

THE PARTICIPATION OF CHILDREN IN DANCE CLASSES IN THE OPINION OF THEIR PARENTS

Dorota KOPEĆ¹, Karolina H. PRZEDNOWEK¹, Anna WALASZCZYK²

1. Faculty of Physical Education, Rzeszow University, Rzeszów, Poland

2. Department of Posture Correction, The Jerzy Kukuczka Academy of Physical Education in Katowice, Katowice, Poland

Keywords:

- *Dance*
- *Leisure time*
- *Opinion.*

Abstract:

The progress of civilization has forced the public to search for active ways of spending the leisure time. Adults also encourage their children to active recreation in their free time. One of the attractive forms of leisure activities for children and young people is dancing. Dance classes are offered by many both private and public cultural and educational institutions. Children can learn to know the variety of dance techniques and at the same time take care of their physical and mental health. The aim of the study was to investigate the parents' views on dance classes in which their children participated. The study involved 90 respondents. The research method was a survey developed at the Department of Individual Sports, Faculty of Physical Education, University of Rzeszów, which included 14 closed questions. The survey results show that in most cases the parents were those persons who suggested their children signing up for dance classes. Furthermore, according to parents' opinion, the main motive for taking up this type of physical activity by children was the wish to acquire new skills and willingness to improve their physical fitness. Further analysis showed that, according to parents' opinion, their children had much fun doing dancing and the kids really liked to participate in this kind of physical activities. The parents of children taking part in dance classes also noted that the dance had an impact on the development of their children.

INTRODUCTION

Modern parents, who are interested in comprehensive development of their children, aren't focused exclusively on their school education, but also take steps aimed at an interesting and effective organization of their free time. The diversity of educational offer presented by various both public and private cultural and educational institutions is conducive to taking up different forms of leisure activities. It is parents' duty to familiarize their children with various forms of activities. Experiencing by children the variety of perceptions provides guidance for their parents what classes are fun for them and in what direction their interests should be developed.

Among the wide range of leisure activities, the parents often choose or encourage their children to participate in dance classes [4, 5, 6]. This choice, despite its observed popularity, is not entirely dictated only by fashion, but also by the growing awareness of the benefits brought by practicing this form of exercise, since the role of dance in the education of children and adolescents is very significant. Dance has a huge impact on the development of children, since it affects their general fitness, develops motor skills, and shapes the aesthetics of movement. In addition, it has a positive effect on children's concentration and

responsiveness [2]. Dance classes conducted in teams develop also commitment, discipline, responsibility for oneself and the group [1]. The poor curriculum of dance classes in schools forces parents to look for this kind of activity after school, within the framework of extracurricular activities. Participation in dance classes conducted in different centers may be an opportunity for active spending the leisure time and development of children's interests in dancing. It can also be a great opportunity for the children to satisfy their need for physical exercise, a way to be in a better mood and improve their social life [8]. A wide range of dance groups encourages practicing different dance techniques ranging from classical dance, through modern dance, disco, hip-hop, break-dance to folk dance. After some time, the dance group becomes a community of young people that are strongly bound together, a kind of second home *where people dance together, where they raise and educate themselves* [9].

MATERIALS AND METHODS

The research was conducted in Rzeszów within the period from November 2013 to April 2014. The research participants were parents of children dancing in selected groups and dance formations operating in Rzeszów community centers, schools and university ensembles. The research involved 90 respondents. The parents were divided into two groups depending on the age of their children. The first group consisted of parents of children aged 7-9 and the other included parents of children aged 10-12. The research method was a survey developed at the Department of Individual Sports, Department of Sports at the Faculty of Physical Education of the University of Rzeszów. The survey contained 14 closed questions.

The aim of the study was to get to know the parents' views on their children's participation in dance classes. An attempt was made to obtain information about the motives of signing up for dance classes, significance of dance activities in children's everyday school and extracurricular life, and the degree of involvement in those activities. It was also important to obtain information on parents' own observations relating to the perceivable changes in the development of their children taking place under the influence of dance.

RESULTS

From the conducted research it follows that in most cases parents suggested their children signing up for dance groups, regardless of the children's age group. At the same time, according to approx. 28% of parents of children aged 7-9, and approx. 17% of the surveyed parents of older children, the reason of sending a child to dance classes was the child's wish (Fig. 1).

