

ADULT ATTENDANCE IN GREEK TRADITIONAL DANCING CLASSES

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Abstract

The ample attendance of adults in dancing associations in order to learn Greek traditional dancing has rendered it necessary to investigate the reasons that lead them to participate in such activities. The aim of this study is to investigate whether the demographic characteristics constitute differentiation factors of the attendance motives in Greek traditional dancing classes. Adapted on the Greek population the Participation Motivation Questionnaire by Gill, Gross, and Huddleston (1983) was used for the data collection. In the study 454 individuals of over 30 years of age who were taught Greek dancing in dancing associations took part. A frequency analysis, One-Way Anova and Man Whitney U test was used for the data statistical process. From the results it seems that the demographic characteristics of the sample partly differentiate the factors of the attendance. More specifically, age and years of attendance do not in the least influence the motives of attendance ($p < .05$) while sex, educational level, place of residence and previous dancing experience partly influence the attendance motives ($p < .05$).

Keywords: dance event, motivation, cultural associations.

Introduction

The use of Greek traditional dancing is nowadays various and with multiple targets. It composes a part of the curriculum of Physical Education both in primary and secondary education, it is used as a means of exercise and of physical fitness improvement (Pitsi, 2002; Genti, Serbezis, Douda, & Kouli, 2008), as a means of national identity boost (Filippou, 1993) and promotion of Greece abroad (Filippou, Pitsi, & Stavridis, 2000; Filippou, 1993). However, it is mainly taught in hundreds of cultural associations all over Greece, in municipal cultural enterprises and “Centres for Open Protection of the Elderly”. In recent years a decrease has been observed in individuals’ attendance of 15-18 years of age (Serbezis, 1999) and an abundant adults’ attendance in dancing associations in order to learn Greek dancing.

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The increased adults' attendance in dancing activities has made it necessary to investigate the reasons that lead those adults to participate in similar activities. What are the reasons, internal or external, that motivate adults to join and stay in Greek traditional dancing taught classes? Motivation contributes to a great degree in the creation of the appropriate climate which will maximize the interaction in teaching (Salvaras, 2000). More specifically, internal motivation is defined as the power that leads an individual to occupy with some activity in order to take pleasure and not obtain some benefits. The individuals feel autonomous, they participate in the class and they learn new skills with joy. Motivation derives from the activity itself (Trilianos, 1993). On the contrary, an external motivation exists when the individual becomes active by drawing motivation from external amplifiers of this motivation such as grades, rewards, praises and prizes. They are motivated not by the activity itself but by the use of a social amplifier (Koliadis, 1997). The external factors mostly concern the influences that an individual receives from his family and social environment.

It is widely acceptable that investigating the reasons for which the individuals choose to participate in kinetic activities is a useful tool for their motivation comprehension (Biddle, 1997). Study results have shown a significant number of motives among them the entertainment, the skills development and several social factors (Biddle, 1998). A factor which influences significantly individuals' motivation and especially internal motivation is the capability of the people themselves. The term capability is referred to the estimation that individuals do about the worth of their abilities, that is, how capable they feel (Koliadis, 1997). This becomes even more apparent when the activity has some degree of difficulty and challenge so as to lead individuals to the zone of the forthcoming development (Vygotsky, 1998).

Gill, Gross and Huddleston (1983), through their questionnaire propose thirty possible attendance reasons in athletic/kinetic activities which can be grouped to the achievement /status, team atmosphere, fitness, energy release, skill development, friendship and fun factors. Patsiaouras, Keramidas and Papanikolaou (2004), adapting the aforementioned questionnaire on the Greek population established eight factors for attendance motives which are: skill improvement attendance, team attendance, attendance for fun, attendance for success and increase of status, attendance for making friendships, attendance for good physical fitness, attendance for energy release and appeasement, attendance for the sport and moment challenge. The adaptation includes 32 questions since two more questions were added to the « factor friendship». The adaptation was implemented in a sample of 30 individuals.

