
**Participation Motives of French in Greek Traditional Dance Teaching Seminars
Organised in France**

Filippos Filippou, Panagiota Kipourou, Dimitrios Goulimaris,

Vasileios Serbezis, Maria Genti

Department of Physical Education and Sport Science, Democritus University of Thrace

Correspondence with:

Filippos Filippou

ffilippo@phyed.duth.gr

D.P.E.S.S., Campus, Komotini 69100, Greece

International Journal of Sport Management Recreation & Tourism, Vol.4, pp.52-59, 2009

© 2009 I.J.S.Ma.R.T. All rights reserved. ISSN: 1791-874X

To link to this article: <http://dx.doi.org/>

DOI: 10.5199/ijsmart-1791-874X-4d

Participation Motives of French in Greek Traditional Dance Teaching Seminars Organised in France

Abstract

The aim of this study was to investigate the reasons which drive French people to participate in taught seminars of Greek traditional dancing which are organized in France as well as to examine the demographic characteristics as differentiation factors of the attendance motives. For the collection of the study data the "Participation Motivation Questionnaire" by Gill, Gross & Huddleston was used after having been adapted to the particular needs of the study. In the study took part 215 individuals (n=215, m=16, f=191). A Factor and Reliability analysis, a frequency analysis, One-Way ANOVA, Man Whitney U test and elements of descriptive statistics were used for the analysis of the data. The improvement of the dancing dexterities, boredom rejection as well as relaxation from the daily routine, the acquisition of new experiences and practice are the most significant attendance motives in the relative seminars. Age and educational level of the sample do not constitute differential factors of the attendance motives. Men participate in a greater degree than women so as to get in touch with the Greek culture through dancing. Finally, individuals with many years of attendance are interested in improving their dancing level in a greater degree than individuals with few years of attendance. To sum up, we can infer that only gender and participation time are factors partly differentiating the motives of attendance.

Keywords: folklore, cultural associations, motivation

Participation Motives of French in Greek Traditional Dance Teaching Seminars Organised in France

Introduction

The creation of dancing associations and the organization of teaching traditional dancing courses to foreign people in Greece as well as abroad is a result of the use of traditional dancing by the folklore movement. The first taught Greek dancing courses addressed to foreign people are organized in Greece and abroad in the middle of '70. France was one of the first countries where taught seminars of Greek traditional dancing were organized by the «Les amis de la nature» association (Kipourou, 2009).

Today, taught seminars of Greek traditional dancing are organized throughout the year, in several French regions (Paris, Marseille, Le Havre, Brest, Bordeaux, Lyon). The French men and women over 18 years of age who participate in taught Greek dancing courses throughout France, in which Greek dancing teachers teach, are estimated at about 3.000 (Kipourou, 2009).

However, what is it that motivates people of different cultural backgrounds to wish to learn Greek dancing? Which needs or forces drive and attract people to wish to get in touch with other, different to their own, cultural attitudes as the traditional dancing of a country is?

Motivation is a multidimensional phenomenon and this causes problems both in understanding and explaining the term. The result of a superficial analysis of the concept is that the majority of the theories deal with motives as a uniform phenomenon. However this is not right since with an in depth analysis we will find that individuals do not differ only as to the percentage of motivation but also as to its type. The type of motivation relates to the inner attitudes and aims of an individual which provide the cause for an action, involving the reasons of this action (Ryan & Deci, 2000).

Iso-Ahola (1999) defines motivation *“as the forces that cause immediate and permanent individual behaviours and originates in the satisfaction process of his/her physical and psychological needs”* while Robbins (2001) defines motivation *“as the eagerness of exerting insistent efforts for the achievement of goals and the satisfaction of personal needs”*.

Aiming at making the subject of motivation clearer, Deci and Ryan (1985), developed the theory of self – definition. According to the theory of self – definition *«an individual’s attitude is a result of an internal or external motivation or non- motivation, that is, lack of motivation. Individuals become motivated internally or externally in high or low levels or do not become motivated at all and as result they quit the activity »*.

When there is the internal motivation the active individuals feel autonomous, participate in the course and they joyfully learn new dexterities. Motivation derives from the activity itself (Trilianos, 1999). On the contrary, when the external motivation functions, the individuals participate in the course or the activity for some marks, praise or reward. They are motivated not by the activity itself but by the use of a social supporter (Koliadis, 1997).

