

**Abstract: An Investigation of the Relationship of Movement and Dance to the Self-Concept and Academic Performance of Middle-Primary-School Children.** Completed by Judy Gutteridge to fulfill the requirements for Master of Education, University of Melbourne.

The principal aim of this study was to investigate whether a program of dance, presented in a cooperative learning framework, would be instrumental in improving the self-concept of a sample of Grades 3, 4 and 5 primary school children. A pre- and post-intervention, randomised blocks design, incorporating both experimental and control conditions, was adopted for this purpose. Both quantitative and observational qualitative data were utilised in the analysis of the study outcome.

Quantitative analysis, using General Linear Model Analysis of variance, provided evidence of the positive influence of dance on the General self-concept of the children in the dance treatment condition.

Analysis of the qualitative data, in supporting this result, supplied some interesting insights into the variety of individual changes underlying the group outcome. This study provides further evidence that dance is both a valuable learning experience and that the experience of dance can influence the self-concept of young children.

Based on strong support from the literature three basic assumptions concerning the existence of positive relationships between self-concept, academic achievement and learning strategies formed the basis of the second aim of this study. This was to determine whether a change in the level of self-concept would be accompanied by a similar change in the level of academic achievement and learning strategies of the children. No significant changes were found for either of these measures but a relationship between self-concept and academic competence was indicated.

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