According to Sachinidis (1995), the most important social function of dancing is socialization both of the young people and of the elderly through the several dancing activities which the dancing associations offer throughout Greece. Zografou (2003) also agrees with the aforementioned view underlining the importance of the function of dancing associations. Thus, according to Zografou (2003) the positive elements that should be promoted are: a) dancing associations give the opportunity to many young people to become active through their attendance in events. Thus, dancing procedure ceases being a privilege of a few societies and of people as it was few years ago b) they bring young people into contact with dancing and through it with music, song and costume a fact which offers them new experiences and knowledge. Moreover, the long term procedure for the performance preparation, which is the ultimate aim of the coexistence, provides the members who compose the group, a more immediate communication c) they give the opportunity of participating in dancing associations which is an antidote for isolation and passive attitude, characteristics of the modern society (Bell, 1978). That is, the dancing associations' function, mainly in urban centres, has a social significance too, since it contributes to the procedure of socialization of their members and they reinforce the coherence of the community or any social group (Loutzaki, 1994).

According to French Ministry of Culture's study results (Donnât, 1996) women of old age constitute the majority of those who attend traditional dancing classes. For 69% of the sample the expected benefits from their attendance in a dancing association are recreation as well as release

from the stress and tension of the daily routine problems. 46% expects to spend some pleasurable moments with friends or family.

Zanou, Chasandra and Goudas (2001) study factors of company (bonding, pleasant atmosphere and good mood), having fun, dance teacher and teaching showed the highest percentages in the samples' preferences. The study's sample was adult individuals, members of dancing associations in the county of Trikala and the data statistical process was carried out with the qualitative analysis method.

Doulias, Kosmidou, Pavlogiannis and Patsiaouras (2005) study investigate the motives which drive teenagers to participate in activities which dancing associations offer. The study results showed that the most significant attendance motives were the desire to have fun, the need to feel as members of a team and to make friends. On the other hand, success and status gaining through their participation were not motives for their attendance.

McCleary, Weaver and Meng (2006), study showed that «escapism and relaxation», «socialisation», «originality», «dance learning-improvement of dancing dexterities», «enjoyment» and «enthusiasm» (Escape & Relaxation, Socialization, Novelty, Dance Learning, (Dance) Event Enjoyment, and Excitement) constituted six motive factors which drive American people to participate in dancing activities (social dance learning classes in competition dance events and festival dancing). The “escape and relaxation” factor seems to be experienced to a higher degree by the participants since its preference percentage was 15.1%. Moreover, three cluster groups were identified based on the dance event motivation dimensions: Multipurpose Dancers, Dance Learning and Enjoyment Seekers, and Socialization and Relaxation Seekers.

According to Frederick & Ryan (1993) sex, age, educational level, domestic, professional, social and financial situation constitute factors which influence to a significant degree man's attendance in physical activities. For instance, men and adolescents choose to attend activities which demand competition contrary to women and the elderly who do not consider competing important.

The aim of the study is to investigate the attendance motives as well as the demographic characteristics of the sample as differentiation factors of the attendance motives in Greek traditional dancing classes.

Method

Participants

In the research 454 men and women of over 30 years of age took part. Those people were taught Greek dancing in dancing associations, in “Centres of Open Protection for the Elderly” (COPE) and in municipal cultural associations in the prefectures of Chalkidiki, Imathia, Kozani, Rodopi and Thessaloniki. The selection of the sample was random. The majority of the sample consisted of middle aged women who were secondary education graduates (table 1). The large majority of the sample lives in urban centres, it does not have any previous dancing experience and had attended courses for more than 3 years (table 2).

Table 1

Demographic characteristics of the sample

Gender (%)		Age		Education	
Male	Female	Group	(%)	(%)	
28.2	71.8	30-45	47.1	Primary	12.8
		46-60	43.4	Gymnasium	19.8
		60+	9.5	Lyceum	25.8
				University	32.6

Table 2

Demographic characteristics of the sample

Live in		Dancing experience		Dance lessons	
(%)		(%)		Years	(%)
Urban centre	63	Yes	30	1	25.6
Village	37	No	70	2	13.4
				3	25.1
				3+	35.9

Instruments

The Gill, Gross, and Huddleston (1983) Participation Motivation Questionnaire (PMQ) was used for the data collection since it evaluates the motivation in attending physical activities, as this was adapted on the Greek population by Patsiaouras et al (2004).

This questionnaire was modified in order to record the attendance motives of adults in Greek traditional dance teaching classes. It was tentatively submitted to 30 individuals, who participated in Greek dancing courses and who, on the one hand answered to the questions and on the other gave their own observations and suggestions. After statistical analysis three variables were cancelled while some others were rephrased.