The demographic elements of individuals such as sex, age, educational level, domestic, professional, social and financial situation constitute factors which influence to a significant degree the person's attendance in physical activities. For instance, the elderly and women do not consider competition as important as men and adolescents do. On the contrary, social motives are more important between the women and the elder people than they are for men and adolescents. The social factors which are connected with the body constitute powerful attendance motives in physical activities for women while competition and ability are considered important for men (Frederick & Ryan, 1993).

According to Gill, Gross and Huddleston (1983), there are eight motive factors which drive young people to participate in physical activities. These factors are: achievement/status, team atmosphere, fitness, energy release, skill development, friendship and fun. The aforementioned factors are a result of the factor analysis of the proposed questionnaire by them. The Participation Motivation Inventory (PMQ) consists of 30 variables and aims at investigating the attendance motives of young people in sporting activities. The reliability of each factor was .95, .94, .97, .95, .84, .94, .93, and .95, respectively and the reliability of the eight factors was .98.

Sit and Lindner (2006) used the PMQ to investigate the attendance motives of secondary education students and of 14 -20 years of age in competitive activities and recreational activities. The factor analysis gave seven motive factors which are: status, team/friend, excitement/challenge, skill, energy release, fitness and situational factors.

From a study of the French Ministry of Culture (Donnât, 1996), in which 10.000 French men and women over 15 years of age took part derive interesting findings as they not only define a framework of the modern function of dance but they also define the prospects of the issue. According to the study results:

- a) The majority of the participants are women.
- b) Those who take up traditional dancing in associations belong to an older age bracket since most of them are pensioners.
- c) 54% of the sample was encouraged by their parents to take part in dancing courses and 27% met no problems in their attendance. Finally, a significant number (19%) of the parents had already been taking lessons at an association.

Zanou, Chasandra and Goudas (2001) investigated the reasons of attendance in recreational physical activities using a sample of adult individuals who were members in dancing associations in the county of Trikala. The categorization of the subjects gives the following nine basic drifts on which the answers of the dancers are registered: company/bonding, facilities, teacher, teaching, responsibility of the participants, homogeneity/incongruity, teaching, having fun and personal motives. The results showed that the factors of company (bonding, pleasant atmosphere and good mood), having fun, dance teacher and teaching were higher in the answers of those questioned.

In the Papaioannidou, Basdeki and Filippou (2005) study it was found that the most important reasons for which adults in the county of Imathia attend Greek dance courses are: relaxation from the tensions of daily routine, unwinding, maintaining and improving physical fitness, having fun and drawing pleasure from such an activity, getting out of home and finally because they consider it a means of working out.

From the study results of Doulias, Kosmidou, Pavlogiannis and Patsiaouras (2005) it seems that adolescents who participated in dancing associations put forward having fun, the need to feel as members of a team and making friends as their reasons of attendance. On the other hand, success and status gaining through their participation were not motives for their attendance. The factors «having fun» and «team» are higher in the preferences of the young people in contrast with the factor «social acceptance» which comes last in their preferences.

McCleary, Weaver and Meng (2006), considering motivation a key to the comprehension of human behaviour, studied the motives of attendance of American people in dancing activities (social dance and festival dance courses). Women (52%) aged 46-65 (64%) who are highly educated (64%) are the majority in the sample. The study revealed six motive factors: these are the participation for «escapism and relaxation», participation for «socialisation», participation for «originality», participation for «dance learning - improvement of dancing dexterities», participation for «enjoyment» and finally participation for «enthusiasm». The escapism and relaxation factor appears to be experienced by participants in considerable degree since it reaches 15, 1%.

The contact and acquaintance with the Greek culture, the rejection of boredom, the coexistence with individuals with whom we share common interests and the improvement of their dancing skills are the factors of the foreigner's motives in participating in taught seminars of Greek dancing held in Greece (Mihaltsi, 2008). Sex, educational level and the professional status of the participants do not consist factors of differentiation in attendance motives. On the contrary, their age becomes the defining factor influencing of their participation motives.

The aim of this study was the investigation of the motives which drive French men and women to take part in seminars of Greek traditional dancing, organised in France. Also to examine if French people's demographic characteristics affect their participation motives.

