

Assessing Empowerment Strategies for Teachers that Enhance Teaching and Learning in Dance Sport

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Abstract: This research investigated the process of empowering dance sport instructors within the educational context. Dance sport education is a distinct field that combines the creativity of dance with the discipline of competitive sports. Dance sport instructors often face obstacles such as few resources, administrative complexities, changing trends, and the need for professional validation, despite the importance of their field. This study conducted a thorough analysis of these problems and indicated the specific areas that need to be addressed in order to successfully empower dance sport instructors. The research also assessed the tactics used by administrators to augment the involvement of instructors in their particular institutions. The findings indicated a gender-based discrepancy in the evaluation of leadership approaches concerning school culture and communication, with female educators assigning higher scores. Moreover, there were discernible variations in the assessment of constructive criticism based on age, with educators between the ages of 31 and 40 seeing it in a more favorable manner. In order to tackle these obstacles and take advantage of possibilities, this study put forth the DanceSport Educators Empowerment Initiative. The objective of this program was to improve the educational setting for dance sport instructors by offering resources, assistance, and a favorable school atmosphere. The project included essential elements such as professional development programs, allocation of resources, participation in decision-making processes, ongoing assessment, and open communication channels. The combination of these factors, facilitated by the active cooperation of all involved parties, was anticipated to promote the empowerment of dance sport educators.

Keywords: Autonomy; Leadership Support; Open Communication; Positive School Culture; Professional Development Opportunities; Provision of Constructive Criticism.

1. Introduction

The need for empowering teachers is a fundamental aspect of achieving good education, supported by several persuasive justifications. It contributes to the quality of instruction, continuous professional development, classroom management and favorable school environment. Further, teacher empowerment may be seen as a strategic investment with long-term implications for the future. The demand for empowering teachers is not only an educational ideal, but also a practical imperative that serves as a foundation for the success of education systems everywhere (Haggen, 2018).

In China, there is a growing recognition of the importance of empowering teachers, including providing training initiatives and seminars, autonomy in teaching, and arising of teacher leadership. Considering the dynamic nature of the discipline and unique requirements of each student, the concept of empowerment assumes a critical role in promoting inclusion and equality. This study focuses on empowering Chinese dance sports instructors, which is a crucial necessity within the educational framework of China (Peng, Nair, 2022) as it is undergoing ongoing development and diversification. However, there is a lack of existing research specifically investigating the empowerment of dance sport instructors in Chinese higher education institutions. This study aims to address this gap in the existing body of knowledge and provide practical suggestions for improving teacher empowerment in this specialized field, ultimately contributing to the advancement and prosperity of dance sport education in China.

2. Methodology

The methodology section of this study encompasses the research design, data collection methods, and analytical strategies that were utilized to investigate the perceptions of sport dance educators regarding empowerment factors, profile-based differences, challenges encountered, administrator approaches, and the development of an improved empowerment program.

2.1. Research Design

The research methodology used in this study adopted a descriptive comparative approach, with the objective of comprehensively examining and assessing the factors that led to the enhancement of teaching and learning in dance sport education across 10 universities and colleges in China.

Data was collected by distributing questionnaires to instructors specializing in dance sport in order to gather numerical data on educators' views on different aspects of empowerment. In addition, the acquisition of qualitative data was aided by the conduction of in-depth interviews with the aim of obtaining a thorough understanding of the strategies, challenges, and methods used by administrators in empowering instructors.

This study aims to use comparative analysis to identify the most effective tactics, obstacles, and prospective opportunities. The findings will provide significant insights for the creation of targeted empowerment initiatives.

2.2. Sampling Method

This study used a modified research approach that incorporated a comprehensive enumeration procedure. This

method guaranteed the involvement of all qualified individuals within the dance sport teacher and administrator community across 10 universities and colleges in China, thereby eliminating the need for random selection or stratification. The rationale and significance of this approach will be elucidated in the following sections:

The use of a thorough enumeration technique ensured a comprehensive comprehension of the dynamics of empowerment in the field of dance sports education, thereby removing any possibility of sampling bias or inaccuracies that may result from a restricted representation.

This method was underscored by its capacity to eradicate sampling error and enhance representativeness, thus thoroughly recording and illustrating the many viewpoints, individual encounters, and challenges related to empowerment, so providing a full and accurate portrayal of the topic. Furthermore, the findings exhibited improved internal validity since they precisely depicted the whole target population being studied.

