfaction of dance teachers;
2. Theoretical modelling of developing professional commitment and satisfaction of dance teachers based on:
  - valorification of the socio-cultural and educational dimensions;
  - valorification of universality and uniqueness of the phenomenon of professional commitment and satisfaction;
  - valorification of the motivational, ecological and cognitive clusters;

3. Fundamenting a methodological scale of developing professional commitment and satisfaction of dance teachers by: implementing a designated workshop, by using collaborative reflection and professional counselling from the perspective of career guidance.
4. Defining the concept of predictors for professional commitment and satisfaction: the motivational group, the ecological group, the cognitive group.

**The value of the research:**

- Enriching the basis of knowledge and insights of educational policy makers in the religious general education, which will contribute to the discussion when examining the importance of integrating dance as a teaching subject at the schools.
- Cultivating the teacher population on the aspects of the study contributing to professional commitment and satisfaction, both in teaching institutes and as part of advanced studies conducted by the Ministry of Education.
- Adapting and improving training programs for teaching students at the higher education institutes in accordance with the findings of the study predicting professional commitment and satisfaction.
- Conducting induction workshops based on the D.C.R.C. (Designated workshop, Collaborative Reflection, Counselor) model, participated by inductee teachers from one discipline, using the collaborative reflection approach and counseled by an expert counselor from that discipline.
- Conducting a continued study to the current study and examining the degree of use made by the participants of collaborative reflection to improve their teaching.
- Conducting further research examining the contribution of the model to other disciplines.
- Conducting further study comparing the perceptions of non-observant dance teachers with the teacher population of the current study.

**Methodology of scientific research:**

- Theoretical methods: scientific documentation, comparative analysis, theoretical synthesis, analysis of institutional documents.
- Praxiologic methods: measurement tools – constructing a questionnaire based on theory and on interviews, adapting an existing questionnaire to the research population, interviews, pedagogical experiment, evaluation-accompanied educational-pedagogical intervention; construction of a model for an induction workshop based on empirical data.
- Statistical and mathematical methods of data analysis.
- Hermeneutical methods: interpretation of theoretical sources, of experimental findings and of reflective reports.

**Stages of the research:**

1. 2012-2013: the formulation of the problem of the investigation, scientific documentation in the field of professional commitment and satisfaction, and the outlining of the perspective of theoretical approach, the designing of the initial questionnaire.
2. 2013-2014: the validation of the data among diverse methodology experts on education and research. Validation in an additional research population, which

did not participate in the extensive study.

3. 2014: data work, analysis and synthesis of the data collected. Formulation of conclusions and recommendations.
4. During the school year of 2014-2015 an intervention plan took place in the framework of an induction workshop for observant dance teachers in an academic religious college of education. The participants were 12 novice s in their first year of teaching in the education system, who had trained as teachers in the dance department at this college. The workshop was led by an experienced pedagogical counselor.
5. Confirmation of research results involved discussions and analyses at the Faculty of Psychology and Sciences of Education at Moldova State University.

**The applied importance of the study:** the results of the research have been implemented in Orot Israel College of Education, in the framework of the dance department, and in particular in the induction workshops for novice teachers.

**Theses for defense:**

1. Professional commitment and satisfaction of dance teachers are determined by:
  - *Sociocultural conditions*: the specifics of the national-religious community; influence of the socialization agents; intrinsic, extrinsic and altruistic motivations; the status of the pedagogical profession in the society.
  - *Pedagogical and psychological conditions*: peculiarities of the perceptions of professional commitment and satisfaction of dance teachers; pedagogical tools for educational intervention; formative potential of the art of dance.
2. The sociocultural and pedagogical model for developing professional commitment and satisfaction of dance teachers is structured on a set of conceptual and methodological components which are interrelated:
  1.
    - Motivational cluster
    - Ecological cluster
    - Cognitive cluster
  2. Predictors for professional commitment and satisfaction: correlating the motivational, cognitive and ecological dimensions.
  3. Predispositions for professional commitment and satisfaction:
    - Pedagogical and psychological conditions
    - Sociocultural conditions
  4. Methodological dimension of developing professional commitment and satisfaction:
    - Designated workshop
    - Collaborative reflection
    - Professional counselling
3. Efficiency of developing professional commitment and satisfaction of teachers derives from the enhancement of the artistic and formative aspects of the art of dance: the interconnection of the emotional, the physical and the cognitive; developing kinesthetic abilities, as well as space, music and artistic abilities, multiple intelligences.



### **Approval and validation of research results:**

The implications and results of my work have been presented at two lectures at conferences: one in Israel, on July 2nd-4th, 2013, at the 6th International Conference on Teacher Education dedicated to "Changing Reality through Education", in a lecture, named "Look for Peace": Between Faith and the Art of Dance, and another lecture given in Vienna, Austria, at the International Conference on Culture and Cultural Policies, on April 24-25, 2014, in the lecture: "Dancing their Identity: Orthodox Women Shaping a new path in Education". Also, the results of my research have been validated in the following publications: A Connection of Upper and Lower Spheres: Perceptions and Positions of Observant Dance Teachers towards the Teaching of the Art of Dance to Pupils in Religious-General Education. In: Dance Now. No.26, 2014, p.80-91, To Grow and Develop as a Human Being: Perceptions and Positions of Dance Teachers Towards the Contribution of Dance Education to Pupils as Part of the Formal Curriculum at School. In: Studia, 2014, Vol.9, No.79, p.208-212, Choosing the Teaching Profession Among Dance Students. In: Studia, 2014, Vol.9, No.79, p.213-220, The contribution of the Intervention Plan in an Induction Workshop for Observant Dance Teachers to Increasing the Levels of Professional Commitment and Satisfaction In: Studia (2015), Dancing their Identity: Observant Female Dance Teachers Shaping a New Path in Education In: Israel Affairs (2015).

**Key-words:** dance, education, observant dance teachers, instruction, professional commitment and satisfaction, predictor, questionnaire, collaborative reflection, intervention plan model, induction workshop, novice teachers, pedagogical and psychological conditions, sociocultural conditions, motivation.

## **THESIS CONTENT**

In the **Introduction**, the main points for discussion are the actuality and the importance of the research topic in the title of the thesis, the level of approaching this issue both nationally and internationally, and a strict formulation of the general goal and objectives of the thesis. We also discuss the scientific novelty, the theoretical and practical value, and the main results of the research and the summary of the chapters of the thesis.

In **Chapter 1, Theoretical approaches of professional commitment and satisfaction presents: analytical framework** there are analyzed definitions given in the research literature for professional commitment and satisfaction, and their meaning with regards to the teaching profession as a whole, and the dance subject in particular. Studies presented in this chapter attest to the importance of examining employees' professional commitment and satisfaction, as these two factors contribute to the employee's degree of involvement and persistence at their workplace and in their profession, and thus influence their professional functioning, self-perception and personal wellbeing [45; 55].

The field of research examining the professional commitment and satisfaction of teachers has developed in recent years in light of the desire to reduce the levels of turnover and dropping out of this profession [14; 15; 30; 43; 46; 53]. As part of this trend, studies have developed around the world and in Israel, aimed at examining the motivations for choosing the teaching profession, with an awareness to the fact that the choice of a professional occupation is a meaningful process in the adult life of a person, influencing them psychologically, socially and economically [40; 46; 52].

Studies have shown that three groups of considerations guide a person when choosing the teaching profession – extrinsic considerations, related to the utilitarian rewards of the profession; intrinsic considerations, related to the work of teaching itself and to self-realization; and altruistic considerations, related to the ideological aspect of teaching, and especially to a desire to benefit the pupils [52]. The extrinsic consideration was found to have the lowest level of influence on the choice of teaching, while the intrinsic consideration and the altruistic one were found to have the most influence. It was also found that inasmuch as a person's needs and inclinations are more compatible with the teaching profession, so their professional commitment and satisfaction rise. Many researchers believe that teachers should be supported in searching for personal and professional self-realization, since the choice of the profession does not end upon entering the job, and depends much on the teacher's personal and professional wellbeing [4; 13; 43; 46, 48, 49].

The current study is focused on examining the professional commitment and satisfaction of dance teachers. Renowned researchers in this field, Brinson included [7] have identified six main elements that contribute to the development of students by their teachers: the aesthetic-artistic aspect, the cultural aspect, the socio-personal aspect, physical development aspect, aspect of developing theoretical studies, pre-professional aspect. This research promotes the idea that the uniqueness of dance as a discipline resides in developing the student from the perspective of three dimensions - the physical, the emotional, and the cognitive. Teaching dance to students offers them the possibility of discovering their body as a means of expressing and forming ideas in a multidimensional thinking [7; 35; 47; 49; 51].

Moreover, Gardner's theory, claiming that human intelligence is made up of a combination of a variety of intelligences reinforcing one another as connected vessels, sheds light on the obligation of education to enable each pupils to discover their diverse strengths and skills, beyond the development of their linguistic and mathematical skills.

**Chapter 2, Methodological approaches for the development of professional commitment and satisfaction of dance teachers**, are analyzed the social-cultural conditions influencing the professional commitment and satisfaction of teachers, and especially the public image of the teaching profession in our times. There is a significant gap between the importance of the teaching profession, and between the status of the teacher and the attractiveness of the profession in the labor market. The decrease in the status of the teaching profession over the last few decades in Western countries, Israel included, began at the same time as the increase in the extent of employment of women-teachers, which was accompanied by an overload of work, an erosion in salaries and in working conditions. All of these lead to the decrease in the status of the teacher and in the teachers' image of themselves, to an erosion in commitment and a tendency of low professional commitment, which finds expression in an examination of alternative occupation options, as well as in a trend of early retirement. Moreover, a difficulty forms in recruiting new teachers, and there is a significant phenomenon of drop-out of new teachers over the first five years of their employment [6; 43].

Then the chapter refers to the social-cultural conditions influencing the professional commitment and satisfaction of observant dance teachers, and to conditions related to the population to which they belong, the national-religious community in Israel.

This community constitutes of about one-fifth of the adult Jewish population in Israel, and is characterized by a desire to integrate into modern Israeli society, on the one hand, while maintaining its unique cultural and religious characteristics on the other hand. In light of the increase in its social and political power and its influence on the character of Israeli society and on power relations within it, in recent years this group has become a subject of discussion and research, out of a desire to understand it better. The current study is part of this trend in the academic world in Israel, and focuses on pedagogical aspects related to this population.

The religious general education system in Israel demonstrates the partial integration of this community into Israeli society, both organizationally and ideologically. The religious general education is part of the national education system due to the fact that in Israel religion is not separated from the State, but it serves its population in separate schools and with a partially different curriculum than that of the general population. This educational framework, based on the combination of holy studies and general studies, was formed in order to enable the integration of a religious way of life with modern Western culture, without requiring secularization on the one hand, or causing seclusion from modernity, on the other hand [19].

Another social-cultural aspect arising from studies about this population is the attitude to the teaching profession in general, and to teachers in particular. As a traditional and religious society, teaching in the national-religious community is perceived as a valued and important profession, since in Jewish tradition the teacher is a role model and source of authority and knowledge [44]. However, with the integration of this population into Israeli society, norms characteristic of the secular society trickle in, amongst which are the rise in attractiveness of the liberal professions in the economy and a diminishing in the prestige of traditional professions [37].

