

Effects of folkloric dance on depression levels of education among children at 7-11 age group

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Abstract

The goal of this study is to examine effects of folk dances as a spare time activity on depression levels of students. Pre test – final test model is applied during the study and Beck Depression Scale (11) in terms of Depression Scale of Children (DSC) as the data collection device. The study is applied on totally 500 students continuing to study in downtown of Konya, 250 as test subject and 250 as control subject. Folkloric dance exercised with the experimental group during 10 weeks and beck depression scale was applied on both test and control groups before and after the study. For determination of differences, One Way Anova test was used while Tukey test was used for the differences between groups after tests of homogeneity of variances and distribution of data and the tolerance level was measured as 0.05. In terms of evidences obtained from the study it was observed that there was a decrease at depression levels of study group and an increase at control group. A meaningful difference was observed between first and last measurement of study and control groups in terms of statistical information ($P < 0.05$). A decrease at depression levels of 9-10 age students ($P < 0.05$) while there was not a meaningful difference at depression levels of students in terms of gender and number of brothers/sisters ($P > 0.05$). A meaningful decrease at depression levels of individuals who have mothers working at public or private sector was observed ($P < 0.05$). In terms of comparison about the jobs of fathers, a decrease was observed at students who have fathers working at public or private sector while there was an increase at depression level of students who have self-employed fathers. While a meaningful decrease was observed at students who have graduate or post-graduate degree parents ($P < 0.05$), there was an increase at students who have primary school graduated parents. A meaningful decrease in terms of statistics observed at students living at a family which has a high average of income ($P < 0.05$). Consequently, it was observed that the exercises of folkloric dance have positive effects on depression levels, during the study held in order to examine effects of folkloric dance on depression levels of 7-11 age students.

Keywords: Depression, exercise, folkloric dance.

INTRODUCTION

In order for children to be brought up as healthy individuals, they should experience some other activities which are as important as their education and schooling and which help their social and emotional development and also which satisfy them. Some of these activities are free time activities, physical education and sports activities (24).

Development usually follows a process. Basic concepts related with development are growing-up, maturing, readiness and learning (29). In school age, children learn how to use their big and small muscles, how to live by obeying institutional rules and how to play with their peers. They can get in touch with other adults out of their home (25). The ages between 7 and 8 is transition period. In this

period, performance comes into prominence and it is tried to be enhanced. The performance is expected to rise with the development of some features such as strength, stamina, balance and movement time during the reaction (29).

Depression is an emotional defect which is frequently encountered among adults and children. The most striking indication of depression is decadent psychology and distinctive decrease in enjoying the life (42). Despair model of depression is a model which is more interested in the reasons of experiencing the depression than its results (35).

Children usually feel unhappy, sad or angry when they are hindered or disappointed. However these negative feelings disappear in a short time (23). Determining the depression on children is more difficult than determining it on adults because

children can't express their feelings by words; generally they state them by their actions. They can't evaluate their feelings and themselves because of their psychological development. Especially children at young ages need their feelings to be described by their parents (10). Depression creating negative effects on children influences the relation of their friends, family and school negatively as well (28).

This is a meta-analyse study prepared by North et al. (31) and it is one of the primary studies related with the relation between depression and exercise and it still has the qualification of an important resource. North et al. (31) examined 80 studies created between 1969 and 1989 and as a result of their analyze, they revealed that exercise has the impact of acute and chronically antidepressant. Although aerobic exercises are mostly used in the other studies, as a result of this study, it has been observed that both aerobic and anaerobic exercises are effective on decreasing the effects of depression when they are done densely and for a long time (26).

Folklore is described as " A science which mentions cultural outputs of a nation or a local community in material and spiritual areas, and which compiles, classifies, analyses, interprets and tries to integrate these outputs with its distinctive methods" (2). According to some researchers, game is a primary component for a healthy social, physical and mental development of a child. It has been observed that children having opportunity of qualified games are creative, more healthy and flexible on problem solving and that they have better social relations (20). At the present time, folklore is the most significant example of this acculturation process and cultural richness because it presents us the community it belongs as a whole (12).

Folklore reflects enthusiasm and joy of people. It has a great effect on society in terms of its characteristic imitating the essence of life such as abundance, purification from evil and gaining strength. Besides, it has a strong effect on society on several counts such as acting together, taking strength from cooperating, acting according to conventions and gaining coherent behavior (5).

