The fulfillment of basic psychological needs of high school students through their participation in traditional Greek dance lessons.

MASADIS GRIGORIOS¹, KOUPANI AIKATERINI²

¹Directorate of Arcadias' Primary Education (5th Disposition), GREECE

²2nd Elementary School of Nemea Corinthians', GREECE

Published online: December 30, 2014

(Accepted for publication November 30, 2014)

DOI:10.7752/jpes.2014.04080;

Abstract:

The purpose of this study was to evaluate the fulfillment of basic psychological needs through the participation of male and female high school students in teaching programs of Greek traditional dance. The sample of the research was 250 students / dancers. The data was collected by the Basic Psychological Needs in Exercise Scale of Vlachopoulos and Michailidou (2006). From the static analysis emerge: a) the results supported the construct validity of the questionnaire b) of the three factors the factor "relatedness" presents higher M (3,81) and the factor "autonomy" the smallest (2,56) c) the class of attendance proves a factor of differentiation for factor «competence» and female and male students of the third class of high school experience in a minor degree the factor "competence" than the students of the 1st and the 2nd class of school. In conclusion we can say that the Greek traditional dance is an activity that meets the three basic psychological needs and leads to behaviors of intrinsic motivation.

Key words: dance clubs, Greek traditional dance, motivation, animation, recreation

Introduction

The abstention of the young people from the new motive activities poses many risks for both physical and psychological maturation since the participation in such activities is aimed to maintain good levels or improve the physical condition (Bebetsos, Chroni & Theodorakis, 2002). According to Morgan and Goldston (1987) both sexes and all ages reap positive benefits participating in physical activities thereby improving the level of their life (Deligiannis, 1990; Bebetsos & Antoniou, 2009; Dimitrakaki, Porpodis, Bebetsos, Zarogoulidis, Papaioannou, Tsiouda, Tsioulis, & Zarogoulidis, 2013; Katsavouni, Bebetsos, Antoniou, Malliou, & Beneka, 2014).

From the World Health Organization (WHO, 2002) as physical activity is defined every movement performed in the context of both daily living and work (Ordinary physical activity) and leisure and sporting activities (leisure activities). According to Afthinos (1998), the recreation is any activity that relaxes and refreshes the person from his work while according to Kouthouris (2009) the recreation is any activity that occurs at leisure time, and it is not an act of obligation but the act of free choose, because it is pleasant and attractive and is considered to be the only motive. As leisure activities are considered to be swimming, dancing, cycling and participation in organized exercise programs in gyms, exercise and recreational centers.

Dancing is an activity that leads to a comprehensive engagement of the participants. It contributes to the improvement of all physical abilities related to health (Mavridis, Filippou, Rokka, Bousiou & Mavridis, 2004; Sivvas, Filippou, Batsiou & Douda, 2013), is a recreational activity, a mean of socialization and knowledge of the culture of people (Filippou et al., 2006) but also a mean of personal expression (Filippou, 2014; Pitsi, Filippou, 2014).

To convince people to participate in physical activities we must know and understand the moving forces which motivate people to participate in these activities (Bebetsos, Chroni & Theodorakis, 2002). The concept of self-determination is the degree by which the person perceives that controls his operations, is a key feature of motivation. According to the theoretical model developed by Deci and Ryan (2004) the concept of self-determination is associated to behaviors driven by internal and external incentives. The two researchers support the view that the root causes of behavior due to intrinsic motivation are the three basic internal needs ie the need for autonomy, the need for a sense of competence and the need of capability for harmonious relations with the social environment.

The purpose of this study was to evaluate the fulfillment of the three basic psychological needs for autonomy, competence and social relationships through the participation in teaching programs of Greek traditional dance to male and female students of the three grades of high school.

Methody

Sample

The sample of the study constituted of 250 men and women students of lyceum. The participants were attending Greek traditional dance courses in dancing associations, municipal cultural organisms in the counties of Macedonia.

Table 1: Distribution of sample per class and gender

	1 st	2 nd	3 rd	Total
Male	27	29	28	84 or 33,6%
Female	93	35	38	166 or 66,4%
Total	120	64	66	250 100,0%

They were randomly chosen. Sample percentages per sex and some other demographic characteristics as educational level and the sample's participation experience in courses of Greek traditional dances are presented in table 1 and 2.