Further in the chapter, in order to clarify the pedagogical conditions influencing the professional commitment and satisfaction of dance teachers, the issue of the status of the art subjects, and amongst them of the art of dance, is examined, along with its psychological and pedagogical significance to the education system in general, and to the religious general education in particular. The policy of the Israeli Ministry of Education in the last decade is based on the positivistic perception common in the West, which leads to the creation of a hierarchy in which the natural sciences are at the top as core subjects, while the arts are marginalized as enrichment subjects, despite their importance in developing the pupil's cognitions [26, 47]. This hierarchy is characteristic of both the national and religious general education systems, and influences the integration of the dance subject into the schools.

The marginality of the arts subjects in the national education system is only part of the gamut of complex pedagogical conditions involved in the integration of the arts in the curriculum of religious general education. The ideological perception guiding the integration of the art subjects in the religious general education is based on the teachings of HaRaAYaH Kook, one of the leaders of religious Zionism, who was active in the first half of the 20<sup>th</sup> century. Unlike the modern secular perception, in which a work of art is an instrument of expression of the creating artist, free of any authority, as part of his worldview Rabbi Kook encouraged the study of art and engagement in it while observing the boundaries of the Halacha and as a means for attaining a higher spiritual goal. The

Rabbi's innovative approach echoes the words of researchers, who had dealt with the spiritual core of a person as an intellectual, aesthetic, religious or other super-existence, attesting to the importance of the spiritual connection to the qualitative existence of Man. We may see in these perceptions the idea, also found at the basis of education to the arts as presented in the first chapter of this research, claiming that the arts are an instrument for realizing human potential, since in the arts lies a power that carries those engaging in them beyond the physical reality, giving them existential meaning.

However, the subject of the art of dance is unique in the educational challenge it posits to religious general education, due to the issue of chastity, which demands sensitivity to the balance between body and soul in the path of the Torah, and especially with an art form in which the human body is the main instrument of expression. The observant dance teachers are required to repeatedly reexamine the boundaries of artistic activity in the spirit of the Halacha, in light of the fear from emphasizing the external aspect of the creation. In their pedagogical work, these teachers deal with dilemmas arising from the field, such as finding ways to express an inner world through movement while maintaining chastity [47, 51].

In light of the examination of the social-cultural and pedagogical conditions influencing the commitment and satisfaction of the population of the current study, and in an attempt to deal with the phenomenon of increased dropout of new teachers from the system, the final section of this chapter reviewed the difficulties of the novice teacher upon entering the profession, and the means that exist for reinforcing their integration into teaching and the education system. According to Vonk [65], the novice teacher experiences difficulties on the professional dimension, meaning in relation to the theoretical and practical knowledge of the subject they teach; on the personal dimension, meaning regarding their self-perception as a teacher vis-à-vis occurrences inside the classroom and outside; and on the ecological dimension, meaning in acclimatizing to the organizational, social and systemic environment of the school and of the education system in general. The difficulties experienced by the teacher on these dimensions lead sometimes to a sense of shock from the school reality, a feeling found to be the main predictor of frustration and discontent in teaching, which may cause dropping out of the profession [48, 56; 66].

An awareness of the difficulties of the novice teacher and the desire to alleviate the process of socialization into the profession have led to the development of programs for support of the teacher during their induction year. In Israel, the support of the novice teacher is carried out through personal tutoring and an induction workshop which is a precondition for receiving a teaching license [25; 50, 61].

The importance of the induction workshop in building the wellbeing of the novice teacher, according to the studies presented in this chapter, stems from it being a natural continuance of the process of training for teaching, and from the connections made in it between existing knowledge and experiences in the field. The induction workshops, taking place mostly in the novice teacher's alma mater, are divided into mixed workshops for teachers from different disciplines, and designated workshops for teachers from a certain discipline. In a study that compared the positions of participants in mixed workshops with those participating in designated ones, it was found that teachers in the designated workshops reported a greater contribution of the workshop to the induction

process, to dealing with pupils, to forging a professional identity, to reinforcing self-confidence and to improving pedagogical skills [5, 50]. Research findings indicate that the designated workshops were perceived as having a greater contribution to the process of absorption into the education system, and created greater satisfaction as to professional development. From these findings researchers have concluded that the workshops should be focused on the practical aspects of the discipline, arising from the field [5].

A central tool used by counselors of the induction workshops in the process of supporting and cultivating the novice teacher was reflection. Reflection is an act of deliberate thinking by a person about their actions, intended to improve and promote those actions in the future. A reflective ability is perceived as vital to professional and pedagogical development. Through it, the teacher conducts a self-observation of the educational situation they experienced and that caused them to feel doubtful or discontent. This, in a desire to obtain a more profound personal understanding and to improve their considerations, creates openness to new ways of looking at things and an awareness of alternative options for action [24; 62].

Schön [57] distinguishes between two types of reflection – in-action reflection, which characterizes the expert teacher, who examines and decrypts teaching situations as they form in class and makes decisions to solve the problems in real time, and even tries other solutions when the result fails to meet their expectations; on-action reflection, a cognitive activity taking place after the teaching experience in class and requiring the teacher to objectively observe themselves, their actions and thoughts in order to examine future possibilities for coping and solving.

The research has shown that reflection in induction workshop demonstrates to the participants that their coping with difficulties acclimatizing to the education system are common to all new teachers. Moreover, a reflective process together with peers, also called collaborative reflection, enhances self-analysis abilities [50].

The collaborative reflection approach is an inseparable part of the idea of the professional knowledge circle, devised by education philosopher Paulo Freire. The learning stages in the knowledge circle are – 1. The stage of producing the knowledge, which includes problems from the educational field; 2. The stage of awareness to the knowledge being formed through a critical group dialogue. According to Freire, a teacher learning in a dialogical method trains themselves to think and act in a communicative and democratic manner [45]. The study by May and her colleagues [45] presents a model for an intervention plan as part of an advanced study for special education teachers built on the two learning stages in the circle of knowledge. The objective of the researchers in constructing the plan was "to expand the awareness of the participants as to their professional knowledge, thus improving teaching processes. This means applying Paulo Freire's theory as to teachers' ability to create collaborative practical and theoretical knowledge in 'knowledge creation circles' through dialogue, in a collaborative reflective processes after teaching hours" [45, p.42]. In light of the change that took place in the approach of the participants in the workshop, in the conclusions of the study these researchers propose using the model they constructed in workshops, with an emphasis on a target audience of novice teachers [45, p.54].

An analysis of the social-cultural and pedagogical conditions influencing the professional commitment and satisfaction of dance teachers in particular, and the need to

look after the wellbeing of teachers in the education system in general, raise the need for an empirical study that will focus on an examination of the connections between the perceptions of these teachers on teaching-related aspects, and between their professional commitment and satisfaction. This study is one of many conducted in recent decades around the world in the field of teaching, focusing on the perceptions of teachers, which are among the factors influencing their professional functioning, their persistence in the profession and their professional commitment and satisfaction. This, in light of the assumption that an in-depth examination of these positions could contribute to the development of programs intended to cultivate teachers, provide them with personal wellbeing at work, and help to preserve them over time in the education system [14; 30; 54; 63].

In **Chapter 3, Experimental validation of the psycho-pedagogical and socio-cultural model for developing professional commitment and satisfaction of dance teachers**, we diagnose the level of professional commitment and satisfaction of dance teachers and validate the pedagogical model of developing professional commitment and satisfaction of dance teachers experimentally. The first section of the chapter presents the procedure used to construct the research tool for examining perceptions on the aspects related to teaching, in order to identify the preconditions for professional commitment and satisfaction. The subjects of the questionnaire were presented on a 6-point Likert scale. So, for instance, the variable of professional commitment was measured by five statements. The study participants were asked to state their agreement with the statements examining the degree of the teacher's connection to her workplace, and the degree of her intention to continue working there, from 1 – not at all, to 6 – to a very large degree. Example statements – "If I had to decide anew whether or not to be a dance teacher, I would make the same decision"; "I see myself as a dance teacher five years from now". The analysis of the questionnaire indicated good reliability of the subjects tested, and it served as an operational definition for the research question.

The chapter then proceeds with an analysis of the connections between the aspects that arose in the study, and the professional commitment and satisfaction of the study participants. The findings were presented in three clusters: 1) *Motivational cluster* – referring to teachers' perceptions regarding aspects that influence their attachment to the teaching profession; 2) *Ecological cluster* – referring to teachers' perceptions regarding the teaching environment; 3) *Cognitive cluster* – referring to teachers' perceptions regarding the significance of dance in the spirit of the Halacha and the contribution of dance to pupils' development.

**The findings of the study indicate the following:**

The *motivational cluster* – it was found that the *intrinsic motivation*, which is a universal motivation for choosing teaching, is made up of two complementary aspects: one, referring to the self, *intrinsic-towards-myself*, related to a joy from working in the discipline; the other, *intrinsic-educational*, referring to the environment and related to the teachers' desire to integrate dance as an artistic-religious tool into an education system consistent with their religious world view.

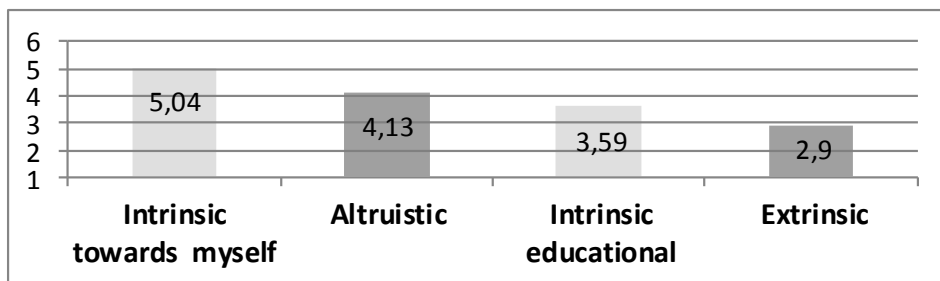


Fig.1. Means of perception of the various motivations for choosing dance instruction

It was found that the correlations between professional commitment and satisfaction and between the *intrinsic-towards-myself* aspect were high, whereas the correlations to the *intrinsic-educational* aspect were of medium strength.

Another unique finding in this cluster is the inclusion of the religious authority among the agents from the primary group, which usually includes only friends and family members, and is related to the social-emotional world of the teachers. It may be assumed that these women wish to receive legitimation from their Rabbi to the combination they are creating between tradition and modernity in their lives [19].

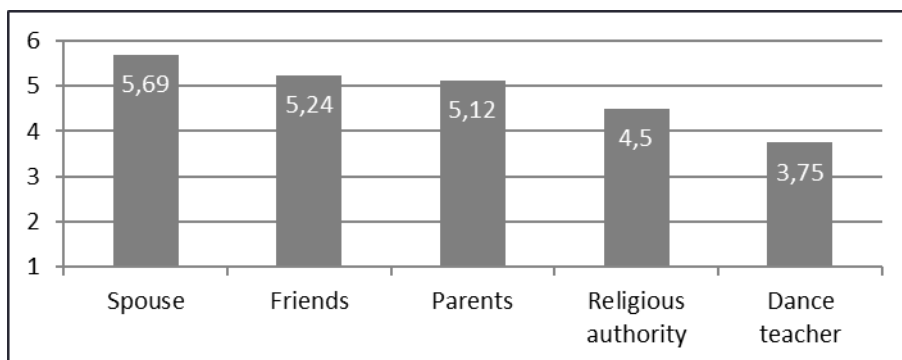


Fig.2. Means of perception of the support of the socialization agents

The *ecological cluster* – a unique finding arose on the aspect of *teacher-dance instruction interrelations*, which is made up of two facets: one is *teacher-dance instruction*, referring to self-realization through the teaching discipline – dance; the other aspect, unique to this population - *teacher-dance instruction in the spirit of the Halacha* – refers to the coping by these teachers with educational and ideological dilemmas arising from teaching dance to observant pupils. This stems from their being pioneers in the instruction of dance in the religious general education and partners to the shaping of the way the field is taught [2].

