

THE IMPACT OF NON-FORMAL ARTISTIC DANCE EDUCATION ON THE COMMUNICATION AND ORGANIZATIONAL ABILITIES OF ADOLESCENTS

Aistė Barbora Ušpurienė
Vytautas Magnus University, Lithuania

Abstract. *The impact of non-formal artistic dance education for adolescents communication and organizational abilities is a relevant issue that should be explored. The aim of this research was to determine the impact of non-formal artistic dance education on the communication and organizational abilities of 12-13-year-old adolescents. The results showed that adolescents engaged in non-formal artistic dance education meet better communicative and organizational abilities. Most dancers have a "higher than average" and "high" level of these abilities. Adolescents, who did not attend any non-formal artistic classes, were mostly at the levels that complied with lower communication and organizational abilities. To sum up, we can say that the activities of non-formal artistic dance education undoubtedly affect communication abilities of 12-13-year-old adolescents.*

Keywords: *non-formal education, dance, adolescents, communication abilities, organizational abilities.*

Introduction

It is very important to encourage adolescents joining the organizations where they would be able to solve different problems. Adolescents care about the opinion of contemporaries of the group that is close to them, their style of communication and values. Good relations between adolescents and their contemporaries are one of the most important factors of successful socialization (von Tetzchner, Launonen, Batorowicz, Nunes, Walter, Oxley, & Deliberato, 2018).

Non-formal education is an accepted field of education that affects the formation of the world-view of children and adolescents and develops a public-spirited, conscious and creative person that can be integrated into the modern environment successfully (Romi & Schmida, 2009). When the social culture changes, there is a rise of different forms of artistic education that are mostly based on particular conceptions, theoretical grounds and various conceptions of the purpose of artistic education. Thus, artistic education is a particular medium for the maturation of personal culture (Bonbright & McGreevy-Nichols, 2012). Dancing is one of the forms of non-formal artistic education that was chosen for

the analysis in this research. During dance classes, constant presence among the contemporaries and especially training in a couple or in small groups allows cognizing the own weaknesses and strengths of communication and enables learning to understand, listen to another person and improve the communication in this way (Smith, Hodges Kulinna, Vissicaro, & Fredrickson, 2016; Wakamatsu, 2016). When dancing, the body language says all that we may never say aloud and it helps to reveal the problems that should be realized and solved (Munsell & Bryant Davis, 2015). In the period of adolescence, it is especially important to have a possibility to give expression of the own feelings, say all ideas, not to retire into oneself and it is sometimes much better to do it without words (Lazaroff, 2001; Maraz, Király, Urbán, Griffiths, & Demetrovics, 2015).

Scientists (Romi & Schmida, 2009; Merrell & Gimpel, 2014; von Tetzchner et al., 2018) analyse the peculiarities of communication in various aspects. However, in Lithuania there is a lack of research in what way dancing affects the communication of adolescents. There is little data in the literature about the peculiarities of communicative and organizational abilities of dancers of different age. There is a big lack of scientific data about the impact of dancing on the communicative and organizational abilities of adolescents. Thus, the impact of non-formal artistic dance education on the communication of adolescents and the study of their communicative and organizational peculiarities is a relevant issue that is worth analysing. We suppose dancing should have a positive impact on the abilities of communication of adolescents.

The research aim – to determine the impact of non-formal artistic dance education on the communicative and organizational abilities of 12-13-year-old adolescents.

Methodology

200 adolescents participated in the questionnaire survey: 90 (40 boys and 50 girls) attended dance and 110 (50 boys and 60 girls) did not attend any non-formal artistic education circles.

The methodology by B.A. Fedorishin and V.V. Siniavski (Rogov, 1999) was compiled for the diagnostics of potential human possibilities in the development of their communication and organizational inclinations. It is based on the principle of the reflection and assessment of certain behaviour peculiarities of the researched in different situations (which are known to the researched on the basis of his/her personal experience).

The structure of organizational inclinations is characterized as the ability to affect people, successful solution of tasks and reaching for certain goals, ability to ascertain the “situational” human interaction expeditiously and push it to the

necessary direction, reaching for the expression of the initiative and fulfilment of social work.

Personal communication inclinations are characterized as the ability to get friendly contacts with people quickly and easily, reaching for the development of communication fields, participation in social or group events satisfying the needs of people for wide, intensive communication.

This methodology foresees two variants of answers to 40 questions, which determine the meanings of evaluative coefficients with the help of keys. The evaluation scales are used for the qualitative standardization of the results of this research and a certain evaluation (Q) or communication or organizational inclination level “very low”, “low”, “average”, “over average” and “high” comply with a certain range of quantitative indexes (K).

The evaluative coefficient of communication or organizational inclinations (K) becomes obvious according to the ratio between each kind of inclination and the maximum possible coincidence (20). In this case, it is convenient to apply the formula $K=P/20$ or $K=0.05*P$

Where: K – value of the evaluative coefficient;

P – number of answers, which comply with the “key”.