MATERIAL & METHODS

Model of the Study

7-11 age group students who study at primary schools in Konya forms the system and samples of the study. 125 male and 125 female students from

different schools were viewed. Folklore education was given to them for ten weeks. These students were also researched as control subjects. Beck depression scale (11) was applied to the test and control subjects at the beginning of the study and 10 weeks later.

System of the Study

It is composed of 7-11 age group primary and secondary school students in central districts of Konya.

Data Collection Tools

Personal info form by which we can learn about the age, sex, sibling numbers, parents' profession, parents' educational background and income level of the students was applied. Depression scale for children is applied in order to collect data in the study (11).

Beck Depression Scale for Children

Beck Depression Scale for children was developed by Dr. Aaron T. Beck (11). It is a 21-question multiple choice tool used for measuring the intensity of depression. Development of this scale has caused a significant change on health. Depression scales which had been applied with psychoanalytic perspective until then started to be set on the thoughts of the patients Beck's scale. Beck Depression Scale has also been a resource for preparation of the depression scale for children. This scale was prepared and published in 1979 by clinical psychologist Maria Kovacs. Turkey standardization of the scale was formed by Erkal. Two factor approach is the most characteristic feature of Beck Depression Scale. The indications of depression appear on our body and emotions. Beck Depression scale measures both of them thus it provides more extensive and exact diagnosis.

Pessimism, background failures and mistakes, guilt and penalizing feelings, arrogance and feeling of insignificance are examined with emotion subscale. Sadness, loss of joy, crying, agitation, apathy, indecision, loss of power, shift in sleeping pattern, irritability, shift in appetite, concentration difficulties and fatigue are examined with somatic subscale.

Statistical Analysis

Data collected from the research, transferred into electronic environment and SPSS (Statistical Package for Social Sciences) 16.00 was used for statistical analyses. For determination of differences,

One Way Anova test was used while Tukey test was used for the differences between groups after tests of homogeneity of variances and distribution of data and the tolerance level was measured as 0,05.

RESULT

As a result of the findings gained with the study that is done in order to examine the effect of depression level of folklore among students between 7-11 age group.

As we can understand from the table, when all of the male and female students are taken into consideration, significant discrepancies aren't encountered statistically. Also there aren't any significant discrepancies observed between first and last measurement value of male and female students ($P > 0.05$).

When table 2 is examined, it is determined that there is a decrease at the first measurement value of experimental group (11.56 ± 6.37) compared to the

second measurement value (7.22 ± 4.65) and there is an increase at the first measurement value of control group (9.57 ± 5.16) compared to the last measurement value (12.95 ± 6.44). These discrepancies are found meaningful statistically, too ($P < 0.05$). Significant statistical discrepancies are determined between the first and last measurement values of experimental and control groups ($P < 0.05$).

When table 3 that belongs to age groups is examined, although there aren't any statistical discrepancies at first measurement values; arithmetic mean value that belongs to 9-10 age group students is found statistically different compared to other groups at the last measurement values ($P < 0.05$). There aren't any significant discrepancies between the first and last measurements of age groups. 9-10 age group average decreases compared to other groups and this decrease is found statistically meaningful.

Table 1. Comparison of depression level of the students in terms of sex.

Gender	N	First		Last		t	p
		Mean	SD	Mean	SD		
Male	250	10.95	5.91	10.52	6.74	1.82	0.07
Female	250	10.16	5.82	9.66	5.81		

Table 2. Comparison of depression levels of the students in terms of pretest-posttest.

Groups	n	First		Last		t	p
		Mean	SD	Mean	SD		
Experimental Group	250	11.56	6.37 #	7.22	4.65 #	11.94	0.000*
Control Group	250	9.57	5.16 #	12.95	6.44 #	9.7	0.000*

* $P < 0.05$ Significant discrepancy between the measurements.

Significant discrepancy between the measurements.

Table 3. Comparison of depression levels of the students in terms of age group.

	Age Group	Mean	SD	F	p
First Measurement	7-8 age	9.82	5.31	2.05	0.13
	9-10 age	10.99	6.07		
	11 age	10.27	6.11		
Last Measurement	7-8 age	11.39 ^b	6.54	4.85	0.008*
	9-10 age	9.42 ^a	6.16		
	11 age	10.10 ^b	5.97		

^{a,b,c} Significant discrepancies among groups.

Table 4. Comparison of depression levels of the students in terms of sibling number.