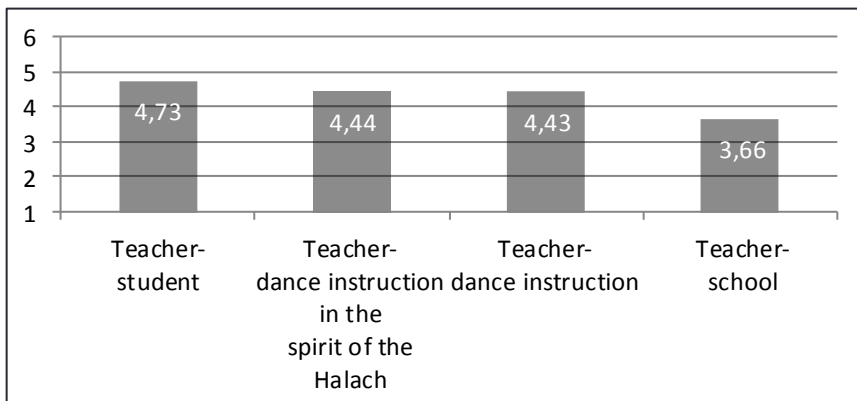


Fig.3. Means of perception of interrelations in teaching

It was found that the correlations between professional commitment and satisfaction and the aspect of teacher-dance instruction were very high, whereas the correlations to the aspect of teacher-art in the spirit of the Halacha were of medium strength.

The ***cognitive cluster*** – a unique finding arose on the aspect of *contribution to artistic education*, which is made up of two facets: one is *contribution to aesthetic-artistic education* and refers to the development of *personal expression and creativity* in the pupil; and the other is *contribution to religious-artistic education*, referring to their perception that the talents of the pupils should be cultivated through the arts as a way of religious empowerment [2].

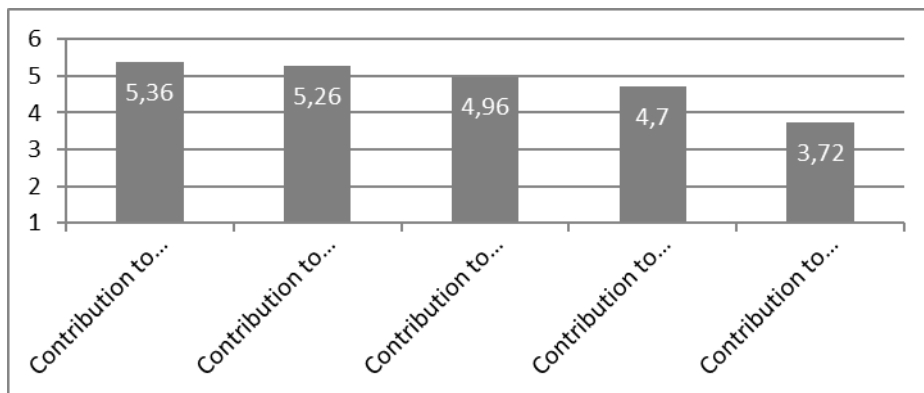


Fig.4. Means of the perception of the contribution of dance lessons to the students

It was found that the correlation between professional satisfaction and the aspect of *contribution to religious-artistic education* was of medium strength, whereas correlation to the aspect of *contribution to aesthetic-artistic education* was of medium-



low strength. On both aspects, correlations to commitment were found to be of medium-low strength.

In conclusion, unique aspects were found reflecting the religious-professional identity of the research population. It was found that correlations between professional commitment and satisfaction and between the aspects referring to the religious-professional identity (the *intrinsic-educational* motivation for choosing teaching and *dance instruction in the spirit of the Halacha*) were of a lower strength than the parallel aspects in the research related to the professional identity (the *intrinsic motivation* for choosing teaching and the *teacher-dance instruction* interrelations). It may be assumed that the connection of the teachers to the discipline they teach is what determines their professional commitment and satisfaction. However, the correlation between professional satisfaction and the aspect relating to the religious profession identity (contribution of the dance lessons to *religious-artistic education*) was of a higher strength than the parallel aspect related to the professional identity (contribution to *aesthetic-artistic education*). It may be assumed that the teachers' sense of vocation to strengthen through dance the religious values of the pupils reinforces their professional satisfaction.

Another aspect of this research examined what were the predictors for commitment and satisfaction among observant dance teachers. Multiple regression analyses produced predictors that may be classified into three groups: 1. Predictors of commitment and satisfaction; 2. Predictors of commitment alone; and 3. Predictors of satisfaction alone. This finding is in concordance with previous studies that found a distinction between predictors of commitment and those of satisfaction.

1. *The predictors of commitment and satisfaction:*

- Intrinsic-towards myself motivation; teacher-dance instruction interrelations; and sense of capability in teaching; these three predictors relate to the perception of teaching as a professional field that enables continued personal growth and development in the teacher's specific discipline. This finding is in concordance with previous studies, which indicated that a sense of self-realization and success in the job contribute to teachers' professional commitment and satisfaction [40, 53].
- Aspect of support of socialization agents – attests to the importance of backup by the close circle to the choice of the teaching profession, and is in concordance with previous studies [40].

2. *The predictors of commitment:*

- Teacher-pupil interrelations – this finding concords with other studies, which have found that a good dialogue with pupils is important to many teachers, since it makes them feel that their hard work is valued, and hence it is significant to their sense of realization and commitment [30; 46].
- Contribution of dance lessons to personal and social education – it may be assumed that this aspect predicts commitment among this population since these teachers identify with the perception of the religious general education, the education system in which they are active, which views the instruction of the discipline as a means for imparting personal, social and religious values, no less than for imparting knowledge [19].
- Sense of clarity as to the expectations of the superiors – this finding concords

with studies that have found that institutional support of a person on the professional aspect is a vital contributing factor in preserving their commitment to teaching [23].

### 3. *The predictors of satisfaction:*

The altruistic motivation for choosing teaching and the contribution of dance lessons to artistic and religious education – the two findings relating to a sense of vocation and as a service with a high moral value and connected to the altruistic aspect of teaching. This finding concords with findings of previous studies, which have found that the educational goals and moral values of teachers motivate them in their work and are closely tied to satisfaction from the realization of their work values [15]. Specifically, the importance of religious education as a factor predicting satisfaction with teaching among these teachers consists with the ideology of the religious general education, in which education to religious values is an inseparable part of the teacher's educational goals [2; 44].

The informal factor for integrating dance – this aspect, related to the connection with the pupils' parents, has a negative connection to satisfaction. The finding consists with studies in which it was found that interrelations with the environment can have a promoting or hindering influence on the professional satisfaction of teachers [30].

Moreover, the findings of our research show that the statistic correlation of the ecological cluster is on the highest level, and specifically the interrelations between the teachers and their discipline – the art of dance – are the strongest predictor of both commitment and satisfaction. This finding can be explained by the fact that the teachers' deep connection with the subject they teach, which is related to their unique choice of teaching a new and less familiar artistic field in religious education, is what mostly determines their professional commitment and satisfaction. The words of A., expressing the significance of dance in her life, are an indication of this deep-felt connection: "the world of dance and the ability to express myself through it captivated me. Emotionally I am much more moved by the language of movement. I am sometimes amazed by how much movement comes from deep places in the soul and can clarify me and make me precise. It has a different richness than the verbal language. I feel that the creation grows me, expands my boundaries, enables me to know more of who I am, and from here it became a truly existential need."

The openness of the national-religious public to modernity, which has led, among other things, to the opening of the dance instruction department at a religious academic college, enabled these women to study the discipline close to their heart and to acquire tools for engaging in it professionally. As a result of this, graduates of the department serving as dance teachers in the religious general education have legitimation to continue and develop in the art of dance throughout their career, something that was not possible up to 15 years ago. This cultural revolution provides these teachers not only with occupation but also with a possibility of artistic self-realization.

Based on the conceptual landmarks of developing professional commitment and satisfaction of dance teachers, of the psychological and pedagogical and socio-cultural conditions, as well as based on the establishment of the level of professional commitment and satisfaction of these dance teachers, presented in the motivational, ecological and cognitive clusters, there has been designed a pedagogical model of developing

professional commitment and satisfaction of dance teachers. The model is based on a spectrum of interconnected components with specific statuses and functions regarding developing professional commitment and satisfaction of dance teachers.

The components and the pedagogical model are presented in the following figures:

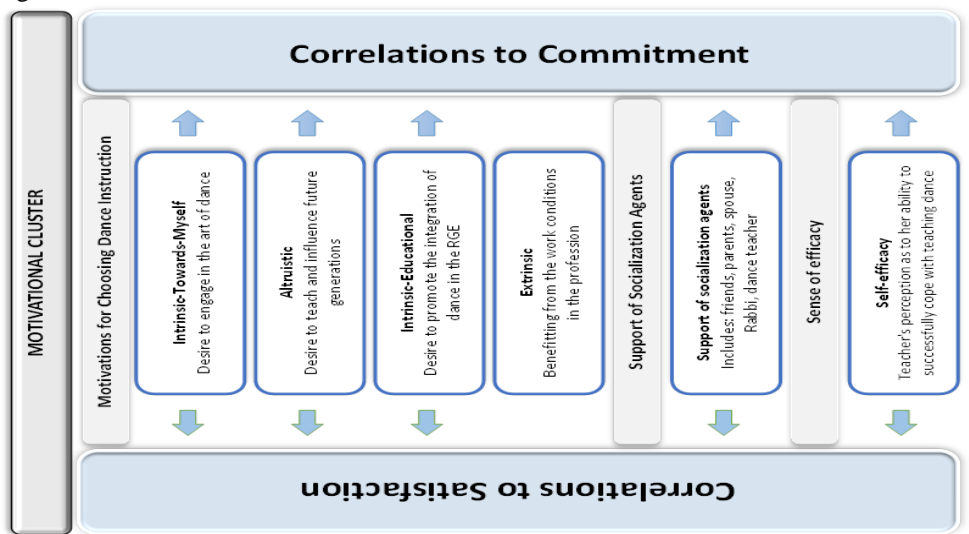


Fig.5. Component 1. *Correlations between the Perceptions of the Participants in the Aspects Examined in the Motivational Cluster, and Commitment and Satisfaction*