The final questionnaire consists of two parts. The first investigates the demographic details of the participants with six variables. The second part which investigates the attendance motives consists of 29 variables. The answers were given in a five degree Likert scale from “absolutely disagree” to “absolutely agree”.

Procedure

The adults gave their consent for their attendance in the study. The completion of the 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 questionnaire

In order to control the validity of the questionnaire, a factor analysis was conducted. From the analysis results as they were displayed in a recent international congress (Filippou, Goulimaris, & Genti, 2009) eight factors emerged from the factor analysis. The first factor, (rejection of boredom) concerns the elimination of stress and daily preoccupations. The second factor, (status-recognition) refers to the participant's expectations to achieve recognition from the others and gain social appeal. Participation in dancing activities is challenge for the participants (third factor). The fourth factor (improvement of dexterities) refers to the sample's desire to improve his/her dancing level and to learn new dances. The participants face their attendance as chance for exercise and the upkeep or even improvement of their health (fifth factor, exercise and health). The sixth factor (team) pertains to the participant's desire to constitute members of a team. Acquaintance with new individuals, creation of new friendships and being with friends constitute an attendance factor for the sample (seventh factor, friendship). Finally, the eighth factor (popularity) concerns the participants who aspire to be popular and important by participating in something they are good at.

A reliability analysis was performed in order to examine the reliability of the items constituting the eight factors under study. The reliability test was based on the calculation of Cronbach's alpha. The reliability analysis results pertaining to the aforementioned factors are showed in table 3. The analyses have showed that the factors have a satisfactory reliability score ($\alpha > .60$). All variables contribute positively to the improvement of the factors reliability.

Table 3

Reliability analysis of the attendance motives factors

Factors	Cronbach's Alfa
Boredom rejection	.99
Achievement/ status	.85
Challenge	.99
Skills improvement	.98
Exercise & Fitness	.83
Team atmosphere	.93
Friendship	.89
Popularity	.60

From the sum of the questions score of each factor divided by the number of the factor questions eight new variables representing the eight factors of attendance motives were created. As table 4 shows, the factor «Exercise and health» is experienced by the sample in a greater intensity. The factors «Dexterity improvement» and «Friendship» presented the second and the third higher rate respectively. The next rates presented the factors «Team» and «Boredom rejection». Finally, the factors «Status- Recognition», «Popularity» and «Friendship» presented the lowest rates.

Table 4

Means and standard deviation of the eight participation factors

Factors	M	S.D.
Boredom rejection	3.3	.82
Achievement/ status	2.7	.68
Challenge	2.0	.75
Skills improvement	4.1	.85
Exercise & Fitness	4.5	.47
Team atmosphere	3.6	.56
Friendship	4.0	.70
Popularity	2.7	.46

Sex as differentiation factor of the participation factors

Man Whitney U tests for independent samples which do not follow a regular division were conducted to examine whether there are any statistically significant differences as to the participation factors owing to the participants' sex. From the analysis application a statistically significant effect of the factor «Sex» was found only for the factor «Boredom rejection» (table 5). From the comparison of the M (means) it is concluded that for the factor «Boredom rejection» men take part in a greater degree (M=3.55 & S.D. =.85) than women (M=3.31 & S.D. =.80).

Table 5

Sex as differentiation factor of the participation factors

Factors	Mann-Whitney U	Asymp. Sig. (2-tailed)
Rejection of boredom	17242.0	.003*
Achievement/ status	19704.5	.329
Challenge	19870.0	.383
Skills improvement	20736.0	.915
Exercise – Fitness	20143.5	.550
Team atmosphere	20399.5	.683
Friendship	20548.5	.799
Popularity	20630.5	.846

*p<0.05

Age as differentiation factor of the participation factors

One - Way ANOVA variance analyses were conducted, to examine whether there are any statistically significant differences as to the participation factors owing to the participants' age. From the analysis application it was found that there was no statistically significant effect of the factor «Age» to any of the participation factors (table 6).