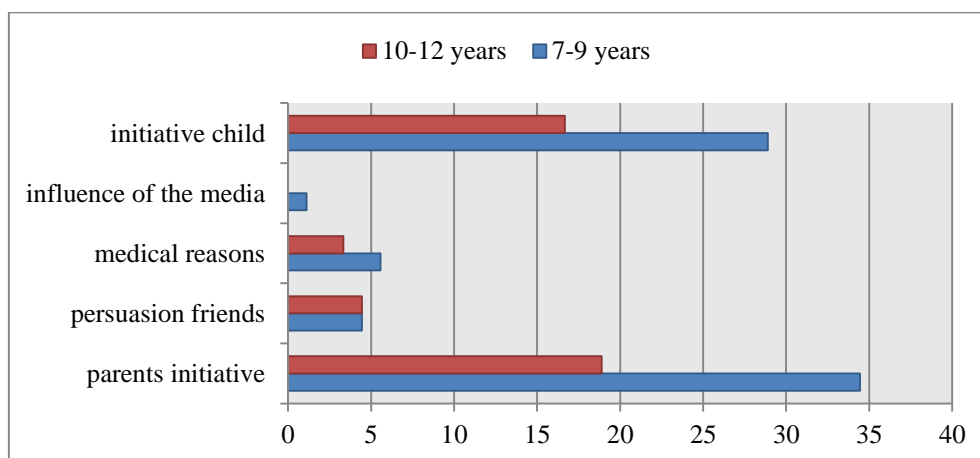


Figure 1. Reason to send child to dance classes

Further analysis contained in Fig. 2 shows that in the case of younger children, most parents said that the main motives of their children to sign up for the particular dance group were the willingness to acquire new skills (approx. 37%), and the rating of the group (approx. 31%); on the other hand, in the group of parents of children aged 10 -12, as the main motive to participate in dance classes, the wish to improve the physical condition was mostly marked (approx. 27%). It was also noted that the motive of the wish to meet new people was more often chosen by parents of younger children (approx. 23%) than older ones (approx. 16%).

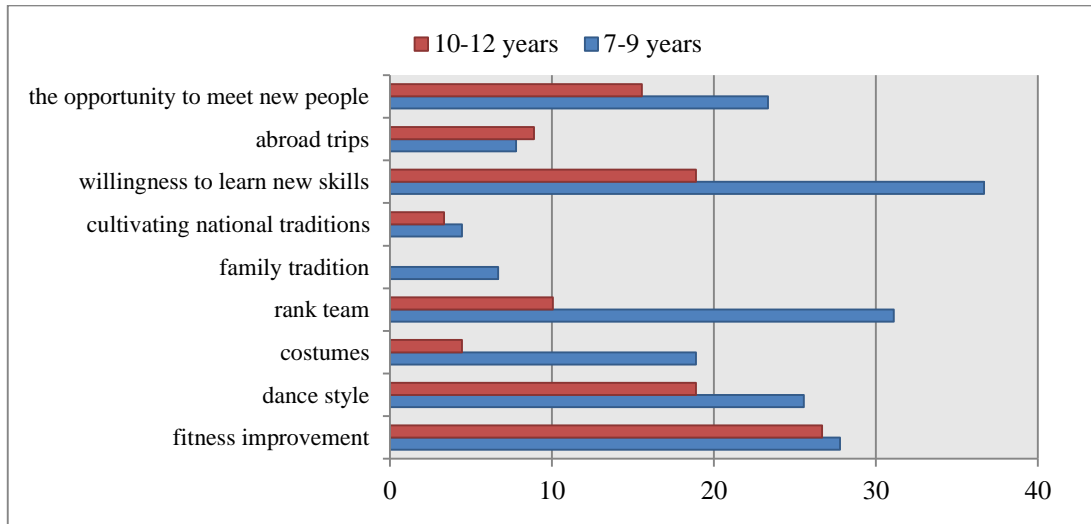


Figure 2. Theme save for dance classes according to the opinion of parents

Another survey question concerned the parents' views on whether their children's attendance in dance classes had a positive or a negative effect on the organization of their children's day (Table. 1). The data analysis showed that regardless of the age group, 50% of parents thought that their children's activity in a team motivated them to learning. The other group of respondents was of opposite opinion. Nearly 75% of parents declared that participation in dance classes mobilized their children to a better organization of time. Moreover, it was noted that it was the opinion of the vast majority of parents of children aged 7-9 (approx. 47%).