Table 2: Sample's participation experience

	Until 3 years	4-6 years	7-10 years	+10 years	Total
Male	19	20	21	24	84 (33,6%)
Female	32	80	38	16	166 (66,4%)
Total	41	100	59	40	250 (100%)

Data collection

For the collection of survey data used in "The Basic Psychological Needs in Exercise Scale" (BPNES) (Vlachopoulos & Michailidou, 2006) which evaluates the incentives to participate in recreational activities. The questionnaire is consisted of 12 questions divided into three factors. The answers were given in a five degree Likert scale where 1 "absolutely disagree" and 5 "absolutely agree".

Measurement Process

The adults gave their consent for their attendance in the study. The completion of questionnaire was anonymous and it was carried out in the practice grounds before or after class. The completion time was around 15 minutes. After filling in their questionnaires, they placed them in a poll in order to secure their anonymity.

Results

Validity and reliability of questionnaires

In order to control the validity of the questionnaire a factor analysis was conducted since the questionnaire was used for the first time in a study including the characteristics of the sample. The analysis was made by the method of principal components analysis and afterwards a varimax rotation of axes. The factors' number was defined by the criterion that the eigen values should be greater than 1. The minor charge that was used in order the questions to be distributed to the factors, was 0,30.

The total variance that explained is 78,69%. Three factors came up from the factor analysis (table 3). The first factor is called "Relatedness", the second one is named "Competence" and the third one is named "autonomy". To examine the coherence of the questions, which compose the three (3) factors and furthermore to examine the reliability of the factors, a reliability analysis was conducted. The reliability test was founded on the calculation of a Cronbach. Table 4 presents the reliability analysis Means and standard deviation of the three factors. The analysis showed that the factors have a satisfactory reliability degree ($\alpha > .60$). All items contribute positively to the improvement of factors reliability. As it becomes evident in table 4 the factor "relatedness" is experienced with the most considerable tension. The "competence" factor presented the second higher value. The factors "autonomy" showed the lowest value.

Table 3. Factor analysis BPNES

Items	Factors		
	Relatedness	Competence	Autonomy
1. The dancing program I follow is highly compatible with my choices and interests.			.928
2. I feel very strongly that the way I dance perfectly the way I prefer to dance.			.912
3. I feel that the way I dance is definitely an expression of myself.			.916
4. I feel very strongly that I have the opportunity to make choices with respect to the way I dance		.805	.709
5. I feel I have been making a huge progress with respect to the end result I pursue.		.901	
6. I feel that I execute very effectively the dances of my dancing program.		.838	
7. I feel that dance is an activity in which I do very well.		.898	
8. I feel that I can manage with the requirements of the dancing program I am involved.			
9. I feel extremely comfortable when with the other dancing participants.	.875		
10. I feel that I associate with the other dancing participants in a very friendly way.	.874		
11. I feel there are open channels of communication with the other dancing participants.	.842		
12. I feel very much at ease with the other dancing participants	.841		
Eigen values	3.25	3.16	3.04
Variance %	27.04	26.30	5.36
Total Variance	78.69		
KMO and Bartlett's Test	.769		

Table 4. Reliability analysis, Means and standard deviation of the three factors

Factors	N	M	SD	Cronbach's a
Relatedness	250	3,81	.80	.91
Competence	250	3.63	.79	.92
Autonomy	250	2,56	.75	.89

Sex as a specific distinction of the factors

Three T-tests for independent samples were conducted, to examine whether there are any statistically significant differences as to the three factors owing to the participants' sex. From the results it is evident that sex constitutes a differential factor only for factors "competence" and "relatedness" (table 5). By the means we observe that male students exhibit higher mean (3,85) than the female (3,55) in factor "competence" while, on the contrary, the female students present a higher mean (3,86) than the male students (3,55) in factor "relatedness".

Table 5. The sex as a specific distinction of the factors

Factors	t	Male		Female	
		M	SD	M	SD
Competence	3,20	3,85	.82	3,51	.75
Relatedness	2.99	3.55	.73	3.86	.80

The class of attendance as a factor of differentiation

Three variance analyses (One-Way ANOVA) were conducted, to examine whether there are any statistically significant differences as to the three factors owing to the participants' class of attendance. From the analysis it is evident that the statistically significant differences owing to the class of attendance only for the factor "competence".

