
**The Teaching of Greek Traditional Dances in High School with the Reciprocal Style.
How it Affects the Received Satisfaction.**

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Abstract

The purpose of this study was to investigate the effect of an intervention program for teaching Greek traditional dances with the method of mutual style during the course of physical education on the satisfaction received. The research involved 112 boys (7th = 34, 8th = 38 & 9th = 40) and 122 girls (7th = 42, 8th = 28 & 9th = 52) who attended all three classes of high schools in Thessaloniki . By lot they were placed in two groups. 140 male students (64) and female students made up the experimental group while the corresponding number for the control group was 94 male students (48) and female students (46). The Greek version (Karakouta & et al., 2020) of the “Physical Activity Class Satisfaction Questionnaire” (Cunningham, 2007) modified for the needs of the present research was used for data collection. The questionnaire consists of 45 questions divided into 9 factors that explore the nine dimensions of satisfaction. Statistical analysis of the data included: descriptive statistics, internal consistency analysis (Cronbach's alpha), t-test for independent samples and analysis of variance of repeated measures. The statistical analysis of the data shows that: a. the internal coherence of the factors was highly satisfactory in both measurements b. the intervention program had a positive effect by improving the M all factors in the intervention team. From the results enable the authors to claim that a Greek dance teaching program with a mutual teaching style has a positive effect on the recruitment satisfaction of high school students.

Key words: student concentrated teaching styles