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Satisfaction Levels of Participants of Greek Dance Lessons: How Participation in Dance Performance and Age Differentiate it

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Abstract

The aim of this study was to examine the level of satisfaction that gain the participants who involved in dancing activities, as well as if factors such as gender, age, and the participation in dance performance differentiate this satisfaction. Survey's sample was consisted from 482 persons of older than 17 years old. All these persons came from 40 dancing associations throughout Greece. The Greek version (Filippou, Douka, Pitsi, Rokka & Filippou, 2017) of "Physical Activity Class Satisfaction Questionnaire" (PACSQ) (Cunningham, 2007) was used. The questionnaire consists from 45 questions (items) researching the nine parameters (factors) of satisfaction. The following statistical analyses were carried out: reliability analysis (Cronbach's α), descriptive statistics were calculated to broadly examine the degree of satisfaction, T-test for independent samples was used to examine if the gender and the participation in dance performance differences on satisfaction and One-way Analysis was conducted to indicate any differences in age (17-20, 21-30, 31-40, 41-50, 51-60 & 60⁺) of the sample. From survey's data's analysis we have the opportunity to claim that the participants in dancing activities are interested in and they evaluate both the teacher as a personality and his lesson. At the same time, they care about the climate during the lesson and if that makes them happier and helps those to improve their dancing level. The result is positive, due to the fact that their level of satisfaction is high enough. In the end, the gender and the participation or not in dancing performances are satisfaction's differentiator factors, while age is not one of them.

Key Words: Dancing association, dancing teacher, teaching methods, satisfaction

Introduction

By the end of the 2nd World War changes in the composition of Greek society (Pitsi & Filippou, 2014) as well as the appearance and development of folklore (Filippou, 2014) affected how modern Greeks dance (Filippou, 2015). Nowadays, traditional dance doesn't exist in its natural places, such as village squares or church courtyards and therefore it is now

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looking for new places to be presented. During the '60s and '70s, traditional dance is presented in such places as in Greek restaurants or in big halls of dance associations, which were created especially in these periods.

The dissemination of dance in Greece is greatly owed to the existence and increase of a number of dance associations, which safeguard the participation of a big number of both young and middle-aged people, leading thus, to the creation of a significant amount of job posts, where an increasing number of professionals is occupied (Goulimaris & Genti, 2010; Manos, 2005). Teaching traditional dance in different ages and the participating in dance performances are some of the most widespread activities of dance associations, whose normal function is supported by the revenue from the increase of their members and the variety of activities proposed by the people in charge.

Due to the fact that association members pay for their education, dance associations should always try to keep these people interested, by improving their services. The satisfaction that these people gain from all the services provided by associations, contributes to their further staying in the club (Gargalianos & Matsaridis, 2017; Slack, 2007).

There are many researches, trying to explain the psychological procedures which facilitate the participation of people in free time dance activities, since the most important challenge for the executives of such societies is the preservation of a customer list (Kyle, Absher, Hammitt & Cavin, 2006; Iwasaki & Havitz, 2004). Greek traditional dance is directly connected to the society and history of every place and, at the same time, it serves a person's need for relaxation, entertainment and escape from the daily routine (Manos, 2002). The absence of competition, the improvement of the physical condition and functional abilities, the development of relatedness and the amelioration of the psychological mood constitute the reasons why dance is a recreational activity (Genti, 2008). Also Ryan and Deci (2000) noted that the degree of involvement of a person in a certain activity depends on the internal natural pleasure and satisfaction of the participant and also depends on reasons which are irrelevant to this satisfaction (Deci & Ryan, 2008; Vallerand, 2001; 1998).

Greek traditional dance is one of the most popular recreational activities in Greece, as more and more adults who seek physical exercise choose this kind of dance programs, in order to improve their physical condition, develop social relationships and escape from their daily routine. Cultural societies offer such activities/services to their members and aim at the

concentration of a greater number of participants (Goulimaris, Mavridis, Genti, & Rokka, 2014).