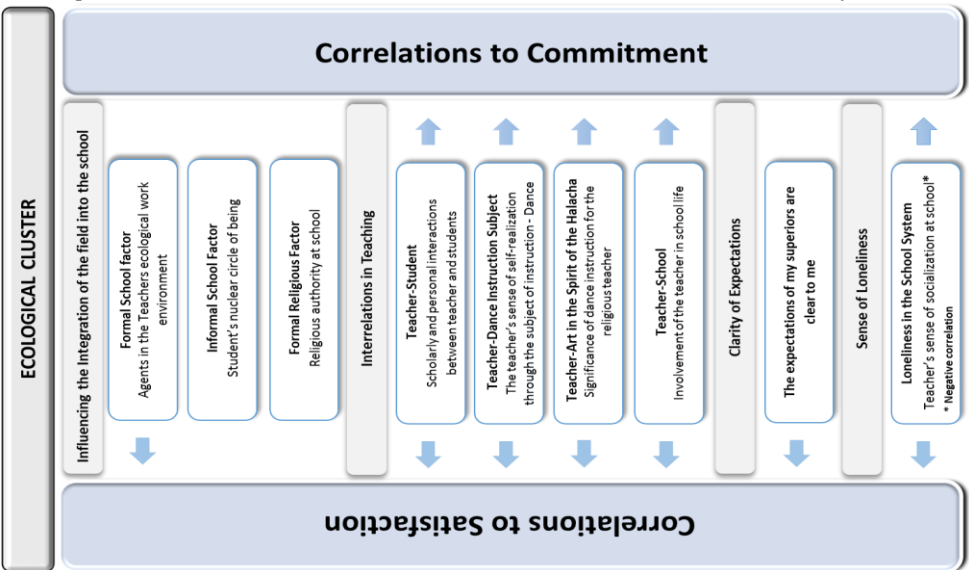


Fig.6. Component 2. *Correlations between the Perceptions of the Participants in the Aspects Examined in the Ecological Cluster, and Commitment and Satisfaction*

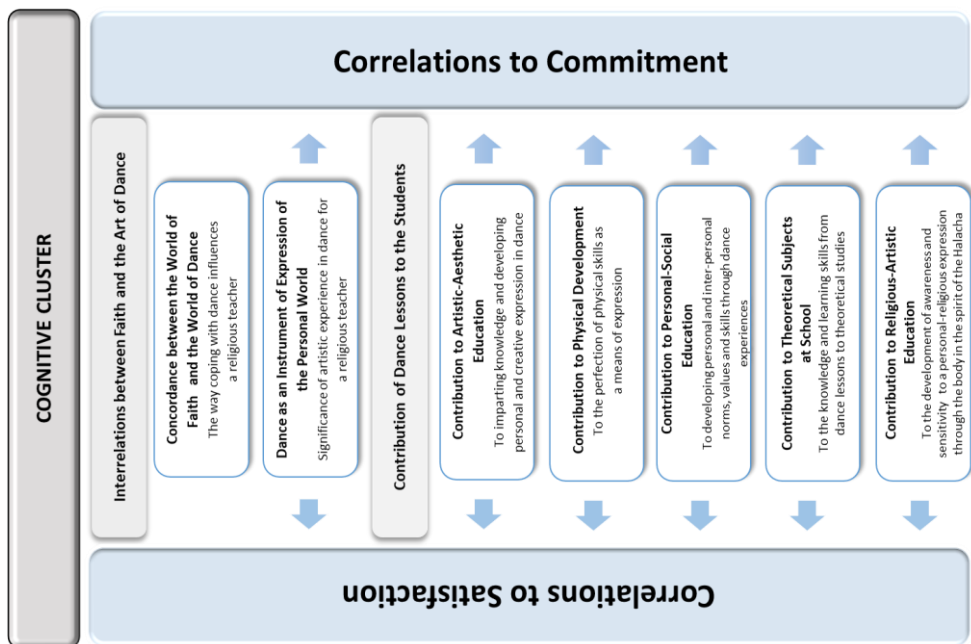


Fig.7. Component 3. *Correlations between the Perceptions of the Participants in the Aspects Examined in the Cognitive Cluster, and Commitment and Satisfaction*

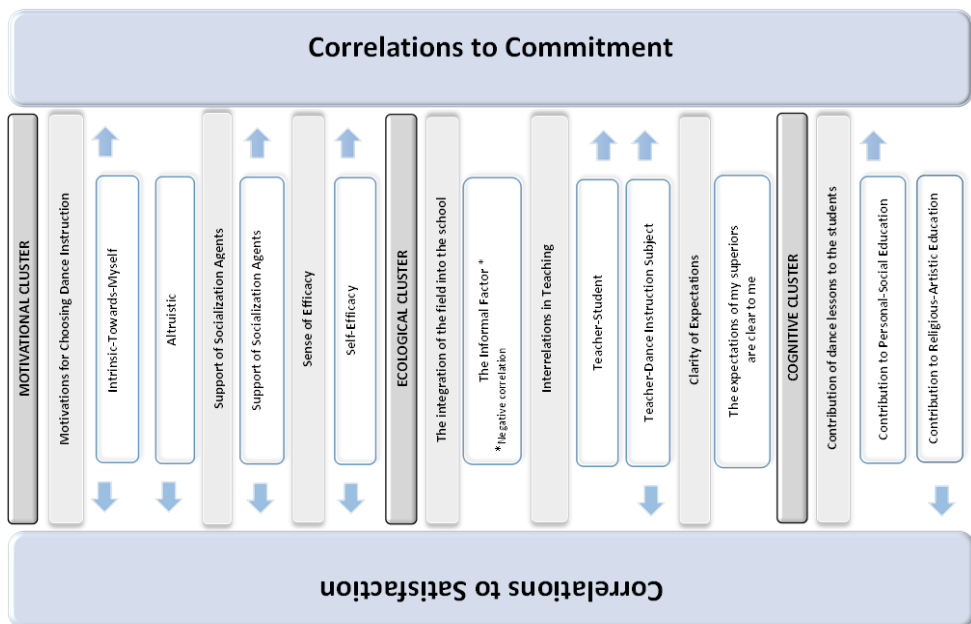


Fig.8. Component 4. *Predictors of Commitment and Satisfaction*

## Pedagogical Socio-Cultural Model for Predispositional conditions for Professional Commitment and Satisfaction of Dance Teachers

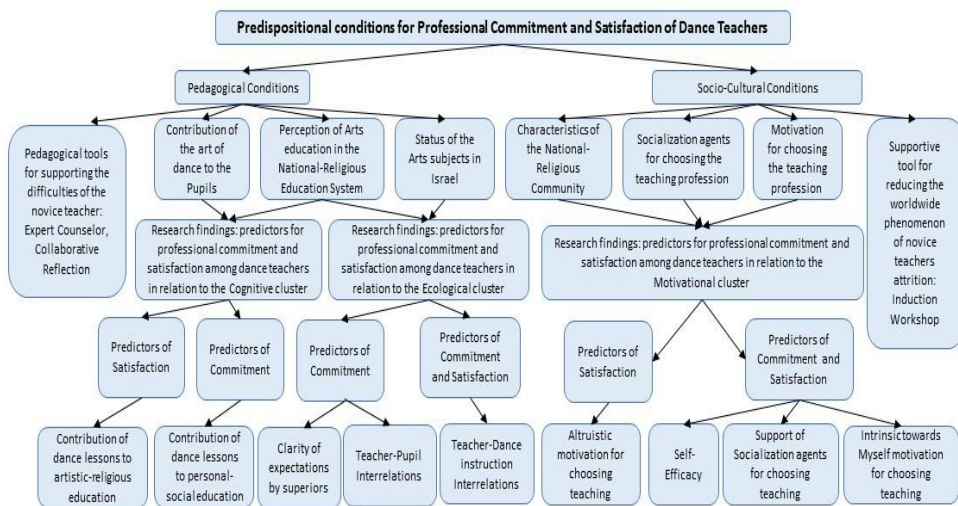


Fig.9. Component 5. *Psycho-pedagogical and sociocultural approach for professional commitment and satisfaction of dance teachers*

Following the identification of preconditions for the professional commitment and satisfaction of the research participants, which were significantly reinforced in the findings of the predictions, an intervention plan was constructed for novice observant dance teachers in the framework of an induction workshop. The objective of the plan was to support the socialization process of the novice teachers, and more specifically – to support their coping with the difficulties they experience during their first year of teaching, and to empower their commitment and satisfaction. This, in light of studies that have found that the difficulties teachers experience in their first steps as teachers diminish their commitment to teaching and satisfaction therewith, and influence their persistence in the profession [56; 64; 66].



Fig.10. Component 6. *Methodological approach for for developing professional commitment and satisfaction of dance teachers*

The uniqueness of the intervention plan, that was constructed specifically for the induction workshop is in creating the D.C.R.C. (Designated workshop, Collaborative Reflection, Counselor) model which combines three pedagogical strategies, each of which is research based: 1) Designated workshop – for teaching inductees from one discipline; 2) Using the collaborative reflection as a method for dealing with difficulties and for increasing their professional commitment and satisfaction; 3) Professional counseling– an expert counselor in the field of pedagogy and in the discipline [57; 58; 61].



Fig.11. COMPONENT 7. *Operational approach for developing professional commitment and satisfaction of dance teachers*

Thus, the sociocultural and pedagogical model for developing professional commitment and satisfaction of dance teachers represents a theoretical and methodological construct, comprised of six interrelated components, graphically represented as follows: (Figure 12).

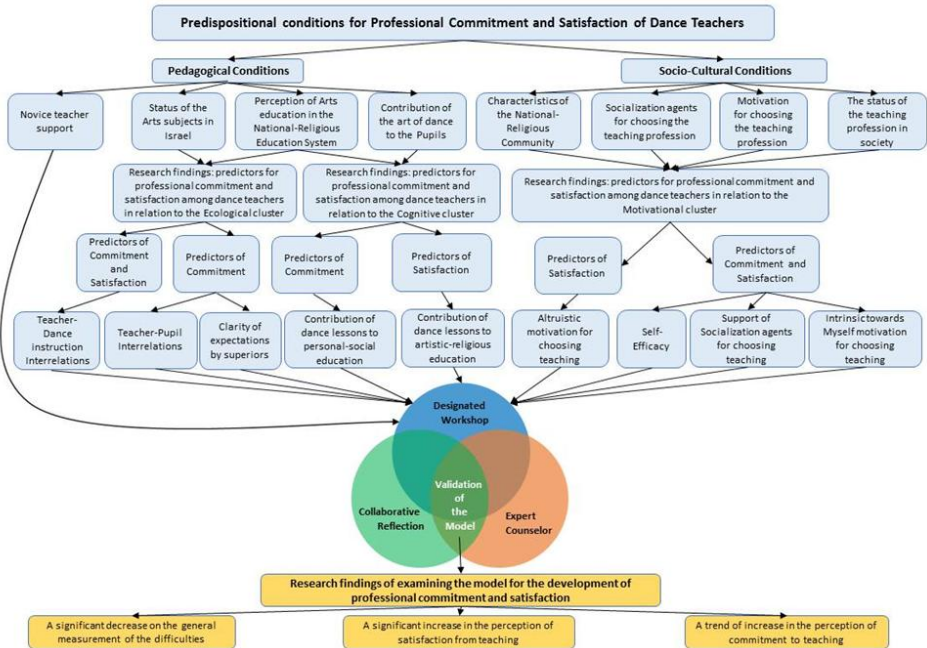


Fig.12. Psycho-Pedagogical and Socio-Cultural Model for Developing Professional Commitment and Satisfaction of Dance Teachers

This model has been experimentally validated through the realization of the methodological dimension focused on combining three approaches: a designated workshop, professional counselling and collaborative reflection. The sociocultural, pedagogical and psychological conditions have served as predispositions for the implementation of this methodology. The pedagogical experiment has been coordinated by us, as well as professional counsellors in this process.

The quantitative and qualitative findings of the study reinforce the manner in which the workshop was conducted. The workshop counselor and the peers in it were perceived by the participants as the most important agent of support from its beginning, a perception that reached the ceiling effect and did not change throughout the year. This finding validates the importance of the workshop, which realizes its purpose of meeting the authentic needs arising from the field and providing assistance and support to the participants [5; 61].