Regardless of children's age, it was also stated that according to 96% of parents, participation of their children in dance classes wasn't boring or physically too tiring for them. The opposite opinion was expressed by only 3.33% of respondents. Similar was the situation regarding the amount of time devoted to dance classes. The vast majority of respondents (approx. 96%) said that participation in dance group activities did not take the children too much time. Additionally, it is noted that in this case, the recorded results showed statistical significance.

The next group of survey questions regarded the parents' opinions on their children's participation in dance classes (Tab. 2). From the conducted research it follows that for the majority of parents, the dance is for their children fun (approx. 97%) and constitutes an attractive way to spend the free time (approx. 67%). Depending on the age of the children, it is also noted that approx. 1/5 of parents of children aged 7-9, said that dance was for their children a form of socializing. Such opinion was expressed by over 12% of parents of older children (10-12 years). Worrying is the fact that, according to 10% of respondents, the dancing is for their children realization of parents' unfulfilled dreams. The conducted analysis also showed that almost ¾ of parents declared that their children attended dance classes very willingly. In this case, it is noted that there is a correlation between the wish to participate in dance classes and the age of the children. It is also enjoyable that the vast majority of

respondents believed that the children liked dance classes (approx. 93%). Depending on the age of the children, such opinion was more often expressed by the parents of younger children (approx. 56%) than by those of the older ones (approx. 38%). The recorded results also showed statistical significance.

Table 1. Opinion parents about the organization of everyday life of their children

Question	Age group		sum	p (chi ²)
	7-9 years	10-12 years		
1. Is participation in dance classes motivating child to learn?				
yes	30 33,33%	15 16,67%	45 50,00%	0,384
no	26 28,89%	19 21,11%	45 50,00%	
2. Is participation in dance classes motivating child to better organization of time?				
yes	42 46,67%	24 26,67%	66 73,33%	0,647
no	14 15,56%	10 11,11%	24 26,67%	
3. Is participation in dance classes physically tired?				
yes	2 2,22%	1 1,11%	3 3,33%	0,870
no	54 60,00%	33 36,67%	87 96,67%	
4. Is participation in dance classes taking too much time?				
yes	4 4,44%	0 0,00%	4 4,44%	0,048*
no	52 57,78%	34 37,78%	86 95,56%	

*-statistical significance at level $\alpha < 0,005$

Table 2. Attending dance classes in the opinion of parents

Question	Age group		Sum	p (chi ²)
	7-9 years	10-12 years		
1. What is dance for your child?				
pleasure	53 58,89%	34 37,78%	87 96,67%	-
hobby	18 20,00%	14 15,56%	32 35,56%	
leisure activities	37 41,11%	23 25,56%	60 66,67%	
a form of socializing	20 22,22%	11 12,22%	31 34,44%	
the realization of unfulfilled dreams of parents	5 5,56%	4 4,44%	9 10,00%	
way of life	3 3,33%	4 4,44%	7 7,78%	
2. How your child attends to dance classes?				
Very willingly	37 41,11%	29 32,22%	66 73,33%	0,039*
willingly	19 21,11%	5 5,56%	24 26,67%	
reluctantly	0 0,00%	0 0,00%	0 0,00%	
3. Does your child likes to dance?				
very	50 55,56%	34 37,78%	84 93,33%	0,001*
average	6 6,67%	0 0,00%	6 6,67%	
does not like	0 0,00%	0 0,00%	0 0,00%	

*- statistical significance at level $\alpha < 0,005$

Table 3. Opinion parents about the impact of dance on the development of their children

	Pytanie	Age group		Sum	p (chi ²)
		7-9 years	10-12 years		
1.	Does dance have an impact on the biological development of the child?				
yes		51 56,67%	33 36,67%	84 93,33%	0,242
no		5 5,56%	1 2,11%	6 6,67%	
2.	Does the dance has an impact on the psychological development of the child?				
yes		54 60,00%	33 36,67%	87 96,67%	0,870
no		2 2,22%	1 1,11%	3 3,33%	
3.	Does dance have impact on educational development of the child?				
yes		51 56,67%	33 36,67%	84 93,33%	0,242
no		5 5,56%	1 2,11%	6 6,67%	
4.	Does dance have an impact on motor development of the child?				
yes		51 56,67%	33 36,67%	84 93,33%	0,242
no		5 5,56%	1 2,11%	6 6,67%	