Thus, the aim of this study was to examine the level of satisfaction gained by participants in dance activities and if factors such as gender, age and participating in dance performances differentiate this satisfaction.

Method

Participants

Survey's sample was consisted from 482 persons of older than seventeen (17) years old. All these persons came from forty (40) dancing associations throughout Greece. Even though the choice of dancing associations was made randomly, it was between dancing associations that fulfilled all the criteria like the ten years function of the association, participation of at least 150 dancers and lessons' organization on the basis of the following motive: **B**eginners, beginners – advanced and groups for performances.

Among all these 482 participants on the survey, there were 184 men (38.2%) and 298 women (61.8%). When it comes to sample's age distribution, the results are: 17-20 (N=66, 13.7%), 21-30 (N=85, 17.6%), 31-40 (N=131, 27.2%), 41-50 (N=86, 17.8%), 51-60 (N=63, 13.1%), 60+ (N=51, 10.6%). To form the age groups, the research considered the suggestion of the Greek Statistical Service, which classifies ages per decade. Moreover, as far as education's level is concerned, 26 (5.4%) persons are graduated from Elementary school, 215 (44.6%) are graduated from High School and finally, 241 (50.0%) are in Universities.

The sample has a long-lasting appearance in country's dancing events, since almost the 47.7% (230 persons) participates for more than 10 years in dancing activities, while dancing experience of 6-10 years has the 38.4% (185 persons). Only 67 (13.9%) persons have a five years participation in such activities. Finally, over 253 (52.5%) persons participate now in associations' dancing activities and 229 (47.5%) they don't do so.

Measurement/Instrument

The Greek version (Filippou, Douka, Pitsi, Rokka & Filippou, 2018) of "Physical Activity Class Satisfaction Questionnaire" (PACSQ) (Cunningham, 2007) was used. The questionnaire consists from forty five (45) items researching the nine dimensions (factors) of satisfaction. a. The dimension "Mastery Experiences" examines satisfaction's degree resulted from the

opportunities offered for a broaden development of their dancing abilities and it consists from five questions (e.g. the degree to which I improved on particular dance skills). b. The dimension “Cognitive Development” analyses satisfactions’ degree from the new knowledge acquired and related with dance, and consists from five questions (e.g. what I learned about the basic content of the dance). c. The dimension “Teaching” is studying satisfaction’s degree from teaching procedure, teaching methodology and the relationship between dance’s instructor and dancers. This dimension consists from five questions (e.g. the empathy the instructor showed for the participants in the class). d. The dimension “Normative Success” examines satisfaction’s degree came out from each ones’ personal progress in relation with others’ progress and it was calculated from the average of responses in five different questions (e.g. my dance skills compared to others in the class). e. The dimension “Interaction with Others» is studying satisfaction’s degree from the opportunities offered for the improvement of dancers’ social relationships. This one consists from six different questions (e.g. the interaction I had with other dancers in the class). f. The dimension “Fun and Enjoyment” analyses satisfaction’s degree from the fact that dances’ training place was a place full of happiness and fun as well as from the climate that dominated during courses and consists from four questions (e.g. my overall enjoyment in the class). g. The dimension “Improvement of Health & Fitness” examines satisfaction’s degree from the fact that dancing lessons contributed to the improvement of participants’ health and fitness. It consists from five questions (e.g. the physical workout I receive in the class). h. The dimension “Diversinary Experiences” is analyzing satisfaction’s degree from the question on how dancing lessons contributed to participants’ psychological situation by providing them with energy and inspiration. This consists from six different questions (e.g. the way the class makes me feel re-energized). j. Finally, the dimension “Relaxation” examines satisfaction’s degree from dancing lessons’ contribution to participants’ relaxation and calm and consists from four questions (e.g. the way the activity helped me to relieve stress).

The answers were given an 8-point scale from 1 (no satisfaction) to 8 (very satisfying).