		N	Mean	SD	F	p
First Measurement	1-2 Sibling	276	10.87	6.27	1.38	0.252
	3-4 Sibling	199	10.32	5.48		
	5 years of age and above	25	9.04	3.98		
	Total	500	10.56	5.88		
Second Measurement	1-2 sibling	276	9.61	6.32	1.81	0.165
	3-4 siblings	199	10.67	6.26		
	5 years of age and above	25	10.80	6.24		
	Total	500	10.09	6.30		

When sibling numbers in table 4 are taken into consideration, there aren't any significant differences in the first and last measurement values and also there aren't any statistical difference at the first and last measurement of the groups ($P>0.05$).

When second measurements are considered in terms of mothers' occupations, individuals whose mothers are housewife are different compared to those whose mothers work in public or private sectors. While housewife has the average of 10.94 ± 6.57 , public and private sectors become different. The decrease in the last measurement of the students whose mothers work in public and private sectors compared to first measurement are found statistically meaningful ($P<0.05$).

When second measurements are considered in terms of fathers' occupations, students whose fathers are self-employed are statistically different compared to those whose fathers work in public or private sectors. Significant differences are observed in the first and last measurements ($P<0.05$); while

there is an increase in the average level values of students whose fathers are self-employed, other groups have decrease.

When Table 7 related to the mothers' level of education was examined, the mean depression points of the students who had primary school graduate mothers were found to be lower compared with the points of the students in the other two groups; this change was also found statistically significant ($P<0.05$).

The mean points of the depression scales of all the groups differed from each other at the last measurement, and this change was also found statistically significant. The first and last measurements at Table 7 showed that there was a decrease in the scale of the mean depression points of the students who had high school graduate mothers, and this change was also found statistically significant. No significant difference was detected between the first and last measurements of the other two groups.

Table 5. Comparison of depression levels of the students in terms of their mothers' occupation

		N	Mean	SD	F	p
First Measurement	Housewife	368	10.42	5.87	0.483	0.617
	Public sector	80	10.78#	6.04		
	Private sector	52	11.21 #	5.69		
	Total	500	10.56	5.88		
Second Measurement	Housewife	368	10.94 a	6.57	13.42	0.000*
	Public sector	80	7.65 b #	4.65		
	Private sector	52	7.81 b #	4.93		
	Total	500	10.09	6.30		

* $P<0.05$ Significant difference between the measurements; # Difference among the groups

Table 6. Comparison of depression levels of the students in terms of their fathers' occupations.

		N	Mean	SD	F	p
First Measurement	Self-employment	201	10.34 #	5.51	0.262	0.769
	Public sector	100	10.58 #	6.09		
	Private sector	199	10.76 #	6.14		
	Total	500	10.56	5.88		
Second Measurement	Self-employment	201	11.40 a#	6.29	7.519	0.001*
	Public sector	100	9.00 b #	6.96		
	Private sector	199	9.32 b #	5.74		
	Total	500	10.09	6.30		

* $P<0.05$ Significant difference between the measurements

Table 7. Comparison of depression levels of the students in terms of their mothers' education level.

		N	Mean	SD	F	p
First Measurement	Primary	197	9.80 a	5.13	4.311	0.014*
	Secondary	155	11.63 b	6.91		
	Higher Education	148	10.43 b #	5.49		
	Total	500	10.56	5.88		
Second Measurement	Primary	197	11.79 a	6.59	16.907	0.000*
	Secondary	155	10.00 b	6.21		
	Higher Education	148	7.93 c #	5.29		
	Total	500	10.09	6.30		

* $P<0.05$ Significant difference between the measurements

Table 8. Comparison of the depression levels of the participating students in terms of the father's level of education.

		N	Mean	SD	F	p
First Measurement	Primary school	145	9.69 #	4.60	2.982	0.052
	Secondary school	148	11.36	7.01		
	High school	207	10.59 #	5.72		
	Total	500	10.56	5.88		
Second Measurement	Primary school	145	11.96 b #	6.52	16.695	0.000*
	Secondary school	148	10.78 b	6.50		
	High school	207	8.29 a #	5.50		
	Total	500	10.09	6.30		

* p < 0.05

Table 9. The comparison of the depression levels of the participating students in terms of income levels.

		N	Mean	SD	F	p
First Measurement	800-1500	157	10.61	5.73	0.010	0.990
	1501-3000	218	10.53	6.08		
	3001- above	125	10.53 #	5.74		
	Total	500	10.56	5.88		
Second Measurement	800-1500	157	11.76 a	7.02	11.308	0.000*
	1501-3000	218	9.94 b	5.92		
	3001-above	125	8.26 c #	5.42		
	Total	500	10.09	6.30		

When the Table 8 was examined, no significant difference was observed between the first measurement mean values, while there were differences between the second measurement mean values ($P < 0.05$); the mean depression levels of the students who had high school graduate fathers were lower than those of the other two groups. When the first and last measurements were compared, an increase was observed in the mean values of the students who had primary school graduate fathers, whereas a decrease was observed in the mean values of the students who had high school graduate fathers. These changes were found statistically significant ($P < 0.05$).