Methodology

Sample

In the research took part 215 French men and women who participated in taught courses of Greek traditional dancing which were organized in cities of France such as Paris, Marseille, Lyon, Le Havre, and Bordeaux. The majority of the sample consisted of middle and older aged women who were higher education graduates and had a long term attendance in seminars (table 1).

Table 1. Demographic characteristics.

Gender (%)		Age		Education		Years of attendance	
Male	Female	Group	(%)		(%)		(%)
11,16	88,84	-25	1,4	Primary	5,1	1-5	49,3
		26-35	2,3	Gymnasium	13,0	6-20	40,0
		36-45	13,5	Technical Shc.	14,4	20+	10,7
		46-55	30,7	Lyceum	25,1		
		56-65	34,9	University	39,1		
		65+	17,2	PhD	3,3		

Questionnaire

The Gill, Gross, and Huddleston (1983) Participation Motivation Questionnaire (PMQ) was used for the data collection which evaluates the motivation in attending physical activities.

At first, the questionnaire was translated in the French language by official bilingual translators. Afterwards, it was tentatively submitted to 20 French men and women in order to control the structure, to correct or to erase obscure words and finally to explicate, complement and phrase the questions in a better way.

In its final form, the questionnaire is composed of two parts. The first part examines the demographic characteristics of the participants and consists of four variables. The second part which investigates the attendance motives consists of 27 variables since three variables were extracted from the original questionnaire which had no functional relation with the examined kinetic activity. The answers were given in a three degree Likert scale from «disagree» to «agree».

Process

The questionnaires were sent to the participants by separate mail. Apart from questionnaire, the envelope also contained a postage paid stamp. The questionnaire was anonymous and the researchers assured the participants in writing that their answers would be used exclusively for the study's needs.

Results

Validity and reliability of the questionnaire

In order to control the validity of the questionnaire, a factor analysis was conducted. The analysis was made by using the method of principal components analysis, followed by a varimax rotation of axes. The number of factors was determined by the criterion that the eigen values should be higher than 1.00. The minor charge that was used in order for the questions to be distributed to the factors was 0.40. The total explained variance is 69,99%. Seven factors emerged from the factor analysis (Table 2).

The first factor, called «rejection of boredom», concerns the appeasement and relaxation of daily routine through their attendance, the second factor called «social relationships - company» express the desire being with individuals who have the same interests with them, the third factor (culture) concerns the contact and acquaintance with the Greek culture through traditional dancing while the fourth factor (exercise – health) shows that traditional dancing is seen by the participants as an opportunity for exercise and for maintenance of good health. The fifth factor called «improvement of dexterities» shows the participants' desire to improve their dancing level and their dancing dexterities by learning new dances. The sixth factor called «challenge» shows that the sample sees its participation as a challenge. Finally, the seventh factor called «new experiences» shows that participation is seen as an opportunity to get in touch with something new and unprecedented.

A reliability analysis was performed in order to examine the consistency and therefore the reliability of the items constituting the seven factors under study. The reliability test was based on the calculation of Cronbach's alpha. The analyses have showed that the factors have a satisfactory reliability score ($\alpha > .60$). Apart from the fourth question of the factor «culture», all the questions contribute positively to the improvement of the factors' reliability. Thus, this question was abstracted and the analysis was performed over again for this factor. The reliability analyses of the seven factors are shown on table 2.

From the sum of the questions score of each factor divided by the number of the factor questions seven new variables representing the seven factors of attendance motives were created.

As table 3 shows, the «improvement of dexterities» and «rejection of boredom» factors are experienced by our sample to a greater degree. The factors «challenge», «exercise – health» and «social relationships - company» presented the next higher rates. Slightly lower rate presented the factor of «culture» while the lowest rate presented the «new experiences» factor.

Table 2. Factor and reliability analysis.