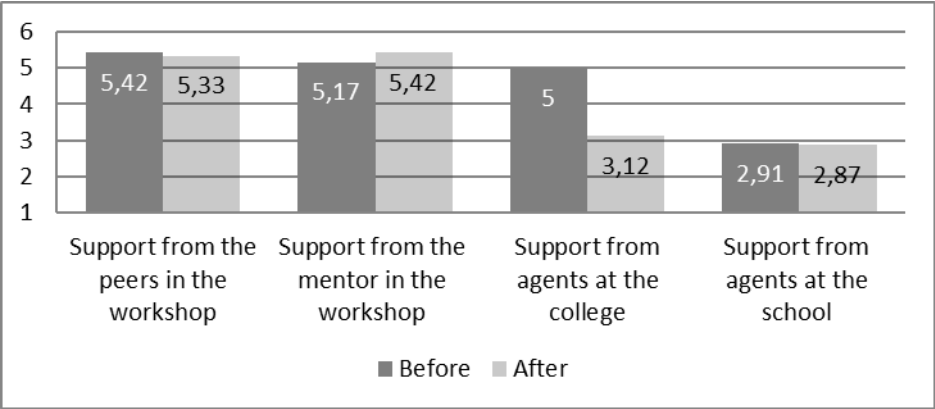


Fig.13. Means of the perception of support from the varius agents "before" and "after"

Teachers referred to the support of the workshop counselor and the peers in the open question as well, for instance.

**Perception of the support by the counselor in the *workshop*:** "Your counseling was significant to me, I felt you were present and involved, but you succeeded not to interfere and let us find solutions to the problems that arose". "For each of the girls you found the strong points and emphasized them to her, and yet also identified the points that needed strengthening, and those you cultivated in each of the girls with attention and a lot of trust". "The professional instruction in tips and the examples the workshop counselor provides from her life and experience help me understand that we are all human beings and we all experience difficulties, and even she – who is undoubtedly a very successful teacher! – experienced feelings of disappointment and of success. It strengthened me a lot."

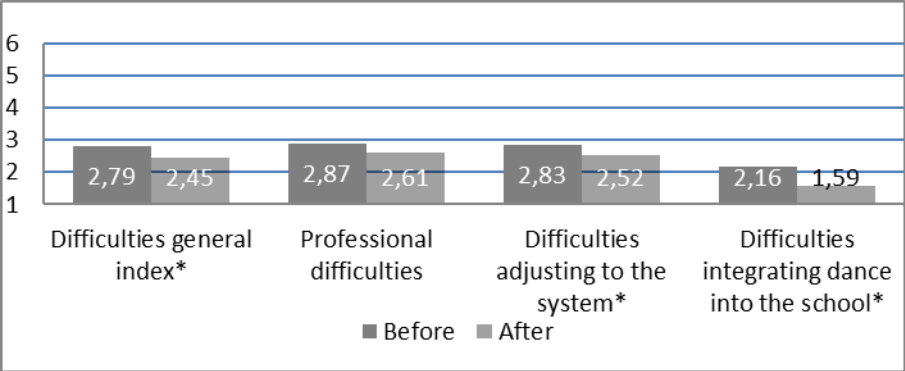
**Perception of the support by the peers in the *workshop*:** "The dialogue between everyone opened my outlook on the situation and the girls' advice provided me with various options for coping, which I couldn't do alone. The dialogue gives you more

directions of thought and support, it was really good for me to hear other girls and hear their problems, and how I could cope. It also gave me tools to cope with other problems I was dealing with in the field. When you are alone in the field you think you are the worst teacher there ever was, and only you have problems, and when there is a group dialogue, suddenly you have things to compare to, and to see reality at a larger scope, and not private and individual".

The qualitative findings indicate that the participants received the significant support from the workshop counselor, as she was an expert with great experience and seniority in the discipline and in pedagogy, as well as from the peers in the workshop, who were partners to the reflective process. Each of the participants influenced the analysis of the cases and was influenced by it, since the issues discussed were relevant to them, and the inquiry also served as a source for their professional development [58].

Further reinforcement to the manner in which the workshop was conducted arose from the quantitative measurement, which pointed to a significant decrease in the perception of difficulties on the general measurement, as well as on several of the specific measures – in the perception of the difficulty in integrating dance into the school and in adjusting to the school system. In the perception of the professional difficulties a tendency of decrease was found, but which did not achieve significance.

The importance of conducting designated workshops arises also from previous studies, which have found that workshops with differential foci meet the professional and immediate needs of teachers in the induction year more than general workshops [5].



\* Significant difference

Fig. 14. Means of the differences in the perception of difficulties between the beginning of the workshop and its conclusion

Teachers referred to the contribution of the workshop in the open question as well, for instance –

**To the perception of the contribution to the professional aspect:** "The workshop helped me look at cases of children with difficulties, understand them better and adopt a professional education-therapeutic instruction approach that will assist the child experiencing the difficulty and me as her teacher".

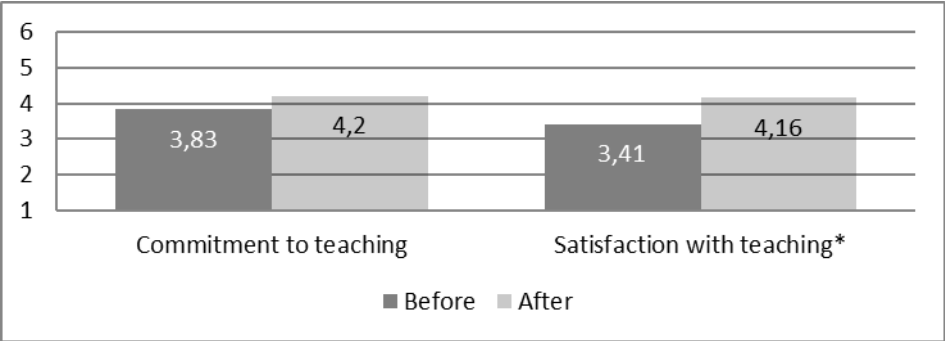
"The workshop gave me a sense of confidence that I was ok, and that everyone



deals with the same difficulties, a sort of support group to hear the difficulties and think together of possible solutions."

The findings regarding the participants' perception of professional commitment and satisfaction reflect a differential rise that occurred over the induction year. While satisfaction rose significantly, in commitment there was a non-significant tendency of rise. It may be assumed that the lack of significance is due to a commitment to teaching that is restricted to the short term, a distinction also found in previous studies [3].

Nevertheless, the significant rise in satisfaction makes room for optimism as to their future as teachers, in light of the fact that previous studies found the that level of satisfaction is an important measurement of a teacher's desire to continue in their position [39], and that the workshop is a meaningful factor in teachers' socialization into teaching [3].



\* Significant difference

Fig.15. Means of the perception of professional commitment and satisfaction "before" and "after"

Further reinforcement to the model arose from the reflective reports, which indicated that *the collaborative reflective process* in the workshop enabled the presenters of the case to disperse the feelings of stress, frustration and fear that emotionally blocked their ability to cope with the difficulty on their own. The group discourse in the workshop was not judgmental, the questions of the peers reflected a desire to understand the situation in-depth, and their proposals attested to their belief that the difficulties can be dealt with. Also, the controlled and structured course of the collaborative reflection helped the presenters perfect their ability to analyze and clarify the problem in order to change activity patterns in the field [45; 57; 58; 66].

In conclusion, the goals of the workshop were to support the novice teachers' coping with difficulties in teaching and to enhance their professional commitment and satisfaction, in order to alleviate their process of socialization into the education system. This, following studies that have found that a teacher's first year on the job is a significant year in their professional life, in which they deal with difficulties, experience a process of socialization into the profession, and transfer from the training framework into the professional framework [6; 66].

The quantitative findings indicate that most of the workshop's goals were achieved, and that most of the changes that occurred throughout the workshop are

statistically significant, despite the small number (12) of participants. The qualitative analysis clarifies the process the participants underwent through the collaborative reflection methodology, and sheds light on the findings of the quantitative research. Specifically, the D.C.R.C. (Designated workshop, Collaborative Reflection, Counselor) model for the intervention workshop combining three pedagogical approaches each of which is also research based: 1) *Designated workshop* – for inductees from one discipline; 2) Using the *collaborative reflection* as a method for dealing with difficulties contributed; 3) *Professional counseling* – an expert counselor in pedagogy and in the discipline; contributed, according to the research evidence, to the interpersonal support in dealing with the difficulties and to a decrease in their perception, to an increase in satisfaction and to a trend of increase in the professional commitment of the participants.

Thus, the socio-cultural and pedagogical model of developing professional commitment and satisfaction of dance teachers is a theoretical and methodological construct, which has been experimentally validated. The findings of the pedagogical experiment confirm the theoretical and praxiological value of this approach.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The conclusions of the research can be resumed in the following ideas:

1. Theoretical approaches of professional commitment and satisfaction of teachers prove that their professional commitment expresses a psychological connection or an identification of the person regarding three aspects: the teaching profession, the organizational structure where the person activates, the audience, or the students he/she works with. Moreover, it has been proved that teachers who possess a higher level for commitment have stronger psychological connections with one or more that these three aspects. Professional satisfaction represents a positive evaluation of a person regarding his profession and his workplace. This is a dynamic evaluation and can suffer changes at the workplace regarding different requirements. The level of professional satisfaction of the teachers also represents a predictive measure for the level of professional commitment in continuing teaching for teachers.
2. The identification and the argumentation of the socio-cultural conditions for developing professional commitment and satisfaction of dance teachers represented the sociocultural approach in drawing up the Model for developing professional commitment and satisfaction of these teachers
  - Existence of a major difference between the importance of the teaching profession and its attractivity on the job market.
  - The motivations for choosing the teaching profession are of three kinds : extrinsic motivations-which refer to the utilitarian aspects of the teaching profession ; intrinsic motivations, which refer to the teaching activity itself and to self-realization, and altruistic motivations, which refer to the value of teaching, especially to the desire to give something to the students. The prevailing motivations for those who choose teaching are the intrinsic and the altruistic ones.
  - The characteristics of the national-religious society in Israel, the community where these teachers belong to, promoters of the Halacha, but who are also

open towards modernity.

3. Identification and argumentation of the pedagogical conditions for developing professional commitment and satisfaction of dance teachers represented the pedagogical approach in drawing up the Model for developing their professional commitment and satisfaction:
  - Difficulties met in the process of adaptation of novice teachers to the new workplace due to the new requirements, personal and ecological problems, personal problems, as well as the lack of sufficient support.
  - The hierarchical structure of the pedagogical disciplines, fundamented on positive approaches, where the exact sciences are superior to the humanitarian ones.
  - General-Religious Education, an independent structure in the framework of the national educational system in Israel, which combines a religious way of life with western culture. Still, there are different challenges in integrating arts in GRE, and especially dance, due to the aspiration of teaching arts in the spirit of Halacha. The unique challenge of integrating dance in general religious education resides in the possibility of emedding body and soul, thus reflecting inner feelings, and meanwhile respecting jewish traditions and values, where the body must denote modesty, dignity and splendour.
4. Choreographic art contribution to the development of students in terms of three dimensions are emotional, physical and cognitive. Among others, choreography enhances kinesthetic, spatial, musical, interpersonal and intrapersonal intelligences, thus, consolidating them not only in arts but also in other disciplines.
5. The aspects which contributed to the development of professional commitment and satisfaction of the research group are both universal and unique.
  - *Universality* – the perceptions of the research population coincide with those of teachers in various countries and from various disciplines on issues related to teaching and to the motivations for choosing this profession. This regardless of their uniqueness - socially, culturally, and pedagogically. This means that despite the uniqueness of these teachers, it would seem that all of those choosing the teaching profession have universal characteristics that set them aside
  - *Uniqueness* – the uniqueness of the research population, both socio-culturally and pedagogically, is also reflected in the factors contributing to their professional satisfaction. It appears that deepening the religious values through dance has a positive link to satisfaction. This means that the teachers educate towards a unique dance culture that suits the values of the population to which they belong, and enables the development of a professional art of dance in the spirit of the Halacha. Moreover, there is a concordance between the educational goals of the religious general education for the instruction of the arts and between the perceptions of the dance teachers, which could reinforce the position of the subject of the art of dance in the religious general education.