The analysis of communication and organizational inclinations allows reviewing their structure by emphasizing certain components, which can be indicators of appropriate abilities.

The SPSS 22.0 program package was used for the analysis of the research data. The Student (t) and chi-square (χ^2) criteria were used to check the hypothesis of mathematical statistics and evaluate the reliability of the difference between the researched groups. Our scientific hypothesis was checked by choosing the significance level $\alpha = 0.05$. The averages of the analysed variables were evaluated by using 95 per cent confidence intervals. The differences between appropriate indexes were considered statistically significant if the calculated statistical significance was $p < 0.05$.

Research results

The methodology by B. A. Fedorishin and V. V. Siniavski was compiled for the diagnostics of possibilities of adolescents in the development of their communication and organizational inclinations. It is based on the principle of the reflection and assessment of certain behaviour peculiarities of the researched in different situations (which are known to the researched on the basis of his/her personal experience). The answers of the researched were developed on the basis of the self-analysis of experience of their behaviour in a certain situation.

The questionnaire survey of 12-13-year-old adolescents and the statistical data analysis showed that the communication abilities of non-formal artistic dance

education attending boys and girls were higher ($p < 0.05$, $\chi^2 = 37.21$; $p < 0.05$, $\chi^2 = 34.66$) compared with those, who do not attend any non-formal artistic activity-related circles (Table 1). The communication abilities of even 40.00 per cent dancing boys and 31.50 per cent dancing girls complied with the “high” evaluation level. Meanwhile, the highest percentage distribution of the boys and girls, who did not attend non-formal artistic dance education, complied with the “average” communication ability level, 25.50 per cent and 25.50 per cent, respectively.

Non-formal artistic dance education has a positive impact on the improvement of organizational abilities of adolescents, too (Table 2). The indexes of dancing boys and girls are better ($p < 0.05$, $\chi^2 = 33.00$; $p < 0.05$, $\chi^2 = 25.79$). The organizational abilities of even 41.00 per cent dancing boys and 23 per cent dancing girls complied with the “high” evaluation level. The highest percentage distribution (24.50%) of the boys, who did not attend non-formal artistic dance education, complied with the “low” organizational ability level. Most (27.90%) of the girls, who did not attend non-formal artistic dance education, also complied with a “low” organizational ability level.

Table 1 Indexes of communication abilities (in per cent) of adolescents, who attend and do not attend in non-formal artistic dance education

Subjects	Communicative abilities evaluation level					$\chi^2; p$
	Very low	Low	Average	Higher than average	High	
Boys-dancers	2.2	10.3	25.5	22	40	$\chi^2 = 37.21$; $p < 0.05$
Boys	22.5	24.5	25.5	10	17.5	
Girls-dancers	0.8	12.2	29.5	26	31.5	$\chi^2 = 34.66$; $p < 0.05$
Girls	22.5	24.5	25.5	10	17.5	

Table 2 Indexes of organizational abilities (in per cent) of adolescents, who attend and do not attend in non-formal artistic dance education

Subjects	Organizational abilities evaluation level					$\chi^2; p$
	Very low	Low	Average	Higher than average	High	
Boys-dancers	2.2	9.5	26	21	41	$\chi^2 = 33.00$; $p < 0.05$
Boys	20	24.5	20.5	19	16	
Girls-dancers	4	15	30.5	27.5	23	$\chi^2 = 25.79$; $p < 0.05$
Girls	23	27.9	19.4	14.5	15.2	

Conclusions

After performing the analysis of the results, we determined that the adolescents, who attend non-formal artistic dance education, had better communication abilities. The “higher than average” and “high” levels were characteristic to most dancers. The adolescents, who did not attend any non-formal artistic classes, were mostly at the levels that complied with lower communication and organizational abilities. It allows stating that dancing adolescents have the ability to get official and friendly contacts with people quickly and try to develop their circle of communication. Better communication abilities mean person’s flexibility, self-confidence and orientation in the communication with people. I can state that their non-formal artistic education dance classes have an undoubted impact on it because adolescents accustom to their group mates and keep constant friendly relations with their peers.

Also I can ascertain that adolescents who attend non-formal artistic classes had higher organizational abilities, too. Non-formal artistic dance education has a positive impact on the initiative and high energetic level of adolescents and it is characteristic to their organizational abilities. Dominance and risk are expressed in dancers during the performance when the implementation of set goals and self-confidence are the most important things.

To sum up the indexes of organizational and communication abilities of 12-13-year-old adolescents, I can state that non-formal artistic dance education has an undoubted impact on the communication abilities of adolescents. An important function of this activity is a proper way of leisure time, a certain activity of entertainment and relaxation. In the social and cultural aspect, dance art is understood as a way of communication, wellness activity, a certain form of entertainment and factor for creativity development.

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