Items	Factors						
	Rejection of boredom	Social relations company	Culture	Fitness	Skills improvement	Challenge	New experiences
1. It's a good excuse to get away from home	,853						
2. I want to get rid of energy	,847						
3. I like travelling	,828						
4. I like to know new countries	,762						
5. I want something to occupy my time	,758						
6. I want to escape monotony.	,725						
7. I want to relax from daily stress	,677						
8. I want to get to know new people		,822					
9. I want to be around people who do the same things as me		,818					
10. I want to engage social relations with others.		,774					
11. I want to be around people with whom I have things in common.		,762					
12. I want to be with my friends		,720					
13. I want to stay in touch with Greek culture.			,864				
14. I love Greek music			,850				
15. I love Greek people.			,742				
16. I want to get to know Greek history.			,639				
17. I want to keep myself in good shape.				,916			
18. For health reason.				,874			
19. I consider it as an exercise.				,866			
20. I wish to improve my dancing dexterity.					,868		
21. I wish to improve my dancing level.					,795		
22. I want to learn new dance.					,778		
23. I like action						,838	
24. I express myself through challenge.						,695	
25. It's pleasant and amusing.						,613	
26. I want to develop new skills							,884
27. I want to acquire new experiences							,706
Eigen values:	6,50	3,03	2,58	2,19	1,83	1,62	1,15
Variance %	17,78	11,89	9,69	9,36	8,10	7,17	6,01
Total Variance %	69,99						
Cronbach's's alpha	,909	,847	,867	,874	,813	,673	,657
KMO and Bartlett's Test	,818						

Table 3. Mean and Std Deviation of the attendance factors.

Factors	M	S.D.
Rejection of boredom	1,93	,89
Social relations-company	1,63	,61
Culture	1,62	,76
Fitness	1,63	,69
Skills improvement	1,98	,77
Challenge	1,67	,63
New experiences	1,40	,59

Sex as a specific distinction of the participation motives

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 results it seems that sex constitute a differentiation factor only for the factor «culture». From the comparison of the means it is concluded that men (M=2,03 S.D. =,94) take part to get in touch with the Greek culture in a greater degree than women (M=1,56 S.D. =,71).

Table 4. Sex as a specific distinction of the participation motives.

Factors	Mann-Whitney U	Asymp. Sig. (2-tailed)
Rejection of boredom	2026,50	,37
Social relations-company	2080,50	,48
Culture	1742,50	,04*
Fitness	1816,00	,09
Skills improvement	2194,50	,76
Challenge	2197,00	,76
New experiences	1885,00	,10

*p <.05

Age as a specific distinction of the participation motives

(One - Way ANOVA) variance analysis was conducted, to examine whether there are any statistically significant differences as to the participation factors owing to the

participants' age. From the analysis application for independent samples as far as the seven factors is concerned it was found that there are no statistically significant differences owing to the age for any of the factors (table 5).

Table 5. Age as a specific distinction of the participation motives.

Factors	F(5,214)	P
Rejection of boredom	F= ,80	,55
Social relations-company	F=1,20	,31
Culture	F=1,12	,35
Fitness	F= ,33	,90
Skills improvement	F= ,04	,99
Challenge	F=1,33	,25
New experiences	F= ,18	,97

*p <.05

Educational level as a specific distinction of the participation motives

(One - Way ANOVA) variance analysis was 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 for independent samples as far as the seven factors are concerned it was found that there are no statistically significant differences owing to the educational level for any of the factors (table 6).

Table 6. Educational level as a specific distinction of the participation motives.

Factors	F(5,214)	P
Rejection of boredom	F= ,75	,59
Social relations-company	F= ,62	,69
Culture	F=1,50	,39
Fitness	F=1,47	,20
Skills improvement	F= ,77	,58
Challenge	F= ,37	,87
New experiences	F= ,36	,87

*p <.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 for independent samples as far as the seven factors are concerned it was found that there is statistically significant effect of the factor «years of attendance» on the factor «improvement of dexterities» with $F(4,214)=4,183$ and $p < .05$. From the Shceffe multiple comparisons test there were found statistically significant differences only among the individuals who attend seminars for 6-10 years and those who attend for longer than 20 years. From the Means comparison it is found that those who attend longer than 20 years are interested in improving their dancing level in a greater degree ($M=2,47$ and $S.D.=,73$) than those who attend for 6-10 years ($M=1,76$ and $S.D.=,66$).

Table 7. Years of attendance as differentiation factor of the participation factors.

Factor	F(4,214)	P
Rejection of boredom	F=1,47	,21
Social relations-company	F=1,01	,40
Culture	F=2,53	,04
Fitness	F=1,16	,33
Skills improvement	F=3,73	,00*
Challenge	F= ,68	,61
New experiences	F=2,10	,08

*p <.05

Discussion and Conclusion

The sixties are a landmark both for the Greek society and Greek dancing since in this decade some changes occur both in the structure and composition as well as in their function. Greek society loses its last traditional elements and takes finally its modern form. Greek dancing, still under the influence of social economic and historical changes, as a social occurrence, loses the greater part of its functionality and as a result its entertainment aspect prevails.