The questionnaire displayed high internalcohesion both during its creation and while being used in other researches. Likewise, in a research by Cunningham (2007) Cronbach’s alpha was: Mastery Experiences .91, Cognitive Development .93, Teaching .90, Normative Success .93, Interaction with Others .94, Fun and Enjoyment .92, Improvement of Health & Fitness .95, Diversinary Experiences .93, Relaxation .85, while the corresponding values in a research by Ferriz, Rubén, and González-Cutre (2014) were: Mastery Experiences .78,

Cognitive Development .82, Teaching .83, Normative Success .79, Interaction with Others .73, Fun and Enjoyment .81, Improvement of Health & Fitness .83, Diversionary Experiences .77, Relaxation .74. Finally, in a research carried out by Filippou, Douka, Pitsi, Rokka, and Filippou (2018) the corresponding values were .94, .93, .93, .90, .96, .95, .97, .92, .77.

Measurement process

The questionnaires were responded in associations' places and the duration for that was approximately 10 minutes. The participants were promised that we will respect questionnaires anonymity and also that we will take advantage of them only for scientific reasons. The method used for choosing the sample has been mentioned analytically in the section participants.

Statistical analysis

The following statistical analyses were carried out: Reliability analysis (Cronbach's alpha), Descriptive statistics were calculated to broadly examine the degree of satisfaction, T-test for independent samples was used to examine if the gender and the participation in dance performance differences on satisfaction and One-way Analysis of variance (ANOVA) was conducted to indicate any differences in age of the sample.

Results

Reliability analysis

The reliability control of the questionnaire was carried out by calculating the values of Cronbach's α , for each factor separately. The results indicated that all factors showed acceptable internal consistency since Cronbach's alpha was higher than .70 (table 1).

Table 1. Means (M), Standard deviation (SD) - Cronbach's alpha

Factors	M	SD	Cronbach's α
Teaching	5.88	.94	.93
Mastery Experiences	5.61	1.03	.94
Cognitive Development	5.57	.93	.93
Fun and Enjoyment	5.30	1.27	.95
Diversionary Experiences	5.14	1.07	.92
Improvement of Health & Fitness	4.82	.58	.77
Normative Success	4.66	1.12	.90
Relaxation	4.52	1.30	.90
Interaction with Others	4.52	1.44	.96

Mean and standard deviation

As presented in table 1., the factors “teaching”(M=5.88, SD=.94), “mastery experiences” (M= 5.61, SD=1.03), and “cognitive development” (M=5.57, SD=.93) are experienced with the most considerable tension followed by “fun and enjoyment” (M=5.30, SD=1.27) and “diversionary experiences” (M=5.14, SD=1.07). The factor “improvement of health and fitness” (M=4.82, SD=.58), “normative success” (M=4.66, SD=1.12), “relaxation” (M= 4.52, SD=1.30) and “interaction with others” (M=4.52, SD=1.44) showed the lowest value.

Differences according to gender

To ascertain any differences due to gender, nine T-tests were carried out, on independent samples. The results show that gender can become a differentiating agent, for the factors (table 2.):

- a. “Teaching”: women presented a statistically higher score (M=5.99, SD=.82) in relation to men (M=5.70, SD=1.08).
- b. “Cognitive Development”: women presented a statistically higher score (M=5.65, SD=.92) in relation to men (M=5.34, SD=.94).
- c. “Fun and Enjoyment”: men presented a statistically higher score (M=5.46, SD=1.23) than women (M=5.21, SD=1.29)
- d. “Normative Success”: women presented a statistically higher score (M=4.82, SD=1.02) in relation to men (M=4.38, SD=1.22).
- e. “Relaxation”: men presented a statistically higher score (M=4.78, SD=1.29) than women (M=4.36, SD=1.28) and
- f. “Interaction with Others”: men presented a statistically higher score (M=4.92, SD=1.26) than women (M=4.25, SD=1.49).