The selected approach aligned with the study purpose, while circumventing constraints imposed by sample methods. The extensive scope and insightful comprehension obtained from surveys and interviews greatly enhanced the overall thoroughness and excellence of the study's conclusions. Overall, using the full enumeration approach was very suitable for achieving the research objectives and bolstered the robustness and reliability of the study's findings.

2.3. Instrumentation

The research questions posted in this study are revisited. As a result, the findings, as well as their interpretation and analysis, are presented.

Table 1. Reliability Measurement – Empowerment Strategies (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Professional Development Opportunities	0.94	0	10
Leadership Support	0.94	0	10
Positive School Culture	0.90	0	10
Provision of Constructive	0.90	0	10
Autonomy	0.91	0	10
Open Communication	0.90	0	10

Table 1 presents the reliability measurement, particularly the Cronbach's alpha of the scale, empowerment strategies. Cronbach's alpha, abbreviated as CA, is a statistic used to assess construct reliability or internal consistency. (Roldan & Sanchez-Franco, 2012; Kock, 2015). For Cronbach's alpha to be able to determine whether or not a measurement is reliable, the value of the measurement being analyzed must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). The data analysis revealed that all of the items met the criterion for reliability and were deemed to be good items with good internal consistency. The generated CA values are in the range of 0.90 to 0.94.

Table 2. Normality Test (Shapiro-Wilk)

	W	P
Professional Development Opportunities	0.68	< .001
Leadership Support	0.68	< .001
Positive School Culture	0.68	< .001
Provision of Constructive	0.68	< .001
Autonomy	0.68	< .001
Open Communication	0.69	< .001
Note. A low p-value suggests a violation of the assumption of normality		

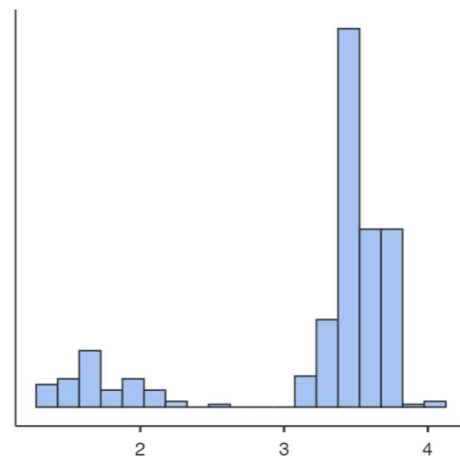


Figure 2. Normality Test (Shapiro-Wilk)

The results of the Shapiro-Wilk test demonstrate that all of the p-values that were generated by the test are lower than 0.05 and the histogram shows that the data is skewed, this indicates that the scores are not normally distributed. Hence, in order to address the research questions, non-parametric tests such as the Mann-Whitney U and Kruskal-Wallis tests were employed.

3. Results, Analysis, and Interpretation

A tabular representation of the data that was collected, as well as its analysis and interpretation, can be found in this chapter. The results of a statistical analysis carried out using jamovi 2.3.19 form the basis for the conclusions presented in this section.

3.1. Profile of the Respondents

Table 3. Frequency and Percentage of Demographic Profile

Sex	Counts	% of Total
Female	196	53%
Male	172	47%
Age		
21-30	141	38 %
31-40	173	47 %
41-50	50	14 %
50 and above	4	1 %
Length of Teaching		
1-5 years	120	33 %
10-20 years	83	23 %
5-10 years	107	29 %
Over 20 years	58	16 %

In Table 3, descriptive data are presented regarding the frequencies and percentages of sex, age, and length of teaching. Based on the tabulated data, 53% of them were female, while, 47% were male. This indicates that most of the educators and administrators are female.

In terms of their age, 38% of them were between the ages of 18 and 20, 47% were between 31 and 40, 14% were between 41 and 50, and only 1% were 50 years old and above. Analysis of the descriptive statistics revealed that the majority of the respondents are 31 to 40 years old.

Finally, when it comes to their length of teaching, 33% of

them were between 1 and 5 years, 23% were between 10 and 20 years, 29% were between 5 and 10 years, and 16% were over 20 years. This shows that the majority of the educators and administrators have 1–5 years of teaching experience.