The aim of the final part of the survey was to determine the opinions of parents on the question, if participation in dance classes had any impact on the development of their children (Tab. 3). The research results showed that the vast majority of respondents believed that the dance impacted the biological development of children (approx. 93%), and their psychological development (approx. 97%). An equally large group of parents said that they noticed changes in the educational and motor development of their children resulting from dancing (approx. 93% in both cases). These phenomena were observed regardless of the age of the children.

DISCUSSION

The analysis showed that in most cases the initiative to sign up the children for dance classes came from the parents. A slightly smaller group of respondents declared that they signed up their children for dance classes due to the child's wish. Depending on the children's age, such declarations were made by a larger group of younger children's parents. Other results were obtained by Olech-Himkowska, who conducted research in dance schools in Koszalin, Polanów, Niedalin and Sławno, where parents of children attending dance classes declared that they signed up their children for that type of activities mainly due to the fact that their children showed inclination to dance [7].

Further analysis showed that – according to parents - the main motive for which the children attended dance classes was their wish to acquire new skills and willingness to improve their physical fitness. Similar results were obtained by Olech-Himkowska. The research carried out by her showed that parents were aware of the impact of dance on the improvement of fitness and health of their children [7].

The parents of dancing children confirmed the benefits flowing from participation in dance classes by observing changes in many areas. A significant number of respondents believed that such activities stimulated their children to a better time management, mobilized them to learning. At the same time, they observed that dance classes did not take the children too much free time and did not overburden their children physically. The respondents argued that dance classes were for their children an enjoyable way of spending their free time and that they participated in them with a great pleasure.

The obtained information and opinions allow for the conclusion that parents sending their children to dance classes were doing it with genuine conviction about the multifaceted role of dance in the lives of their children; they consciously developed their interests and managed their free time in a pleasant and useful way.

CONCLUSIONS

1. The main reason to send a child to dance classes was the initiative of a parent. As the second reason, the respondents mentioned the child's wish.
2. According to the parents, the main motive to sign up their children for dance classes was the wish to acquire new skills and willingness to improve their physical fitness.
3. The respondents noted the benefits of dance by observing changes in their children's life.

LITERATURE

1. Banach M. (2002). Edukacyjne aspekty pracy amatorskich zespołów folklorystycznych, Kraków: Wydawnictwo Naukowe Akademii Pedagogicznej.
2. Domańska A. (2009). Zatańcz ze mną w rytm muzyki. „*Moda na Zdrowie*”, (12), 44-49.
3. Gąsior H. (1973). *Wychowanie pozaszkolne a kultura czasu wolnego uczniów w środowisku wielkomiejskim*, Katowice : IKN
4. Grad R. (2013). Physical activity and leisure time among 13-15-year-old teenagers living in Biała Podlaska. *Physical Education of Students*, 2, 74-79.
5. Merkiel, S., Chalcarz, W., Deptula, M. (2011). Porównanie aktywności fizycznej oraz ulubionych form spędzania czasu wolnego dziewczynek i chłopców w wieku przedszkolnym z województwa mazowieckiego. *Roczniki Państwowego Zakładu Higieny*, 62(1), 93-99.
6. Napierała, M., Muszkieta, R., Cieślicka, M., Stankiewicz, B. (2010). Physical activity of early school education children. M. Zasada, M. Klimczyk, H. Żukowska, R. Muszkieta, M. Cieślicka (Red.), *Humanistic dimension physical culture*. Poznań: Ośrodek Rekreacji, Sportu i Edukacji; 87-105
7. Olech-Himkowska O. (2012). Motywy podejmowania udziału w zajęciach tanecznych oraz oczekiwania w opinii uczestników i rodziców (doniesienie z badań). *Aktywność Ruchowa Ludzi w Różnym Wieku*, 16 (1), 167-173.
8. Wiczysty M. (1974). *Tańczyć może każdy*. Warszawa: Polskie Wydawnictwo Muzyczne.
9. Wosien B. (2003). *Droga tancerza*. Białystok: Studio Astropsychologii.