Table 2. Differences according to gender

Factors	t	p	Men		Women	
			M	SD	M	SD
Teaching	t ₍₄₈₀₎ = -3.40	p<.01	5.70	1.08	5.99	.82
Mastery Experiences	t ₍₄₈₀₎ = .45	p>.05	5.63	1.02	5.59	1.04
Cognitive Development	t ₍₄₈₀₎ = -2.57	p<.05	5.34	.94	5.65	.92
Fun and Enjoyment	t ₍₄₈₀₎ = 2.85	p<.05	5.46	1.23	5.21	1.29
Diversionary Experiences	t ₍₄₈₀₎ = .15	p>.05	5.13	1.06	5.15	1.08
Improvement of Health & Fitness	t ₍₄₈₀₎ = .11	p>.05	4.81	.58	4.83	.57
Normative Success	t ₍₄₈₀₎ = -4.27	p<.01	4.38	1.22	4.82	1.02
Relaxation	t ₍₄₈₀₎ = 3.51	p<.01	4.78	1.29	4.36	1.28
Interaction with Others	t ₍₄₈₀₎ = 5.92	p<.01	4.92	1.26	4.25	1.49

Furthermore, according to the results there were not any statistically important differences regarding gender and the factors “Mastery Experiences”, “Diversiory Experiences” and “Improvement of Health & Fitness” (table 2).

Differences according to participation in dance performances

To ascertain any differences due to participation in dance performance, nine T-tests were carried out, on independent samples. The results show that participation in dance performances can become a differentiating agent, for the factors (table 3):

- a. “Teaching” $t_{(480)}=22.30$, $p<.01$; the participants in dance performance presented a statistically higher score ($M=6.52$, $SD=.64$) than non-participants ($M=5.18$, $SD=.68$).
- b. “Mastery Experiences” $t_{(480)}=25.89$, $p<.01$; the participants in dance performance presented a statistically higher score ($M=6.36$, $SD=.63$) than non-participants ($M=4.78$, $SD=.71$).
- c. “Cognitive Development” $t_{(480)}=20.17$, $p<.01$; the participants in dance performance presented a statistically higher score ($M=6.17$, $SD=.56$) than non-participants ($M=4.90$, $SD=.81$).
- d. “Fun and Enjoyment” $t_{(480)}=-24.73$, $p<.01$; the non-participants in dance performance presented a statistically higher score ($M=6.29$, $SD=.81$) in relation to participants ($M=4.41$, $SD=.88$).
- e. “Diversion Experiences” $t_{(480)}=13.83$, $p<.01$; the participants in dance performance presented a statistically higher score ($M=5.68$, $SD=.87$) than non-participants ($M=4.54$, $SD=.95$).
- f. “Normative success” $t_{(480)}=14.55$, $p<.01$; the participants in dance performance presented a statistically higher score ($M=5.24$, $SD=.65$) than non-participants ($M=4.01$, $SD=1.17$).
- g. “Relaxation” $t_{(480)}=-24.38$, $p<.01$; the non-participants in dance performance presented a statistically higher score ($M=5.54$, $SD=.68$) in relation to participants ($M=3.60$, $SD=1.01$).
- h. “Interaction with Others” $t_{(480)}=-21.78$, $p<.01$; the non-participants in dance performance presented a statistically higher score ($M=5.57$, $SD=.81$) in relation to participants ($M=3.54$, $SD=1.19$).

Differences according to age groups

One-way analysis of variance was conducted to explore any differences to age groups of the sample. Results showed that there were no significant statistical differences for any factor (table 4.).

Table 4. Differences according to age groups

Factors	DF	F	p
Teaching	5 - 476	1.12	p>.05
Mastery Experiences	5 - 476	2.05	p>.05
Cognitive Development	5 - 476	1.45	p>.05
Fun and Enjoyment	5 - 476	2.64	p>.05
Diversionary Experiences	5 - 476	2.50	p>.05
Improvement of Health & Fitness	5 - 476	1.68	p>.05
Normative Success	5 - 476	1.45	p>.05
Relaxation	5 - 476	2.01	p>.05
Interaction with Others	5 - 476	1.72	p>.05

Discussion

The satisfaction that received all the participants in traditional Greek dance's lessons organized from different dancing clubs all around Greece, contribute not only to their stay in these dancing associations but also in new members' coming there, as this satisfaction has at the same time the role of the advertisement as well. In order to make these programs real many factors have to be taken into account, factors like programs' duration and performances' places as well as the instructors that will be responsible, the kind of programs on its own and finally the question if they are appropriate for the improvement of mental and corporal health of participants or if they provide the possibility for fun and pleasure during the course.