However, the event which had a catalytic impact and gave to dancing a more entertaining character was the folklore movement. Folklore was the reason for man to travel and get in touch with foreign cultures, with foreign traditional dances and folklore music.

Greece and the Greek traditional culture have been a destination from the first years of the appearance of folklore, not only for anthropologists but also for folklorists. From the start one of the elements of the Greek traditional culture that attracted the attention of the foreign folklorists was dancing. The first taught seminars of traditional dancing targeted to foreign people, were organized in the mid '70 in Rhodes and in Astros Kinourias. French folklorists have created a tradition with their participation in taught seminars of Greek traditional dancing. They took part in the very first seminars and later they organized seminars in many cities in France inviting Greek dancing teachers to teach in them. But who are those who wish to learn and dance Greek traditional dancing and what drives them to this action?

The study's results concur with the results of other studies (Donnât, 1996; McCleary, Weaver, Meng 2006; Mihaltsi, 2008) in which women and older age people composed the majority. In our study, women of middle and older age composed the great majority of the sample. The higher attendance of women in activities of artistic nature might be the end – product of the view that similar activities are better suited to the female nature rather than the male. However, this stands partly for the classical or modern dancing but in no case for the traditional dancing and mainly Greek. Greek dance highlights the male dancer and in many regions a competent dancer was also a much sought after suitor (Filippou, 2002).

It is an unquestionable fact that in recent years the folklore movement has been going through a period of recession. It fails to attract the interest of young people and its members are of older age. This is also confirmed by our study's results the sample of which mainly consists of individuals of older age. These individuals during the period of the great development of the folklore movement were at the age of 10-15 (Donnât, 1996), and most of them accompanied their parents to their folklorist activities. Perhaps these people do not do the same with their children. Perhaps there was an attempt but they react since traditional dancing is not such an attractive activity for younger ages and it stands to reason that they prefer more intense and lively activities.

If we take into consideration the study's results, traditional dance, as an activity, attracts individuals of higher educational level and has the ability to keep their interest constant.

Greek traditional dancing is an activity in which the notions of internal and external motivation coexist. The factors "boredom rejection", "challenge", "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 (Deci & Ryan, 1985). They participate for the pleasure which comes 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.

However, for a part of the sample, the dance functions as external motivation. A significant number of the participants aim at specific results and benefits as well from their attendance. The results which they aim at and which connect with the external motivation are health improvement and partly the improvement of their dancing dexterities.

Our study's findings agree with the results of Deci & Ryan study (1985). Both studies agree that internal motivation leads to attendance aiming at the internal satisfaction, such as the pleasure that derives from learning new dexterities and the external motivation leads to attendance aiming at benefits and rewarding such as the participation which aims at the improvement of the participant's health and physical condition.

The results of our study are in agreement with the Bansal and Eiselt (2004) and Usual and Hagan (1993) results. According to the results of the aforementioned studies people travel to escape from the everyday routine and to live new experiences while the local culture and history are the factors which attract them. From the results of the present study it is ascertained that people traveled to take part in the seminars expecting to escape from their every day routine and hoping to have new experiences as well as to get to know new cultures and history.

Donnât's study (1996), revealed that for the 69% the most significant attendance motives are the conviction that they keep stress and every day tensions at bay by having fun while the 46% expect to spend some moments of pleasure with friends and individuals learning to dance. Our study's results agree with the first finding since the improvement of their dancing dexterities and the boredom rejection are the two most significant attendance factors of our sample. On the contrary, sharing some moments with friends and being with other individuals who have the common interests ranked by

our study as fourth priority.

Our study's results show a greater relevance with the Mc Cleary's et al (2006) study results. In both studies, escape from the everyday routine and relaxing are the factors with the highest evaluation and the factors that follow are the learning dancing – improvement of dancing dexterities, originality and challenge, sociability – team and finally enthusiasm – new experiences. The concurrence of the results might be due to the resemblance of the samples (in both studies women aged 46-65 with higher educational level constitute the plurality of sample), due to all travel to take part in dancing activities, or, perhaps, due to taking part in the similar activities.

