

**Role Ambiguity and Role Conflict in Greek Traditional Dances Teachers'
and the Impact of the Workplace**

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Abstract

The purpose of the research was to investigate the level of role ambiguity and role conflict in Greek traditional dances teachers', to examine their relationship and to examine whether the workplace (school, association) is a factor of differentiation. The sample of the research was 160 teachers of Greek traditional dances from the region of Eastern Macedonia and Thrace, who taught in non-profit associations and schools of Primary and Secondary Education. The Rizzo, House, Lirtzman (1976) questionnaires of eight-and-six-question were used to investigate the level of role conflict and role ambiguity. The answers were given on a 7-point Likert scale. The results showed that both the total sample and the sample of teachers of physical education in school as well as the dance teachers in the associations showed above average values in terms of role conflict and satisfactory averages in terms of role ambiguity. The results for the relationship between the two terms showed that there is no statistically significant correlation between them in either of the sample groups. Finally, it was found that the workplace is not a differentiating factor for either of the two terms.

Keywords: Greek traditional dance, role ambiguity, role conflict, workplace