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**The Effect of a Greek Traditional Dance Teaching Programme in the
Improvement of High School Students Attitude in the Classroom and their
Increased Satisfaction of in Physical Education Lessons**

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Abstract

The purpose of the present study was to investigate the effect these teaching programs of Greek traditional dance had in improvement altitude of high school students in the classroom. It also increased the satisfaction they got out of the physical education lessons. The sample consisted of 96 boys (N=40) and girls (N=56) students of B' class (N=46) and C' class (N=50) of two junior high schools in Thessaloniki. In one of the schools, traditional dances were carried out for a duration of eighteen (18) weeks, (N=47) (experimental group), while in the other one they were not (N=49) (control group). Data was collected through a questionnaire that evaluated the caring-climate in the classroom (SCCP-II, Lickona & Davidson, 2003) and the satisfaction in Physical Education courses (Papaioannou, 2002). The Analysis of Repeated Measures (ANOVA) showed that students who were taught traditional dances were found to be more satisfied in Physical Education lessons and had an increased perception of a caring classroom climate and changes in attitude. The evaluation of the social-emotional effect that prevails in the environment of the school and classrooms, as well as the perception of students concerning the lessons shows that participating in groups of traditional dances programs a great number of students improved in enjoying these programs and enhances their ability in communication, respect and cooperation with co students.

Key-words: traditional dance, climate of care, satisfaction from the course