More particularly, both male and female pupils of the third class of high school experience to a minor degree ($f(2,247) = 7,16$ $p < .05$) the factor "competence" than the students of the 1st and 2nd class of high school (table 6).

Table 6. Classroom attendance as a factor of differentiation

Factor	Class	N	M	SD
Competence	1 st	148	3,70	.80
	2 nd	96	3,79	.79
	3 rd	47	3,31	.70

Discussions and conclusions

The purpose of this study was to evaluate the satisfaction of the three basic psychological needs for autonomy, competence and social relationships through the participation in teaching programs of Greek traditional dance of male and female students of high schools. The reasons for which they selected the particular age of the sample were to examine whether both male and female students of high school participate in

recreational activities, such as the teaching of Greek dance in the dance clubs, because of school obligations and whether the Greek dance enables participants to meet the three basic psychological needs at such a critical time in their lives.

From the results once again, it is detected that women constitute the vast majority of the dance clubs. The girls represent 73.2 % of the sample versus 26.8 % of male students. The survey results agree with those of Douka, Balaska, Pollatidou and Tsiftelidou (2011) in which the percentage of women reached 62,6% versus 37.4 % of men and Doulias, Kosmidou, Pavlogiannis and Patsiaouras (2005) where women made up 59.1 % of the sample and men 40.9 %. According to Biener (1990) more women than men and more easily participate in recreational activities, easily persuaded than men to participate in physical activities while failing to persuade men to participate in these and similar activities (Bebetsos, Papaioannou, & Theodorakis, 2003).

While the participation of students in the first class of high school is good, in the second class is greatly reduced and is lowest in the third class. The participation rates are predictable since both male and female pupils of the second class attend remedial courses during the two last years of high school. Encouraging is the percentage of returnees at the end of the final exams. According to their words, dancing, to them, is a way of life which they really missed the couple of years that discontinued their participation (informant 1, 2013). Their words are amplified by the long presence of the majority of the sample in the activities of the associations.

From the factor analysis is confirmed the construct validity and reliability of the scale and age of the investigation. The survey results are consistent with the results of the authors of the questionnaire used in the survey (Vlachopoulos & Michailidou 2006) and with those of Moreno-Murcia, Galindo, Moreno-Pérez, Marcos and Silva (2012). All three factors have high internal consistency and relatively high means. The factor «relationship» has the highest mean (3.81) while the factor "autonomy" the lowest (2.56). The factor 'ability' in an intermediate situation is 3.63 mean. The results show that dancing is an activity that allows the two of the three factors to be satisfactory fulfilled. Male and female students of high school find that through dance they gain special abilities, because dancing requires special skills and allows them to create relationships with the other dancers. The dance as a collective activity, contributes, requires we must say, the existence of relations between the participants. At the same time, however, is contrary to concepts such as autonomy that exists in individual rather than collective activities. Moreover, this was the destination in traditional society, i.e. to rally the community and to reduce disparities between members of the community. The limitations posed by the dance group identity not only didn't allow but it discouraged the separatist and secessionist tendencies.

Regarding the differences due to gender, the male students highly satisfy the need for capacity on the contrary to the female students that satisfy more the need for the development of social relations. These results contradict the results of the research of Mavridou (2012) who found that there were no statistically significant differences due to gender. The divergence observed in the two surveys may be due to the different ages of the sample.

Finally, the class of attendance proves to be a decisive factor of differentiation only for the capacity factor. The pupils of the first and second class seem to satisfy more than the students of the third class the need to verify the results and gain experiences on effectiveness. This, perhaps, is because of the long-term presence of students in the third class to the dance performances, thus the effectiveness is taken for granted.

In conclusion and relying on the results of the research we can say that the traditional dance is a recreational activity through which it is achieved the fulfillment of the basic psychological needs for competence and relationships of high school students.