6. The psycho-pedagogical and sociocultural model for developing professional commitment and satisfaction of dance teachers was drawn up for the purpose of developing these abilities to novice teachers. The model combines three empirically based methodological approaches: 1) *Designated workshop* – for inductee teachers from one discipline; 2) Using *collaborative reflection* as a method for dealing with difficulties; 3) *Professional counseling* – by a counselor with expertise in the field of pedagogy and in the discipline.
7. The statistical results reflect that the objectives of the research have been attained, thus validating the Psycho-pedagogical and sociocultural Model for developing professional commitment and satisfaction. Thus, we concluded:
  - A significant decrease in the general index of.
  - A significant increase in the perception of satisfaction from teaching.
  - A increase tendency of perceiving commitment in the teaching activity.

The quantitative analysis in the relationships between participants indicates that the implementation of the Psycho-pedagogical and sociocultural Model for developing professional commitment and satisfaction:

- Offered the opportunity to focusing on common problems.
- Consolidated those aspects which proved to be predictors for professional commitment and satisfaction amongst this population.
- Allowed for the solving of problems appearing in the field in an organized manner, using collaborative reflection.

Moreover, the quantitative measurements indicated that the counselor of the workshop and the peer participants were perceived by the participants as the most important support factor as early as the opening of the workshop, a perception that reached the ceiling effect and did not change along the year. Support of this was found in the qualitative findings that indicated that the counselor of the workshop provided emotional empowerment to the teachers and reinforced the participants' confidence in their ability to cope with the difficulties.

8. The scientific values produced as a result of the application of the Psycho-pedagogical and sociocultural Model for developing professional commitment and satisfaction of dance teachers develop the theory and theoretical and educational practice, and namely: career counselling from a triple perspective (extrinsic, intrinsic, and altruistic); multilateral valorification of motivation for the teaching profession; establishing connections between sociocultural and pedagogical conditions regarding professional commitment and satisfaction, characteristic also for other segments of dance teachers in Israel
9. Thus, in our research, there has been solved the problem regarding professional commitment and satisfaction of dance teachers and the expected level through the fundamenting and the application of the Psycho-pedagogical and sociocultural Model for developing professional commitment and satisfaction, based on the principles of universality and uniqueness, by organizing a scientific workshop, using collaborative reflection and career counselling in the teaching career.

## **Limitations and Recommendations:**

1. The current study examined inductees from one college and one discipline. This is one of the limitations of the study, and hence it is recommended that teachers from the same discipline and from other colleges be examined as well.
2. The number of the participants in the workshop is small, and they are all from the same discipline [12], which is the second limitation, and hence it is recommended that further research be conducted in other disciplines and on a larger number of students.
3. Another recommendation would be investigating for a longer period of time, thus analyzing the evolution of the studied phenomena diachronically.
4. To valorificate the subject of dance in the curriculum for all ages by the entities responsible for educational policies. Taking into account the results of the research, it is recommended that dance teachers perceive the subject of dance as instrument allowing students to develop a variety of intelligences: physical, personal and interpersonal.
5. The professional dimensions as part of institutional policies and strategies represent a set of values which can be promoted by the Ministry of Education.
6. To extend the practical experience at the first stage of teacher training and at following stages.
7. Organizing inductive workshops in the framework of the Psycho-pedagogical and sociocultural Model for developing professional commitment and satisfaction, with the participation of teachers from specific disciplines and by using the method of collaborative reflection guided by an expert counsellor from the field developed professional commitment and satisfaction more efficiently and improved the quality of teaching-learning dance.
8. To conduct further study into the contribution of the model to a decrease in the perception of difficulties and to reinforcing professional commitment and satisfaction.
9. To conduct further study in examining the level of using collaborative reflection for enhancing teaching qualities.
10. The analysis of dance teachers' perceptions from other sectors of Israeli population compared to our research population allowed for the identification of specific characteristics and predictors of professional commitment and satisfaction specific for other segments of teachers in Israel, as well.
11. The results of our research can be implemented not only at the level of pedagogical disciplines, but for other disciplines, taught in other countries, including the Republic of Moldova.

## BIBLIOGRAPHY

1. Acciu V. *Proiectarea curriculumului educației coregrafice a elevilor claselor primare*: Teză de doctor în pedagogie, 1998.
2. Adler S. *Creation and Art in the Religious-General School*. In: Circular of the Director of Religious Education: Art and Creation Sheet, 2007, vol.3-4, p.7-11 [In Hebrew].
3. Arends R.I, Rigazio-Digilio A.J. *Beginning Teacher Induction: Research and Examples of Contemporary Practices*. A Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (JUSTEC) (July 2000). <http://eric.ed.gov/?id=ED450074>
4. Arnon R., Frenkel P., Rubin I. *"Me? A Teacher?! Considerations Concerning the Choice of Teaching as a Profession*. In: Dapim: Journal for Studies and Research in Education, 2015, no.59, p.17-44 [In Hebrew].
5. Arviv Elyashiv R., Lederer D. *Induction Workshop: Mixed or Targeted?* In: Dapim: Journal for Studies and Research in Education, 2011, no.52, p.46-71 [In Hebrew].
6. Arviv Elyashiv R., Zimmerman V. *Which Teachers are Liable to Drop Out? Demographic, Occupational, and Institutional Characteristics of Teaching Drop-Outs*. In: Dapim: Journal for Studies and Research in Education. 2015, no.59, p.175-206 [In Hebrew].
7. Brinson P. *Dance as Education: Towards a National Dance Culture*. Qiryat Bialik: Ach, 1993 [In Hebrew].
8. Buraga (Nastaușeva) N. *Роль личностных ресурсов в поддержании увлеченности работой у педагогов*: Диссертация на соискание ученой степени доктора психологии, 2016.
9. Buraga N. *Personal resources and work engagement of teachers*. In: Proceedings the first international conference on development of education and psychological science in Eurasia. Vienna, 2015, p.41-46.
10. Buraga N. *Subjective vitality and optimism among work engaged teachers*. In: European Journal of Education and Applied Psychology. Vienna, 2016, no.2, p.70-72.
11. Callo T. *Configurații ale educației totale*. Chișinău: CEP USM, 2007. 116 p.
12. Callo T. *O pedagogie a integralității: teorie și practică*. Chișinău: CEP USM, 2007, 171 p.
13. Chan K. *In-Service Teachers' Motives and Commitment*. In: Hong Kong Teachers' Centre Journal, 2006, vol.5, p.112-128.
14. Chan K. *Teacher Professional Development: In-Service Teachers' Motives, Perceptions and Concerns about Teaching*. In: Hong Kong Teachers' Centre Journal. 2004, vol.3, p.56-71.
15. Choi P.L., Tang S.Y.F. *Satisfied and Dissatisfied Commitment: Teachers in Three Generations*. In: Australian Journal of Teacher Education. 2011, vol.36, no.7, p.45-75.
16. Cojocaru V.Gh. *Semnificațiile competenței și performanței în actualitate*. În: Probleme ale științelor socioumanistice și modernizării învățământului. Materialele Conferinței de totalizare a muncii științifice și științifico-didactice a

- corpului profesoral didactic al Universității Pedagogice de Stat „Ion Creangă” pentru anul 2012, vol.I. Chișinău: Centrul Editorial-Poligrafic al Universității Pedagogice de Stat „Ion Creangă”, 2013.
17. Cojocaru V.Gh., Cojocaru V., Postica A. *Diagnosticarea pedagogică din perspectiva calității educației*. Chișinău: Tipografia Centrală, 2011. 192 p.
  18. Coroliova El., Aga N. *Baletul moldovenesc: actori, roluri, spectacole*. Enciclopedie. Chișinău: Biblioteca Științifică Centrală, 2015. 303 p.
  19. Dagan M. *The Development of the General-Religious Education*. In: The Religious Zionist Education in the Test of Time and Age. 2006, Ministry of Defense and the Lifshitz College [In Hebrew].
  20. Dandara O. *Contextul sociocultural al evoluției conceptului de ghidare/proiectare a carierei*. În: Revista „Studia Universitatis Moldaviae”, Seria „Științe ale Educației”, Categoria C (Chișinău), 2012, nr.9(59), p.5-14.
  21. Dandara O. *Ghidarea și proiectarea carierei în contextul educației permanente*. Chișinău: CEP USM, 2012. 230 p.
  22. Dandara O. *Rolul mediului social și al particularităților individuale asupra opțiunii profesionale și evoluției în carieră*. În: Revista de teorie și practică educațională „Didactica PRO...” (Chișinău), 2013, nr.5-6, p.13-19.
  23. Day C., Elliot B., Kington A. *Reform, Standards and Teacher Identity: Challenges of Sustaining Commitment*. In: Teaching and Teacher Education, 2005, vol.21, p.563-577.
  24. Dewey J. *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Chicago, D.C.: Heath, 1934.
  25. Feiman-Nemser S. *Helping Novices to Teach*. In: Journal of Teacher Education, 2001, vol.52, no.1, p.17-30.
  26. Frugel S., Barhana-Lurand D., Levi-Keren M., Barkai S. *New Horizons or Darkened Horizons? On the Importance of Arts Education. A Position Paper*. Institute for Advanced Education, Seminar HaKibbutzim: Tel Aviv, 2012.
  27. Goraș-Postică V. *Un proiect inedit de profesionalizare în domeniul leadership-ului*. În: Didactica PRO, (Chișinău), 2012, nr.1(71), p.35-38.
  28. Goraș-Postică V. *Interculturalitatea ca dimensiune actuală a curriculumului pedagogic universitar*. În: Studia Universitatis, Seria „Științe ale Educației” (Chișinău), 2010, nr.5(35), p.30-36.
  29. Goraș-Postică V., Bezede R. *Leadership educațional. O provocare pentru dezvoltarea profesională a cadrelor didactice*. Chișinău: Centrul Educaționalak PRO DIDACTICA, 2011. 92 p.
  30. Gu Q. *The Role of Relational Resilience in Teachers’ Career-long Commitment and Effectiveness*. In: Teachers and Teaching: Theory and Practice, 2014, vol.20, no.5, p.502-529.
  31. Guțu Vl. *Modelul universitar de formare inițială a cadrelor didactice: repere conceptual diagnostice și prospective*, În: Studentul – viitor profesor față în față cu școala. Chișinău: Bons Offices, 2003.
  32. Guțu Vl. ș.a. *Pedagogie*. Chișinău: CEP USM, 2013. 506 p.
  33. Guțu Z. *Educație estetică și educație artistică: concept și metodologie*. Materialele Conferinței științifice internaționale „Învățământul universitar și