3.2. Assessment of Dance Educators of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sport

3.2.1. Professional Development Opportunities

Table 4. Assessment of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sports in terms of Professional Development Opportunities

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The educational institution offers consistent and relevant professional development opportunities for educators in the field of dance sport.	3.18	0.89	Average	5.5
2. I see that the professional development programs provided to me are customized to align with my specific requirements as an instructor in the field of dance sport.	3.20	0.85	Average	3
3. The professional development options available to me make a substantial contribution to my professional progress and efficacy as an educator.	3.15	0.89	Average	9
4. I am provided with sufficient assistance and resources to participate in seminars, conferences, and training sessions pertaining to the field of dance sport education.	3.19	0.89	Average	4
5. The institution places a high emphasis on the enhancement and development of dance sport educators via ongoing investments.	3.16	0.93	Average	8
6. There are enough opportunities for engaging in collaborative endeavors and establishing professional connections with other practitioners in the realm of dance sport education.	3.21	0.84	Average	2
7. I am motivated to engage in other educational pursuits and get certificates in order to augment my proficiency in the field of dance sport.	3.17	0.91	Average	7
8. The institution acknowledges and incentivizes dance sport instructors for their dedication to enhancing their professional growth.	3.13	0.87	Average	10
9. The professional development possibilities have a favorable influence on the quality of dance sport education inside our institution.	3.18	0.85	Average	5.5
10. As an educator, I possess agency in the decision-making process about the selection of professional development initiatives that would enhance my pedagogical practices.	3.22	0.86	Average	1
COMPOSITE MEAN	3.18	0.71	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 4 summarizes the assessment of the empowerment strategies that enhance the teaching and learning in dance sport in terms of professional development opportunities of a sample of educators, with a mean score of 3.18 and a standard deviation of 0.71. This implies that they agree that, as educators, they have agency in the decision-making process regarding the selection of professional development initiatives that would improve their pedagogical practices ($M = 3.22$), and that there are sufficient opportunities for engaging in collaborative endeavors and establishing professional connections with other practitioners in the field of dance sport education ($M = 3.21$), and they notice that the professional development programs provided to them are tailored to their specific needs as dance sport instructors ($M = 3.20$). Furthermore, they agree that they have received adequate assistance and resources to participate in seminars, conferences, and training sessions related to the field of dance sport education ($M = 3.19$) and that professional development opportunities have a positive impact on the quality of dance sport education within their institution ($M = 3.18$).

The highest mean score of 3.22 among the factors suggests that dance sport educators have a strong feeling of agency and control in selecting professional development activities that

correspond with their teaching methods. This indicates that educators value the freedom to customize their professional development according to their own requirements, emphasizing the importance of personalized approaches in tactics for empowerment.

Conversely, Indicator 8 has the lowest average score of 3.13, indicating that there is a need for institutions to enhance their recognition and rewards for dance sport instructors who are dedicated to improving their professional growth.

The average composite mean of 3.18 indicates a modest degree of perceived efficacy of these professional development techniques as a whole. Although there is a minimum degree of satisfaction, the outcome suggests that there is still potential for enhancing professional development programs to better match the unique requirements and expectations of dance sport instructors.

Cox, Noonan, and Fairclough (2022) offers valuable insights into the significance of professional development opportunities for educators, specifically within the domain of physical education. The research analyzes teachers' perspectives and experiences linked to the delivery of muscular fitness (MF) exercise in schools. An important discovery from this study is the substantial impact that

ongoing professional development (CPD) has on improving teachers' proficiency and self-assurance in conducting MF activity.

The report also underlines the necessity of evaluations of MF in guiding PE program decision-making. Teachers with higher experience were shown to be more likely to employ

MF evaluations for this reason. This conclusion underlines the value of data and assessments in driving educational practices and curriculum development.