When the Table 9 related to income levels was examined, no difference was seen between the first measurement values, while the mean values of the last measurements showed differences in the statistical sense in all the groups ($P < 0.05$). The differences observed in the students that lived in families earning 3000 TL or more a month were found statistically significant ($P < 0.05$).

DISCUSSION

As a result of the study conducted to see the effect of folk dances on the depression levels of the children at ages between 11 and 13, no statistically significant difference was observed between the first and last measurements when all the male and female students were considered in the comparison

of the levels of depression felt by the students participating in the research ($P > 0.05$; Table 1). In his study titled "the Comparative Study of the Effect of the Depression on the Social Skills and Self-esteem of the Pupils at the Second Grade of the Primary School and Some Other Variables", Yiğit (43) concluded that there were no significant differences between the average points of depression by boys and girls at the second grade in primary school. This conclusion is in parallel with our study.

When we compared the results of the participating students based on the pupils' pretest and post-test results, we observed that the first measurement values of the experiment group were lower than the second measurement values, whereas the first measurement values of the experiment group were higher than the second measurement values in the control group. No statistically significant difference was identified between the first and last measurement values in both the experiment and the control groups ($P < 0.05$; Table 2).

When the studies conducted in this subject are examined, it is seen that Arslan et al. (3) reached the conclusion in their study that doing sports reduces the level of depression and that it plays an important therapeutic role. They maintained that being in a sad feeling or situation, slowness in speech and bodily movements, weakness, reluctance, pessimism, slowing down in physical and physiological functions, which are all markers

of depression, could be overcome by doing sports. This is also in parallel with our study.

In his study, Tatli (39) reported that the level of loneliness and hopelessness is lower in the students doing sports than the ones who don't do any sports. According to the results of his study on 183 students, Şenduran (34) points out that, compared with their peers who don't do any sports, the students who do regular sports are more in harmony with themselves and with the people around, are at peace with themselves and are loved by the people around them. In another study by Aysan & Uzbaş, the authors studied whether there is a correlation between social skills and adaptation to school and the depression the students felt at the 4th and 5th grade in a primary school. As a result of the study, significant negative relations were seen between the social skills and adaptation of the students to the school and the depression they felt. Besides, the social skills and the level of depression significantly varied in the students according to certain variables, and they were found to be significantly related to their academic achievements (8). In still another study by Horman et al. (18), the conclusion reached at the end was that the social development of the children who spent most of their time on the internet playing computer games declined considerably and that these children had low self-confidence but higher levels of social anxiety and aggressiveness. In a study carried out by Gözaydın et al., the findings revealed that the activities conducted by students outside the classroom contributed positively to their social development. We mentioned the positive effects of social development of depression in the previous part.

In the study conducted by Güven (16) on depression and personality traits, he concluded that personality traits and depression are very prone to the culture, that environmental factors influenced the person's behavior at almost every stage and therefore it is inevitable for the culture to have an effect on psychological tests.

The study by Akandere (1) revealed that there was a significant difference between the level of depression felt by university students doing and not doing sports and that those who did sports had lower levels of depression than those who didn't.

In their study, Koruç, Bayar (22) concluded that doing exercise could play a therapeutic role in efficiently treating such disorders of feeling as

depression, anxiety, etc., and they suggested that, in treating depression-especially physiological and physical inactivity, lack of passion, social isolation, staying at home all the time, a reduction in self-respect, mass exercise sessions should be organized and thus life could be made worth living. They also noted that it would be beneficial to make use of exercise for a vast majority of the patients of varying ages suffering from depression, except for those with very severe conditions.

In the study by Zeis, Lewinsohn and Munoz (44), the authors used Minnesota Multiphasic Personality Inventory depression scale to measure the depression level of the 44 patients who participated in the research they conducted as regards the role of exercise in treatment of depression and reported a significant decrease in the depression levels of the patients after repeated measurements.