Table 6

Age as differentiation factor of the participation factors

Factors	F	P
Rejection of boredom	$F_{(2,453)}=.998$	.370
Achievement/ status	$F_{(2,453)}=.370$	.691
Challenge	$F_{(2,453)}=.630$	.533
Skills improvement	$F_{(2,453)}=2.577$	.077
Exercise	$F_{(2,453)}=.344$	.709
Team atmosphere	$F_{(2,453)}=.257$	.773
Friendship	$F_{(2,453)}=.422$	.656
Popularity	$F_{(2,453)}=.109$	.897

* $p < 0.05$

Educational level as differentiation factor of the participation factors

One - Way ANOVA variance analyses were conducted, to examine whether there are any statistically significant differences as to the participation factors owing to the participants' educational level. From the analysis application it was found that there was statistically significant effect of the factor «Educational level» only on the factor «Popularity» (table 7). From the test of multiple comparisons Shceffe there were found statistically significant differences among individuals who were university, high school and secondary education graduates. From the comparison of the M (means) it is concluded that for the factor «Popularity» the individuals who were university graduates participate in a greater degree ($M=2.13$; $S.D.=.35$) than those who were high school graduates ($M=1.99$; $S.D.=.30$) and secondary education graduates ($M=2.00$; $S.D.=.35$).

Table 7

Educational level as differentiation factor of the participation factors

Factors	F	P
Rejection of boredom	$F_{(3,453)}=.523$	.666
Achievement/ status	$F_{(3,453)}=1.230$	.298
Challenge	$F_{(3,453)}=1.461$	.225
Skills improvement	$F_{(3,453)}=1.778$	.150
Exercise	$F_{(3,453)}=.538$	.656
Team atmosphere	$F_{(3,453)}=1.913$	.127
Friendship	$F_{(3,453)}=.564$	.639
Popularity	$F_{(3,453)}=4.873$	.002*

* $p < 0.05$

Years of attendance as differentiation factor of the participation factors

One - Way ANOVA variance analyses were conducted, to examine whether there are any statistically significant differences as to the participation factors owing to the participants' years of attendance. From the analysis application it was found that there was no statistically significant effect of the factor «Years of attendance» to any of the participation factors (table 8).

Table 8

Years of attendance as differentiation factor of the participation factors

Factors	F	P
Rejection of boredom	$F_{(3,453)}=.290$	.832
Achievement/ status	$F_{(3,453)}=.916$	.433
Challenge	$F_{(3,453)}=.652$	.582
Skills improvement	$F_{(3,453)}=2.082$	.102
Exercise	$F_{(3,453)}=.447$	.720
Team atmosphere	$F_{(3,453)}=1.306$	.272
Friendship	$F_{(3,453)}=.388$	.762
Popularity	$F_{(3,453)}=2.42$	.083

*p<0.05

Previous dancing experience as differentiation factor of the participation factors

Man Whitney U tests for independent samples which do not follow a regular division were conducted to examine whether there are any statistically significant differences as to the participation factors owing to the participants' previous dancing experience. From the analysis application a statistically significant effect of the factor «previous dancing experience» for the factors «Challenge», «Skills improvement» and «Fitness» was found (table 9). From the comparison of the means it is concluded that:

- a) For the factor «Challenge» individuals with previous dancing experience participate in a greater degree (M=4.23; S.D.=.91) than those without any experience (M=4.07; S.D.=.82).
- b) For the factor «Skills improvement» individuals with previous dancing experience participate in a greater degree (M=4.64; S.D.=.46) than those without any experience (M=4.54; S.D.=.47).
- c) For the factor «Exercise» individuals with previous dancing experience participate in a greater degree (M=2.14; S.D.=.86) than those without any experience (M=1.93; S.D.=.68).

Table 9

Previous dancing experience as differentiation factor of the participation factors

Factors	Mann-Whitney U	Asymp. Sig. (2-tailed)
Rejection of boredom	21216.00	.685
Achievement/ status	20692.00	.399
Challenge	19248.00	.034*
Skills improvement	18927.50	.023*
Exercise	18895.00	.022*
Team atmosphere	19907.00	.119
Friendship	21568.50	.908
Popularity	20234.50	.229

*p<0.05

Place of residence as differentiation factor of the participation factors

Man Whitney U tests for independent samples which do not follow a regular division were conducted to examine whether there are any statistically significant differences as to the participation factors owing to the participants' place of residence. From the analysis application a statistically significant effect of the factor «Place of residence» only for the factor «Skills improvement» was found (table 10). From the comparison of the means it is concluded that citizens participate to improve their dancing level in a greater degree (M=4.17; S.D.=.89) than village dwellers (M=4.04; S.D.=.78).