All the above presuppose that satisfaction is a multi-dimensional concept and not only a concept that explores the levels of pleasure and fun that someone receives from his or her participation in an educational dance activity. For this reason the questionnaire of "Physical Activity Class Satisfaction Questionnaire" (Filippou & Douka, Pitsi, Rokka, & Filippou, 2018; Cunningham, 2007) is been selected as a mean of survey's data's collection.

From reliability analysis it is obvious that there are nine factors that present a great internal cohesion, due to the fact that, even if we exclude "Improvement of health and Fitness" Factor, Cronbach's factor has really high values, which is an indication that the questionnaire has the necessary validity and credibility.

According to survey's results, participants preferred more factors like "teaching", "mastery of experiences", "cognitive development" and "fun & enjoyment", while factors like "Improvement of Health & Fitness", "Relaxation" and "Interaction with Others" gathered the lowest values. Survey's results are in total accord with the ones of Cunningham's survey (2007), according to which "teaching", "fun and enjoyment", "mastery experiences", and "cognitive development" are the factors which gathers the highest values. Throughout Greece, there aren't any researches that study participants' levels of satisfaction in lessons of traditional Greek dances provided by dance clubs.

When it comes to gender as a differentiator factor for satisfaction, women are more satisfied from "teaching" and "cognitive development" than men. On the opposite side, men seem to be more satisfied from "fun and enjoyment", "normative success", "relaxation", and "interaction with others". Maybe these results indicate the reasons for which each gender participates in activities like the education of traditional Greek dance and for which they believe that satisfaction could be the motivation in order to participate in such activities. So, the people, in this tough period of economic crisis which is plaguing Greek society, searches for different ways for fun, relaxation and communication through his participation in dance activities.

In dance associations, participants' groups are made according to the reasons that somebody has come into them. So, those who conceive their participation as a leisure activity are in different groups from the ones that participate because they want to broaden their knowledge in traditional Greek dance and to take part in performances. So, those who take part in performances are more interested in instruction's quality and the improvement of their dancing level, in contrast with the others that they take their participation as a leisure activity and they want to chill out, to have fun and to meet other people.

Finally, it was found that the age is not a differentiation factor of satisfaction's levels, something that proves that dance in general and especially traditional dance is an activity referred to all people in different ages.

Conclusions

From study's data analysis, as well as from discussion that followed, we have the opportunity to claim that the participants in dancing activities are interested in and they evaluate both the teacher as a personality and his lesson. At the same time, they care about the climate during the lesson and if that makes them happier and helps them to improve their dance level. The

result is positive, due to the fact that their level of satisfaction is high enough. Also, the gender and the participation or not in dance performances are satisfaction's differentiator factors, while age is not one of them.

Suggestions for practical application

To date, dance clubs operating in Greece and dance teachers form dance sections taking into account the dance skills or the dancing level of the participants without being interested in the reasons for which people are enrolled in a dance club. This results in the creation and operation of sections with a heterogeneous population since individuals participating in dance lessons for entertainment, recreation and socialization are forced to co-exist with people who face dance lessons as an opportunity to improve their dance level and take part in performances. The results of this survey show that not all participants have had the same reasons for attending traditional dance lessons.

It is suggested that: At the beginning of each educational year the participants must complete a survey questionnaire which will inform club executives and dance teachers about the reasons why they participate in the organized dance courses. This will result in the creation and operation of homogeneous sections with individuals participating for the same reasons and the development of training programs which commensurate with the reasons for participation. The ultimate goal will be the effective educational process but also the greatest satisfaction of the participants with the result of staying in the club and continuing participation.

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