In his studies, Antonelli (4) took his male college students, aged 18 to 23 into an aerobic jogging and exercise session for 45 minutes twice a week for a term and observed that there was a decrease in their depression points, compared with the pre-term rate. In their study titled "The Study Of The Effects Of Folk Dances And Other Dance Activities, Among The Recreational Activities Conducted By Children Living In Foster Homes On Their Academic And Social Skills", Aydın et al. (5,6) demonstrated that the activities the children in foster homes were encouraged to join in the form of folk dance had a significant difference on their academic achievements and on their social orientation skills. Significant differences were seen in the academic achievements of the students participating in these activities.

According to the findings of the study conducted by Elçi G, MülazımoğluBallı Ö. (13) titled "Parents' Opinions and Expectations regarding the Participation of the Children in Free-time Activities", the authors concluded that the parents of the children who joined in this study demanded that their children should participate more in sporting activities in their free time. Also, the parents remarked that free-time activities had positive effects on their children. İlhan and Gencer (19) identified, in their study titled "A Study concerning the Relationship between Neurotic Problem Levels in Children and Badminton Training", that after taking badminton practice and training regularly for 12 weeks, the application group displayed a significant reduction in their

neurotic problems, compared with the control group.

In their study, Tiryaki et al.(41) reported that those who did sports were more extrovert and emotionally more balanced than those who didn't. Tatli (39) compared the licensed sportsmen in secondary schools and those who didn't do any sports in the city of Niğde in terms of agility, loneliness, depression and academic achievement and as a result of the findings he showed that the students who did sports were more agile and active than those that didn't. Moreover, the rate of loneliness and hopelessness in the students who did sports was lower than in those students that didn't.

Gilman, Meyers and Perez pointed out that the activities outside the school had positive effects on the spiritual health of the individuals who were academically a failure and who were risky in interpersonal relations, although they said more research was needed (14). A study by Pollatschek and O'Hagan (1989) revealed that regular sporting activities had positive effects on the motor skills of the participating students, their emotional developments and their attitudes towards the school, as well as on their academic developments.

Sökezoğlu D. (37), in his study titled "the effect of music training based on rhythmic movements and song teaching on the social developments of the kindergarten pupils aged 7 to 11", found significant differences between the students who took music training based on rhythmic movements and song teaching and those who didn't. This study identified that the students who took music training based on rhythmic movements and song teaching were more developed in such social behavior as "using appropriate communication skills, writing for their turn, developing self-confidence, accepting the consequences. In their research titled "the Effect of Aerobic Walking Exercise on Depressive Symptoms", Aylaz, Güllü and Güneş (7) demonstrated that the aerobic exercise through which the work group was put was effective in reducing the depression points. Besides, they concluded that individuals should be encouraged to do aerobic exercise for them to achieve better spiritual health.

When the depression levels of the students participating in the research were compared in terms of age groups, no statistically significant difference was observed in the first measured values, whereas the arithmetic mean values of the

student group aged 9 to 10 were found to be statistically different in the last measured values, in comparison with the other two groups ($P<0,05$). A significant difference wasn't detected between the first and last measurements of the other age groups (Table 3). The reasons for this significant difference in the group of students aged 9 to 10 may be that the students have now become used to the school, that they have started criticize their own ideas and that they like rules.

When the depression levels of the participating students are compared in terms of the number of siblings, there appears no significant difference between the first and last measurement values, and there aren't any statistical differences between the first and last measurement values of the groups ($P>0.05$) (Table 4).

In his study titled "the Comparative Study of the Effect of the Depression on the Social Skills and Self-esteem of the Pupils at the Second Grade of the Primary School and Some Other Variables", Yiğit (43) found that there weren't any significant differences between the number of siblings and the level of depression. This is in parallel with the results of our study. In a study by Özdemir (32), titled "the Effect of Dance in Removing Depression seen in University Students", the author found that there were no significant differences between the place where the student lived, the school from which the student graduated and the number of the siblings ($P>0,05$). When the depression levels of the students were compared in terms of their mothers' jobs, those who had mothers as housewives were found to be statistically different from those whose mothers worked in private or public sector ($P<0.05$; Table 5). Yiğit (43) found that there were not significant differences between the mean depression points of the primary school students whose mothers worked and those whose mothers didn't. This doesn't seem consistent with the results of our study. In their study, Arslan et al. (3) examined whether the jobs of the mothers of the students had a significant effect on the levels of depression in students. The findings obtained showed that there wasn't a significant difference between the mothers' job and the depression mean points. This isn't consistent with our study either.

This decrease in the depression levels of the students whose mothers were housewives can be attributed to the fact that the mother has more time to spend with her child, because a mother who works in a private or public sector has less time to

spend with her child. This supports the finding we have obtained.