Table 10

Place of residence as differentiation factor of the participation factors

Factors	Mann-Whitney U	Asymp. Sig. (2-tailed)
Rejection of boredom	22178.00	.153
Achievement/ status	21661.50	.064
Challenge	22699.00	.279
Skills improvement	21388.50	.037*
Exercise	23254.00	.551
Team atmosphere	23716.00	.801
Friendship	23990.00	.980
Popularity	23299.00	.539

*p<0.05

Discussion

In recent years an abundant attendance of individuals of over of 30 years of age is observed in dancing associations. Middle and older aged men and women and of any educational level, old dancers and non experts in Greek dancing come to dancing associations' classes with the desire to learn to dance Greek traditional dancing. Their significant participation balances the reduced attendance as well as its ceasing from group activities of individuals of a younger age and in this manner covers the gaps which are created in populating the dance activities of the associations. Adult dancers constitute a fundamental asset for the smooth functioning of dancing associations.

For the aforementioned reasons the investigation of the demographic characteristics as differentiation motive attendance factors was deemed necessary. Thus, the study results can be used both for the better organization and function of the classes and for the recruitment of a larger number of adults.

The study's results as far as the demographic characteristics of the sample are concerned concur with the results of other studies (Donnât, 1996; Papaioannidou, Basdeki, & Filippou, 2005) where middle and older aged women of university education graduates constitute the majority of those who learn traditional dancing.

The western view that dancing concerns only women was confirmed by our study's results. The small percentage of men should not make an impression since both in Greece and abroad the trend is not for men to take part in dancing activities. Perhaps, the reason for not taking part is the established viewpoint that dancing concerns exclusively women and not men. A view which comes from childhood since the boys' attendance in children's classes of the dancing associations is too small in relation to girls. It comes from the west and from classical and modern dancing and completely wrongly includes traditional dancing too which conversely promotes the man dancer.

The age of the participants in relation to their long term attendance, their experience and the financial contribution they make allow us to conclude that adults constitute a factor which, on the one hand, contributes conclusively to the right function of the associations and on the other to the uninhibited organisation and realisation of associations' performances.

The results showed that traditional dancing, as motor activity, attracts individuals of high educational level and has the ability to keep their interest unabated evidence of the position that traditional dancing holds on these peoples system of values.

As to the locus in which the dance is presented we can observe a location divergence. Being primarily an expression of the agricultural-farming traditional society it can be found today mainly in the urban centres as a consequence of folklore.

On the contrary, the associations of rural areas which have classes for adults are sparse. Perhaps, this is due to the desire of the people living in those areas to detach themselves from anything that connects them to the past, anything that is considered as old fashioned and conservative.

Finally, we could say that a tendency to return especially to the same association can be observed by individuals who were formerly dancers and ceased their attendance for reasons such as studies, having a family or work. Their return shows that their attendance termination was due to personal reasons and not to poor relationships with the managing councils of the associations or the dancing teachers.

From the study it becomes evident that Greek dance is susceptible to multifaceted approaches, as well as the multiple benefits one expects by his/her dance attendance. The individuals that attend courses of Greek traditional dance take part in them because they expect to

exercise themselves and maintain or even improve their health, to improve their dancing level and learn new dances, to have a pleasant time with their family or friends, to socialise with individuals who have the same interests, to relax from the daily routine. On the contrary, the participants are less interested in gaining prestige and recognition as well as being popular through their attendance since the factors «status - recognition» and «popularity» are in the last place of their choice. Moreover, they do not face their attendance as a challenge and opportunity for new experiences. From the results it seems that adults do not face dancing as a hard and strenuous motor activity and occupation but as a social activity which gives them the opportunity to work out and to improve their physical fitness as well as to enjoy themselves and to feel members of a team.

These results contradict the survey findings of Zanou et al. (2001) and Doulias et al. (2005) studies since the resulting participation motive factors are different to the three studies. The differences with Zanou et al. study are probably due to the type of activity. In the specific study the sample participated in general physical activities while in the present the activity was traditional dancing. As far as the Doulias et al. study is concerned the differences are probably due to the different age composition of the sample.