- piața muncii: conexiuni și perspective”, 21 noiembrie, 2014, USM. Chișinău: CEP USM, 2014, p.101-107.
34. Guțu Z. *Variatatea și structura metodică a lecției de dans popular scenic: abordare metodologică*. În: Revista „Studia Universitatis Moldaviae”, Seria „Științe ale Educației” (Chișinău), 2013, nr.5(65), p.154-156.
  35. Hanna J.L. *A Nonverbal Language for Imagining and Learning: Dance Education in K–12 Curriculum*. In: Educational Researcher, 2008, vol.37, no.8, p.491-506.
  36. Hanna J.L. *Dancing to Learn: The Brain's Cognition, Emotion and Movement*. Lanham MD: Rowman & Littlefield, 2015.
  37. Hermann T., Be'ery G., Heller E., Cohen C., Leberl Y., Mozes H., Neuman K. *The National-Religious Sector in Israel 2014*, Jerusalem: Israel Democracy Institute, 2015 [In Hebrew].
  38. Ingersoll R.M. *A Different Approach to Solving the Teacher Shortage Problem*. In: Teaching Quality Policy Briefs. 2001, Accessed February 2014 [http://depts.washington.edu/ctpmail/PDFs/Brief\\_three.pdf](http://depts.washington.edu/ctpmail/PDFs/Brief_three.pdf)
  39. Johnson S.M., Birkeland S.E. *Pursuing a "Sense of Success": New Teachers Explain their Career Decisions*. In: American Educational Research Journal, 2003, vol.40, no.3, p.581-617.
  40. Katzir Y., Sagee R., Gilat Y. *Choosing the Teaching Profession: Types of Decision Makers and the Connection to their Positions Towards Teaching*. In: Dapim: Journal for Studies and Research in Education, 2004, vol.38, p.10-29 [In Hebrew].
  41. Kfir D., Avdor S., Reingold R. *Initial Training and Professional Development of Teachers – a Sequential and Prolonged Process*. In: Research Report no.1, 2006, Mofet, Inter-Collegial Research Authority, Research Fellows Network [In Hebrew].
  42. Kraus R., Hilsendager S.C., Dixon B. *History of the Dance in Art and Education*. Englewood Cliffs, N.J.: Prentice Hall, 1991.
  43. Lortie D.C. *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press, 1975.
  44. Maslovaty N., Gaziel H. *The Teachers in Religious-General Education: Background, Activities, Areas of Interest and Satisfaction, Various Components of the Teacher's Work*. Ramat-Gan: Bar-Ilan University, 1997 [In Hebrew].
  45. May N., Reingold R., Griserio G., Levi T. *Constructing Professional Circle of Knowledge among Special-Education Teachers*. In: ISEI: Issues in Special Education & Inclusion, 2011, vol.26, no.2, p.35-56 [In Hebrew].
  46. Oplatka Y. *Foundations of the Administration of Education – Leadership and Management in an Educational Organization*. Haifa: Pardes, 2010 [In Hebrew].
  47. Perlshtein T. *A Connection of Upper and Lower Spheres: Perceptions and Positions of Observant Dance Teachers towards the Teaching of the Art of Dance to Pupils in Religious-General Education*. In: Dance Now, 2014, no.26, p.80-91.
  48. Perlshtein T., *Choosing the teaching profession among dance students*. În: Revista „Studia Universitatis Moldaviae”, Seria „Științe ale Educației”, Categoria



- C, Chişinău: CEP USM, 2014, nr.9(79), p.213-220.
49. Perlshtein T., *Dancing their Identity: Observant Female Dance Teachers Shaping a New Path in Education*. In: Israel Affairs, 2016.
  50. Perlshtein T., *The contribution of the intervention plan in an induction workshop for observant dance teachers to increasing the levels of professional commitment and satisfaction*. În: Revista „Studia Universitatis Moldaviae”, Seria „Ştiinţe ale Educaţiei”, Categoria B, Chişinău: CEP USM, 2015, nr.9(89), p.138-146.
  51. Perlshtein T., *"To grow and develop as a human being": perceptions and positions of dance teachers towards the contribution of dance education to pupils as part of the formal curriculum at school*. În: Revista „Studia Universitatis Moldaviae”, Seria „Ştiinţe ale Educaţiei”, Categoria C, Chişinău: CEP USM, 2014, nr.9(79), p.208-212.
  52. Pink D.H. *Drive: The Surprising Truth about What Motivates Us*. New York: Riverhead Books, 2011.
  53. Reyes P. *Organizational Commitment of Teachers*. In: P. Reyes (Ed.) *Teachers and Their Workplace: Commitment, Performance and Productivity*. California: Sage Publications, Inc. 1990.
  54. Rich Y., Illouz S. *Research Report: Positions of Teaching Students in Institutes for Training Religious Teachers*. Ramat-Gan: Bar-Ilan University, 1999 [In Hebrew].
  55. Sagee R. *Coping Resources of the Educational-Counselor: Modes of Existence (MoE) and Sense of Coherence as Basic Determinants of Burnout, Satisfaction and Commitment*: Doctor of Philosophy Thesis. Bar-Ilan University: Ramat-Gan, 1998 [In Hebrew].
  56. Sagee R., Regev H. *Difficulties of the Beginner Teacher: the Sense of Shock as Predictive of Discontent from Teaching*. In: Dapim: Journal for Studies and Research in Education, 2002, no.34, p.10-45 [In Hebrew].
  57. Schön D.A. *Coaching Reflective Teaching*. In: P.P. Grimmett & G.L.Erickson (Eds.) *Reflection in Teacher Education*. New York & London: Teachers College, 1998, p.19-30.
  58. Silberstein M. *Reflective Counseling – How?* In: *Studies in our Legacy*, 2004, no.2-3, p.303-318 [In Hebrew].
  59. Silistraru N. *Etnopedagogie*. Chişinău: CEP, USM, 2003, 268 p.
  60. Singh K., Billingsley B.S. *Professional Support and its Effects on Teachers' Commitment*. In: *Journal of Educational Research*, 1996, vol.91, no.4, p.229-239.
  61. Smith T.M., Ingersoll R.M. *What are the Effects of Induction and Mentoring on Beginning Teacher Turnover?* In: *American Educational Research Journal*, 2004, vol.41, no.3, p.681-714.
  62. Tembrioti L., Tsangaridou N. *Reflective Practice in Dance: A Review of the Literature*. In: *Research in Dance Education*, 2014, vol.15, no.1, p.4-22.
  63. Van Den Berg R. *Teacher's Meanings regarding Educational Practice*, In: *Review of Educational Research*. 2002, vol.72, p.577-625.
  64. Volanski A. *Lack of Demand for the Teaching Profession in Israel – from Crisis to Challenge. International Trends and Implications for Israel*. In: Schatz-Oppenheimer O., Maskit D. & Zilbershtrum S. (Eds.) *To be a Teacher – Down*

- the Path of Entering Teaching. Tel-Aviv: Mofet Institute, 2011, p.23-54 [In Hebrew].
65. Vonk J.H.C. *Conceptualizing Novice Teachers' Professional Development: A Base for Supervisory Interventions*. In: Annual Meeting of the American Educational Research Association. San Francisco CA, 1995.
  66. Zilbershturm S. *The Stage of Entering Teaching – in Light of Theory and Research*". In: Shimoni S. & Avidav-Unger A. On the Continuance: Training, Induction and Professional Development of Teachers – Policy, Theory and Practice, The Ministry of Education & Mofet Institute: Tel-Aviv, 2013, p.101-131 [In Hebrew].

## ADNOTARE

**Tema:** Condiții psihopedagogice și socioculturale în dezvoltarea angajamentului și satisfacției profesionale ale profesorilor de coregrafie.

**Structura tezei:** teza este structurată în: introducere, 3 capitole, concluzii generale și recomandări, bibliografie (232 surse), adnotare în română, rusă și engleză, 151 pagini de text de bază, 4 tabele, 18 figuri, 12 anexe, lista abrevierilor. Rezultatele cercetării sunt reflectate în 6 publicații științifice și prin participarea la două conferințe științifice internaționale.

**Cuvinte-cheie:** dans, educație, profesor de coregrafie, religios, instruire, angajament și satisfacție profesională, predictor, chestionar, reflecție colaborativă, program de intervenție, atelier inductiv, profesor debutant.

**Domeniul de studiu:** Teoria generală a educației.

**Scopul cercetării** constă în: identificarea și valorificarea condițiilor psihopedagogice și socioculturale ale angajamentului și satisfacției profesionale a profesorilor de coregrafie.

**Obiectivele cercetării:** analiza abordărilor teoretice privind angajamentul și satisfacția profesională; examinarea aspectelor socioculturale și pedagogice ca predictori ai angajamentului și satisfacției profesionale a profesorilor de coregrafie; elaborarea unui instrument de cercetare pentru examinarea percepției profesorilor de coregrafie; identificarea aspectelor ce contribuie la angajamentul și satisfacția profesională a profesorilor de coregrafie; elaborarea unui model de dezvoltare a angajamentului și satisfacției profesorilor de coregrafie; validarea experimentală a modelului de dezvoltare a angajamentului și satisfacției profesionale.

**Noutatea și originalitatea științifică a cercetării** realizate rezidă în: identificarea și fundamentarea condițiilor socioculturale de dezvoltare a angajamentului și satisfacției profesionale a cadrelor didactice de coregrafie: particularitățile și caracteristicile comunității național-religioase; suportul agenților de socializare; motivația pentru alegerea profesiei; statutul profesiei pedagogice în societate; identificarea și valorificarea condițiilor pedagogice de dezvoltare a angajamentului și satisfacției profesionale a cadrelor didactice de coregrafie: instrumente pedagogice și metodologice de intervenție educațională, potențialul și statutul artei coregrafice, predictori ai angajamentului și satisfacției profesionale; elaborarea unui Model psihopedagogic și sociocultural de dezvoltare a angajamentului și satisfacției profesionale a cadrelor didactice de coregrafie structurat pe două dimensiuni interconexe – socioculturală și educațională – și constituit dintr-un ansamblu de componente cu statut și funcții specifice în cadrul educațional; elaborarea unui demers metodologic de dezvoltare a angajamentului și satisfacției profesionale, axat pe trei elemente-cheie: atelierul specific de formare, reflecția colaborativă și consilierea profesională.

**Problema științifică** rezidă în dinamizarea disparității contradicțiilor dintre nivelul existent al angajamentului și satisfacției profesionale a profesorilor de coregrafie și nivelul așteptat ca rezultat al implementării A.R.C.C (Atelierul specific/Reflecție colaborativă/Consiliere profesională), privind dezvoltarea angajamentului și satisfacției profesionale și depășirea dificultăților în predare a profesorilor de coregrafie.