In the comparison of the students' levels of depression in terms of their fathers' jobs, it was seen that the levels of the individuals who worked in free trade became statistically remarkably different when the second measurements were taken into account, compared with the other individuals. Significant differences were observed between the first and last measurements ($P < 0.05$); While an increase was observed in the mean values of the students whose fathers worked in free trade, a decrease was observed in the changes in the other groups (Table 6).

Yiğit (43) found significant differences between the mean depression values of the students whose fathers worked and those whose fathers didn't work. This is also in line with our study. When the jobs of the fathers were considered, the students whose fathers didn't have a permanent job or whose fathers didn't work generally chose the option of free-lance jobs, in which case it can be said that the arguments or conflicts might have also affected the increase in their depression levels. The findings above are in parallel with the results of our study.

In the comparison of the students' levels of depression in terms of their mothers levels of education, the mean depression values of the students who had primary school graduate mothers were lower, compared with those of the students in the other two groups, and this change was also found statistically significant ($P < 0.05$). The mean depression points of the last measurements of all the groups differed from each other, and this change was found statistically significant ($P < 0.05$). When the first and last measurements were considered, a decrease was observed in the mean depression values of the students who had high school graduate mothers, and this change was found statistically significant ($P < 0.05$). No statistically significant difference was identified in the first and last measurement values of the other two groups ($P > 0.05$; Table 7).

When the depression levels of the students joining in the research were examined in terms of the fathers' levels of education, no statistically significant difference was observed between the mean values of the first measurement, whereas differences were observed between the second measurement mean values ($P < 0.05$); the mean depression levels of the students who had high

school graduate fathers were lower than those of the students in the other two groups. When the first and last measurements were compared, an increase was observed in the mean values of the students who had primary school graduate fathers, whereas a decrease was observed in the mean values of the students who had high school graduate fathers. These changes were found statistically significant ($P < 0.05$) (Table 8). It could be thought that the parents who had received teacher training and graduated from a high school had approaches towards their children in this way and that this may have affected the levels of depression.

When the depression levels of the students participating in the research were examined in terms of the levels of income, no statistical difference was observed between the first measurement values, whereas the mean values of the last measurement were statistically different in all the groups ($P < 0.05$). The differences in values between the first and last measurements of the students who lived in a family that had an income of 3000 TL or over a month were found statistically significant ($P < 0.05$; Table 9).

When the data we found at Table 9 are compared, the level of depression is observed to be in reverse proportion to the level of depression. This highlights the fact that we shouldn't ignore a healthy diet.

In the study conducted by Soyer et al. (36) to examine hopelessness in adolescents in terms of health behavior and the perception of development, it was questioned whether there was a difference between the points of hopelessness in the students who had differing ways of nutrition. As a result of the study, the level of hopelessness in the students who had irregular and unbalanced meals was found to be higher than in the students had regular and balanced meals. In the same study, the level of hopelessness in the students who never did sports was found to be higher than in the students who did a sporting activity regularly and who did exercise for a certain period every week.

Gökçakan (15) reached the conclusion in his study that depression was experienced most by the students with a low socio-economic level and least by those with a moderate socio-economic level. This also supports our study. In the study conducted by Yiğit (43), it was seen that a significant difference occurred in mean depression points of the primary school students in terms of monthly income variable. This is also in line with our study.

Özdemir (32) concluded in the study titled "The Effect of Dance on Removing the Depression Seen in University Students" that dance activities affected the levels of depression, reducing it favorably.

When we think that folk dances are also a kind of physical activity, it can be concluded that similarities do exist between the results of the studies mentioned above and the results of our study and that there are also parallels between them.

In conclusion, in this study, which was conducted to examine the effect of folk dances on the depression levels of the children aged 7 to 11, it is seen that folk dances have a positive effect on the depression levels of the children.

Depending on the conclusion that sporting activities have positive effects on depression, school years should definitely be supported with sporting activities and game supplements for the "personal happiness" of our children. It was observed that practices of folk dances and subsequent performances increased self-confidence of the children and consolidated such concepts as responsibility, self-supervision, respect and friendship. Therefore, in order to have generations who do not only obtain academic achievement but also lay claim to their values, we are of the opinion that folk dances should be made a priority in our education system. When their functions are considered, folk dances emerge as the product of our cultural values. In this sense, practices of folk dances should be widely integrated into school curricula within the "value training project" carried out by the Ministry of National Education and local governments, and festival-style activities should be organized and supported without the air of competitions.

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