The questionnaire that was used for our study is also used to many researches and in many countries (Kirkby, Kolt, & Liu, 1999; Longhurst & Spink, 1987; Wang & Wiese-Bjornstal, 1996). However, a common number of motive factors did not emerge from these studies. In Kirkby et al. study (1999) seven factors emerged, in Longhurst and Spink (1987) four and in Wank and Wiese-Bjornstal (1996) research, eight. The differentiation in type and in the number of the factors is probably due to the methodology differences, to the variety of physical activity, to the sample or even to the different years of age and to the cultural variety of individuals (Kirkby, Kolt, & Liu, 1999).

The results provide the opportunity to claim that traditional dancing constitutes an activity suitable for adults and especially for those of middle and older age. It does not encourage competition since the participation for «status - recognition» and «popularity» has the lowest mean. On the contrary, it constitutes an exercise suitable for their age and their motor level and a tool of socialization which is necessary for those ages.

Greek traditional dancing is an activity in which the notions of internal and external motivation coexist. The factors “boredom rejection”, “team”, “friendship” and up to a point “dexterity improvement”, function as internal motivation since they are related with the pleasure and satisfaction that someone derives from learning something new attempting to overcome his/her limitations or simply enjoying his attendance in an activity. They participate for the pleasure which results from their attendance, without aiming at the teaching results themselves, since according to the aforementioned researchers, internal motivation is defined as the engagement in an activity for the sheer pleasure it offers rather than its effects. This of course, does not exclude benefits for participants, such as gaining new experiences or improving their dancing level since through their improvement they feel satisfaction, joy and the sense that they have managed to go beyond themselves.

Our study's results agree with the results of other studies which investigated the attendance motives in physical activities. Thus, the results of our study agree with the results of Deci & Ryan (1985) study. Both studies agree that internal motivation leads to attendance through which the participant aims at the internal satisfaction, such as the pleasure that can be derived when someone learns some new dexterity while the external motivation functions as a leader for participating in activities aiming at benefits and rewards.

However, for a part of the sample, dancing functions as external motivation since they aim at specific results and benefits from their attendance. More specifically, dancing seems to function partly as a recognisable control of behaviour (Deci & Ryan, 1985). A part of the sample has been convinced that they will gain personal benefits such as health improvement or recognition and

popularity and moreover they rate them as significant benefits. In this manner the external source of motivation is internalised without thereafter having the need for its presence.

The study results can be considered as impressive and subversive as far as the effect of the demographic characteristics of the sample to the attendance motives is concerned; both because they are in contrast with the results of other studies and with the results themselves.

Frederick & Ryan (1993) and Hassandra, Goudas & Chroni (2003) studies have shown that the demographic characteristics (sex, age, educational level) and the social and environmental factors influence to a significant degree the attendance motives in physical activities. In our research, age and years of attendance did not constitute differentiation factors of the attendance motives. This means that both individuals of 30 years of age and those with 65 years of age participate being motivated by the same motives. This is probably due to the activity itself since the traditional dancing of a people forms a multivalent activity which offers opportunities for the participation of all members in a: a) creative experience, b) type of social practice, c) expression of feelings.

Sex constitutes a differentiation factor only for the factor «boredom rejection». The presumed result would be for women to participate in classes in a greater degree than men with the aim of getting out of home and breaking away from the monotony of every day life. However, according to the results, men participate in a greater degree with the aim of unwinding and relaxing from the tensions of daily routine.

The educational level of the participants has a significant effect only on the factor «popularity». Educated individuals seem to participate in a greater degree than the rest with the aim of being popular; evidence that they consider dancing as an activity with great status.

The place of residence of the participants has a significant effect only on the factor «improvement of dexterities». According to the results, city inhabitants are interested in a greater degree in improving their dancing level than village dwellers are. This is probably due to the effect of the folklore movement which has the bourgeois seek out relative activities in his escapist attempts. Perhaps the individuals who constitute the sample originate from agricultural populations and through their attendance aim at returning to the origins. Finally, most probably village inhabitants believe that their dancing level does not need any improvement since they considered it satisfactory.

Those who were former dancers participate in a greater degree because they face their attendance as a challenge to improve their dancing level and see dancing as exercise which helps them maintain or even improve their health. We could say that these results are expected since the individuals have been convinced, through their long term attendance, of the multiple benefits that dancing offers.

In conclusion, we could claim that dancing constitutes an activity with a multivalent character offering to the participants many opportunities for exercise, relaxation and socialization. The demographic characteristics only partly constitute definitive differentiation factors of attendance motives.

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