**Semnificația teoretică a cercetării:** 1. Conceptualizarea dezvoltării angajamentului și satisfacției profesionale a cadrelor didactice de coregrafie: ghidarea în carieră din triplă perspectivă: extrinsecă, intrinsecă și altruistă; promovarea universalității și unicității; valorificarea plurispectuală a motivației pentru profesia de cadru didactic în coregrafie: aspectul artistic și estetic, aspectul cultural și social, aspectul educațional și personal; realizarea conexiunii psihologice și educaționale dintre percepția cadrelor didactice a angajamentului și satisfacției profesionale și problemele de predare a coregrafiei în instituțiile de învățământ; indentificarea condițiilor socio-culturale și pedagogice ale angajamentului și satisfacției profesionale ale cadrelor didactice de coregrafie. 2. Modelizarea teoretică a dezvoltării angajamentului și satisfacției profesionale ale cadrelor didactice de coregrafie axată pe: valorificarea dimensiunii socio-culturale și educaționale; valorificarea clusterelor motivațional, ecologic și cognitiv; realizarea universalității și unicității fenomenului de angajament și satisfacție profesională. 3. Fundamentarea unui cadru metodologic de dezvoltare a angajamentului și satisfacției profesionale ale cadrelor didactice de coregrafie prin: punerea în aplicare a unui atelier specific de formare, prin utilizarea reflecției colaborative și a consilierii profesionale și a ghidării continue în carieră. 4. Definirea conceptului de predictori ai angajamentului și satisfacției profesionale: grupul motivațional, grupul ecologic, grupul cognitiv.

**Valoarea aplicativă a cercetării:** amplificarea cunoștințelor și a perspectivelor factorilor de decizie în domeniul politicilor educaționale în învățământul general-religios, ceea ce va contribui la reliefaarea importanței intergrării coregrafiei ca disciplină în școli; informarea profesorilor cu privire la diverse aspecte ale dezvoltării angajamentului și satisfacției profesionale, atât în instituții educaționale, cât și ca parte a studiilor avansate organizate de către Ministerul Educației; adaptarea și ameliorarea programelor de formare pentru studenții cu profil pedagogic din instituțiile de învățământ superior în conformitate cu rezultatele cercetării estimând angajamentul și satisfacția profesională; organizarea atelierelor inductive bazate pe modelul A.R.C.C., cu participarea profesorilor debutanți dintr-o singură disciplină, cu utilizarea metodei reflecției colaborative și a consilierii de către un consilier-expert în această disciplină; efectuarea cercetărilor suplimentare întru posibilităților de aplicare a acestui model la alte discipline; efectuarea cercetărilor suplimentare axate pe compararea percepțiilor profesorilor de coregrafie secular cu ale eșantionului implicat în cercetarea curentă.

## АННОТАЦИЯ

**Автор:** Перлштейн Талия

**Тема:** Психолого-педагогические и социально-культурные условия развития профессиональной приверженности и удовлетворенности преподавателей хореографии.

**Структура диссертации:** диссертация состоит из введения, 3 глав, общих выводов и рекомендаций, библиографии (232 источников), аннотации на румынском, русском и английском языках, 151 страниц основного текста, 4 таблицы, 18 рисунков, 12 приложений, списка сокращений. Результаты исследования отражены в 6 научных публикациях и материалах, представленных на двух международных научных конференциях.

**Ключевые слова:** профессиональная приверженность, профессиональная удовлетворенность/увлеченность, хореография, психолого-педагогические условия, социально-культурные условия, педагогическая модель, управление карьерой, педагогическое консультирование, рефлексивное сотрудничество.

**Область исследования:** Общая теория воспитания.

**Целью исследования:** Разработка и обоснование психолого-педагогических и социально-культурных условий развития профессиональной приверженности/увлеченности и удовлетворенности ею преподавателей хореографии.

**Задачи исследования:** анализ теоретических подходов, концепций профессиональной приверженности и удовлетворенности; изучение социально-культурных и педагогических особенностей в качестве предикторов профессиональной приверженности и удовлетворенности преподавателей хореографии; выявление аспектов, способствующих профессиональной приверженности и удовлетворенности учителей танца; разработка модели развития приверженности и удовлетворенности преподавателей хореографии.

**Научная новизна и оригинальность исследования** заключаются в определении и обосновании: социально-культурных условий развития профессиональной приверженности/увлеченности и удовлетворенности преподавателей хореографии: особенностей и характеристики национально-религиозных сообществ, особенностей социальной поддержки; определении и обосновании педагогических условий развития профессиональной приверженности/увлеченности и удовлетворенности у преподавателей хореографии: педагогического и методологического инструментария, статуса и формирующего потенциала хореографического искусства; разработке педагогической и социальной модели развития профессиональной приверженности/увлеченности и удовлетворенности у преподавателей хореографии, а также соответствующей методики, основанной на трех элементах: специальная лаборатория, совместная рефлексия, педагогическое консультирование.

**Научная проблема** заключается в разрешении противоречия между различным уровнем приверженности и удовлетворенности профессией и желаемым уровнем посредством разработки и внедрения педагогической и социально-культурной модели развития профессиональной приверженности/увлеченности и удовлетворенности у преподавателей хореографии.

**Теоретическая значимость исследования:** 1. Разработка концепции развития профессиональной приверженности/увлеченности и удовлетворенности у преподавателей хореографии: ориентация в карьере в контексте трех перспектив: внешней, внутренней и альтруистской; продвижение принципа единства и универсальности; продвижение принципа полиаспектуальности мотивации для преподавателей хореографии; реализации взаимосвязи психологического и педагогического аспектов в восприятии приверженности и удовлетворенности профессией, а также реализация взаимосвязи социально-культурных и педагогических условий, определяющих профессиональную приверженность/увлеченность и удовлетворенность. 2. Теоретическое моделирование профессиональной приверженности/увлеченности и удовлетворенности у преподавателей хореографии. 3. Обоснование методологии развития профессиональной приверженности/увлеченности и удовлетворенности у преподавателей хореографии.

**Практическая значимость исследования** заключается в следующем: развитие образовательных политик проводимых в Израиле посредством продвижения хореографического воспитания и включения «хореографии» в учебные планы; информирование учителей о возможностях и способах развития профессиональной приверженности/увлеченности и удовлетворенности; усовершенствование программ по подготовке преподавателей, включая преподавателей хореографии; организация курсов повышения квалификации учителей, которые преподают данную дисциплину.

# ANNOTATION

**Author:** Perlshtein Talia

**Theme:** Psycho-Pedagogical and Socio-Cultural Conditions for Developing Professional Commitment and Satisfaction of Dance Teachers

**Thesis Structure:** introduction, 3 chapters, general conclusions and recommendations, bibliography (232 sources), 151 pages of the basic text, 4 tables, 18 figures, 12 appendix, annotation (in Romanian, Russian and English), the list of abbreviations. The obtained results are published in 6 scientific works, 1 paper at international conference.

**Key words:** dance, education, professor of choreography, religious instruction, commitment and job satisfaction predictor questionnaire reflection collaborative intervention program, workshop inductive rookie teacher.

**The field of the research:** General Theory of Education.

**The goal of the research:** Identification and valorification of the pedagogical and social-cultural conditions for developing the professional commitment and satisfaction of dance teachers in Israel.

**The objectives of the research:** analysis of theoretical approaches to the concepts of professional commitment and satisfaction; examination of the social-cultural and pedagogical aspects as predictors of the professional commitment and satisfaction of the dance teachers; constructing a research tool for examining the perceptions of observant dance teachers; identification of the aspects contributing to professional commitment and satisfaction of dance teachers; designing a model for developing professional commitment and satisfaction; experimental validation of a model for developing professional commitment and satisfaction.

**Objectives of the research:** analysis of theoretical approaches of professional commitment and satisfaction of dance teachers; analysis of sociocultural and educational aspects as predictors for professional commitment and satisfaction of dance teachers; identification of the pedagogical, psychological and sociocultural conditions for developing professional commitment and satisfaction; drafting of a sociocultural and pedagogical Model for developing professional commitment and satisfaction of dance teachers. experimental validation of the sociocultural and pedagogical Model for developing professional commitment and satisfaction of dance teachers.

**The scientific novelty and the originality of the research:** identification and fundamenting of the the socio-cultural conditions for developing professional commitment and satisfaction of dance teachers: peculiarities and characteristics of the national religious community; the support from the socialization agents; motivations for choosing the profession; the phenomenon of professional drop-out; Identification and valorification of the pedagogical conditions of developing professional commitment and satisfaction of dance teachers; pedagogical and methodological instruments of educational intervention, the potential and the status of the art of dance, predictors for professional commitment and satisfaction; designing a pedagogical and socio-cultural model of developing professional commitment and satisfaction of dance teachers structured on two interconnected dimensions-socio-cultural and educational, based on a spec-trum of components with specific status and functions; designing a methodology for developing professional commitment and satisfaction D.C.R.C. (Designated workshop, Collaborative Reflection, Counselor), based on three key-elements: designated workshop, collaborative reflection, and professional counselling.

**The solved scientific issue** lies in diminishing the disparity between the existing and the expected level of professional commitment and satisfaction of dance teachers as a result of the implementation of the sociocultural and pedagogical Model, focused on the principle of uniqueness and universality of this phenomenon, applied by means of implementing a designated workshop, using collaborative reflection, professional counselling and training for the career in the pedagogical profession.

**The theoretical significance of the research:** 1. Conceptualization of developing professional commitment and satisfaction of dance teachers: career guidance from a triple perspective: extrinsic, intrinsic and altruistic; promoting universality and uniqueness; multispectual valorification of motivation for the teaching profession in the field of dance; the artistic and the aesthetic aspect, the social and cultural aspect, the educational and personal aspect; establishing psychological and educational connections between the perception of professional commitment and satisfaction of dance teachers and problems related to dance instruction in educational institutions; identification of socio-cultural and pedagogical conditions of professional commitment and satisfaction of dance teachers. 2. Theoretical modelling of developing professional commitment and satisfaction of dance teachers based on: valorification of the socio-cultural and educational dimensions; valorification of universality and uniqueness of the phenomenon of professional commitment and satisfaction; valorification of the motivational, ecological and cognitive clusters. 3. Fundamenting a methodological scale of developing professional commitment and satisfaction of dance teachers by: implementing a designated workshop, by using collaborative reflection and professional counselor from the perspective of career guidance. 4. Defining the concept of predictors for professional commitment and satisfaction: the motivational group, the ecological group, the cognitive group.

**Practical value of the research:** enriching the basis of knowledge and insights of educational policy makers in the religious general education, which will contribute to the discussion when examining the importance of integrating dance as a teaching subject at the schools; cultivating the teacher population on the aspects of the study contributing to professional commitment and satisfaction, both in teaching institutes and as part of advanced studies conducted by the Ministry of Education; adapting and improving training programs for teaching students at the higher education institutes in accordance with the findings of the study predicting professional commitment and satisfaction; conducting induction workshops based on the D.C.R.C. (Designated workshop, Collaborative Reflection, Counselor) model, participated by inductee teachers from one discipline, using the collaborative reflection approach and counseled by an expert counselor from that discipline; conducting a continued study to the current study and examining the degree of use made by the participants of collaborative reflection to improve their teaching; Conducting further research examining the contribution of the model to other disciplines; conducting further study comparing the perceptions of non-observant dance teachers with the teacher population of the current study.

**PERLSHTEIN TALIA**

**PSYCHO-PEDAGOGICAL AND SOCIO-CULTURAL CONDITIONS FOR  
DEVELOPING PROFESSIONAL COMMITMENT AND SATISFACTION OF  
DANCE TEACHERS**

**Specialty: 531.01 – General theory of education**

**Doctoral thesis abstract in pedagogical sciences**

---

Approved to printing: 01.07.2016

Paper format 60×84 1/16

Offset paper. Offset printing.

Edition 50 copies

Number of characters: 2,4

Order no. 67/16

---

Editorial-Polygraph Center of the Moldova State University

Str. Al.Mateevici, 60, Chisinau, MD-2009