In Frederick & Ryan's (1993) study sex and age of the sample constitute factors which influence the attendance motives. On the contrary, in the present study something like this was not found. Sex constitutes a differentiation factor only for one factor. The results show that men participated so as to get to know the Greek culture through dancing in a greater degree than women do, although someone would expect the opposite. This is probably due to the fact that the majority of the men participate in seminars for a little time (1-5 years) while the majority of the women for more than 10 years.

However, neither the educational level of the participants influences the attendance motives. Perhaps this is due to the type of activity. The traditional dancing of a country moves and attracts the attention of people of every educational level. It does not require special knowledge except for movement.

In conclusion, we could claim that traditional dancing constitutes a suitable activity both for entertainment and for educational purpose. Through dancing foreigners have the opportunity to contact and to get to know the Greek culture and simultaneously to have fun and exercise themselves.

References

- Bansal, H., Eiselt, H.A. (2004). Exploratory research of tourist motivations and planning. *Tourism Management*, 25, 387-396.
- Deci, E. L & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human Behavior*. New York: Plenum Press.
- Donnât, O. (1996). *Les amateurs: Enquête sur les activités artistiques des Français*. Ministère de la culture: département des études et de la prospective, Paris.
- Doulias, E., Kosmidou, O., Pavlogiannis, O. & Patsiaouras, A. (2005). Investigation

- of teenagers' participation motives in groups of traditional dance. *Hape*. 3(2), 107-112, Available in: www.hape.gr/emag/Vol3_2/hape114.pdf .
- Filippou, F. (2002). Performances' factors of traditional dance in modern Greek era. The case of Imathia prefecture. Unpublished doctoral dissertation, Komotini, Democritus University of Thrace, Greece.
- Frederic, C. M., Ryan, R. M. (1993). Differences in motivation for sport and exercise and their relationships with participation and mental health. *Journal of Sport Behaviour*, 16, 125-145.
- Gill, D., Gross, J., & Huddleston, S. (1983). Participation Motivation in Youth Sports. *International Journal of Sports Psychology*, 14, 1-14.
- Hassandra, M., Goudas, M., Chroni, St. (2003). Examining factors associated with intrinsic motivation in physical education: a qualitative approach. *Psychology of Sport and Exercise*, 4, 211-223.
- Iso-Ahola, S. E. (1999). Motivational foundations of leisure. In E. Jackson & T. Burton (Eds.), *Leisure studies: Prospects for the twenty-first century* (pp. 35-51). State College, PA: Venture.
- Johns, G. (1996) *Organizational behavior*. Harper Collins College Publishers.
- Koliadis, E. (1997). *Learning theories and applications in Education*. 2nd Volume, Athens, self-published.
- Kipourou, P. (2009). French' motives to participate in teaching Greek traditional dance, which are organised in France. Unpublished Thesis, Democritus University of Thrace, Komotini. Greece.
- McCleary, K., Weaver, P., Meng, F. (2006). Dance as a tourism activity: Demographics, Demand Characteristics, Motivation and Segmentation. *Tourism Analysis*, 10, 277-290.
- Mihaltsi, M. (2008). Motives of foreigners' participation in Greek traditional dances' teaching seminars. Unpublished Postgraduate Dissertation and Programme on health and exercise in Greece by Faculty of Aristotle University of Thessaloniki.
- Papaionnidou, M., Basdeki, N. & Filippou, F. (2005). Participation motives of adults in dance activities. *Sport & Society*, 36, 69.
- Ryan, R. M., Deci, E. L. (2000). Self-Determination Theory and Facilitation of Intrinsic Motivation, Social Development and Well-Being. *American Psychologist*, 55, 1, 68 - 78.
- Robbins, S. P. (2001). *Organizational Behavior* (9th ed.), Prentice Hall.

- Sit, C., Lindner, K. (2006). Situational state balances and participation motivation in youth sport: A reversal theory perspective. *British Journal of Educational Psychology*, 76 (2), 369-384 (16).
- Trilianos, A. (1993). Exploring the method of interaction in Education, Athens, self-published.
- Usual, M., Hagan, L. A. R. (1993). Motivation of Pleasure Travel and Tourism. In: M. Khan & M. Olsen, T. Var (Eds), *Encyclopaedia of Hospitality and Tourism*, 798- 810.