References

- Afthinos I. (1998). *Training-sports-kinetic recreation. Organizational dimension*. S.P.E.S.S., National and Kapodistrian University of Athens.
- Bebetsos, E. & Antoniou, P. (2009). Gender differences on attitudes, computer use and physical activity among Greek University students. *Turkish Online Journal of Educational Technology*, 8 (2): 63-67.
- Bebetsos, E., Chroni, S., & Theodorakis, I. (2002). Physical active students' intentions and self-efficacy towards healthy eating. *Psychological Reports*, 92: 85-495.
- Bebetsos, E. Papaioannou, A., & Theodorakis, G. (2003). University students' attitudes and behaviors towards smoking and exercise. *Physical Education and Sport Pedagogy*, 8: 29-51.
- Biener, K. (1990). Repraesentativstudie über das Sportverhalten und das Sportinteresse berufstätiger Frauen. In: *Jugend und Sport*: (1), 8-23.
- Deci, E. L., & Ryan, R. M., (2004). Overview of self-determination theory: An organismic dialectical perspective. In E. Deci, & R. Ryan (Eds), *Handbook of self-determination research*. Rochester N.Y.: The University of Rochester Press: 3-33.
- Deligiannis, (1990). Biological and fulfillment of various systems as a fundamental presupposition for training. *Greek Medicine*: 56, 67-75.

- Dimitrakaki, V., Porpodis, K., Bebetos, E., Zarogoulidis, P., Papaioannou, A., Tsiouda, Th., Tsioulis, H., & Zarogoulidis, K. (2013). Attitudes of asthmatic and non asthmatic children to physical exercise. *Patient Preference and Adherence*: 7, 81-88.
- Douka, St, Balaska, P., Pollatidou, P., & Tsiftelidou, S. (2011). Survey of the relation between the motivation of participation and adherence to the program of Greek traditional dances, *Administration of Sports and Amusement*: 8 (2), 1-7.
- Doulias, E., Kosmidou, E., Pavlogiannis, O., & Patsiaouras, A. (2005). Research of the motivations of participation in groups of traditional dances, *HAPE*: 3(2), 107-112.
- Filippou F., Serbezis V., Harahoussou Y., Kabitsis Chr., Koleta M., Varsami D., Varsami H., & Davoras D. (2006). The folk dance as theatrical performance and the Training of Dance Teachers. *Arts and Humanities in Higher Education*: Vol 5(1): pp 51-63.
- Filippou, F., (2014). The role of the kinetic motif in determining the form and time of dance through the dance "Tis Marias». *Journal of Physical Education and Sport*, 14 (1)/2014:115 – 119.
- Katsavouni, F., Bebetos, E., Antoniou, P., Malliou, P., & Beneka, A. (2014). Work-related risk factors for Low back pain in firefighters. Is the exercise helpful? *Sports Sciences for Health*: 10 (1), 17-22.
- Kouthouris, Ch. (2009). *Outdoor activities of amazement – Extreme sports. Management of services. Executives' training*. Thessaloniki, Christodoulidis.
- Mavridis, G., Filippou, F., Rokka, St., Bousiou, St., & Mavridis, K. (2004). The Effect of a Health-Related Aerobic Dance Program on Elementary School Children. *Human Movement Studies*: 47: 337-349.
- Mavridou, Z. (2012). Research of the motivation in participation in clubs of traditional dances. T.E.F.A.A, D.U.TH., Komotini.
- Moreno-Murcia, J., Galindo, C., Moreno-Pérez, V., Marcos, P., & Borges, F. (2012). Confirmation of the Basic Psychological Needs Exercise Scale (BPNES) with a sample of people who Do Healthy Exercise. *Journal of Sports Science and Medicine*: 11, 141-146.
- Morgan, W. P., & Goldston, S. E. (1987). *Exercise and mental health*. Washington, DC: Hemisphere Publishing.
- Pitsi, A., Filippou, F. (2014). Dancing and music in symbiotic groups: the example of the Vlahs-Armani of Seli Imathias-Greece. *Journal of Physical Education and Sport*: 14(2): 205 – 210.
- Sivvas, G., Filippou, F., Batsiou, S., & Douda, H., (2013). Dance contribution in promoting health. Processing of the 35th World Dance Research Congress, Athens, Greece, 24-28 July 2013: <http://www.cid-portal.org/cdr/athens2013>.
- Vlachopoulos, S., & Michailidou, S. (2006). Development and Initial Validation of a Measure of Autonomy, Competence, and Relatedness in Exercise: The Basic Psychological Needs in Exercise Scale. *Measurement in Physical Education and Exercise Science*: 10 (3), 179-201.
- Interviews: 2013.