3.2.2. Leadership Support

Table 5. Assessment of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sports in terms of Leadership Support

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The leadership at my school actively demonstrates support and advocacy for the needs of dance sport educators.	3.23	0.90	Average	5
2. I see that the leadership of the institution places significance on my efforts as a dance sport instructor.	3.22	0.87	Average	6
3. The leadership of the school demonstrates a high level of accessibility and receptiveness towards the issues expressed by educators in the field of dance sport.	3.18	0.85	Average	9
4. Leadership has a crucial role in cultivating an atmosphere of trust and cooperation among instructors within the dance sport department.	3.20	0.91	Average	7
5. The leadership team actively promotes and fosters a culture of creativity and experimentation within the realm of dance sport education.	3.16	0.86	Average	10
6. It is posited that the leadership has an understanding of the distinct issues encountered by educators in the realm of dance sport.	3.27	0.92	Average	1
7. The leadership at our school continually demonstrates effective communication by articulating a well-defined vision for the future of dance sport education.	3.24	0.87	Average	3
8. There exists a notable degree of mutual alignment in terms of aims and objectives between leadership and dancing sport instructors.	3.19	0.88	Average	8
9. There exists a notable degree of mutual alignment in terms of aims and objectives between leadership and dancing sport instructors.	3.24	0.81	Average	3
10. The leadership of the institution enables dance sport instructors to assume leadership positions and undertake various activities.	3.24	0.85	Average	3
COMPOSITE MEAN	3.22	0.70	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 5 assesses the empowerment strategies that enhance the teachers' teaching and learning in dance sport in terms of leadership support. Based on tabulated data, it obtained a composite mean score of 3.22 and a standardized deviation of 0.70. This means that the teachers agree that the leadership understands the unique problems that teachers face in the area of dance sport ($M = 3.27$), that the leadership at their school consistently shows good communication by laying out a clear vision for the future of dance sport education ($M = 3.24$), and that the leadership actively seeks feedback and input from teachers in order to make decisions and shape policies ($M = 3.24$). Also, they all agree that the institution's leadership makes it possible for dance sport teachers to take on leadership roles and do a variety of activities ($M = 3.24$) and that the leadership at their school actively supports and advocates for the needs of dance sport teachers ($M = 3.23$).

Indicator 6 had the highest mean score of 3.27, suggesting that dance sport educators see their institutional leadership as having a profound comprehension of the distinct problems and concerns encountered by educators in the field of dance sport. On the other hand, Indicator 5 has the lowest average score of 3.16, indicating that there is potential for enhancing how leadership fosters a culture of innovation and experimentation in dance sport education.

The study's issues and remedies provide useful insights that may be applied to other educational situations, including dance athletic education. It highlights the need of enhancing leadership in the advancement of physical education, focusing on aspects like the integration of resources at a regional level, cultural features, technology tools, curriculum based on

research, and ongoing monitoring and evaluation processes. These observations may guide the creation of successful leadership tactics in dance sport education, eventually enhancing the authority of educators and enhancing the quality of teaching and learning experiences.

3.2.3. Leadership Support

Table 6 shows the assessment of the empowerment strategies that enhance the teachers' teaching and learning in dance sport in terms of positive school culture, with a composite mean score of 3.21 and a standard deviation of 0.71. The results show that the teachers have an average rating and agree that the school recognizes and appreciates the work of educators in the field of dance sport ($M = 3.26$), that the university actively promotes diversity and inclusion through its dance sport programs and activities ($M = 3.24$), and that the school culture has a positive effect on the morale and motivation of teachers ($M = 3.24$). They also agree that teaching dance sports puts a lot of emphasis on encouraging and nurturing creativity and originality ($M = 3.22$) and that all students work together to keep the classroom safe and welcoming ($M = 3.21$).

Evaluating the effectiveness of empowerment measures in promoting a healthy school culture in the field of dance sport education offers significant insights into educators' perspectives on the general climate and collegiality within their institutions. Indicator 8 had the highest mean score of 3.26, suggesting that educators in the discipline of dance sport believe that their institution actively recognizes and celebrates the achievements and contributions of educators.

Recognizing and celebrating the efforts of educators significantly impacts their morale and motivation,

emphasizing the significance of appreciating and respecting their work in creating empowerment.

Table 6. Assessment of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sports in terms of Positive School Culture

Indicators	Mean	SD	Verbal Interpretation	Rank
1.The school cultivates a conducive and all-encompassing atmosphere within the dance sport department.	3.17	0.89	Average	9
2.The author has a profound sensation of affiliation and solidarity inside the realm of dance sport instruction.	3.20	0.88	Average	6.5
3.The university actively fosters diversity and inclusiveness throughout its dance sport programs and activities.	3.24	0.85	Average	2.5
4. The university actively fosters diversity and inclusiveness throughout its dance sport programs and activities.	3.19	0.86	Average	8
5. The education of dance sport places a high emphasis on the cultivation and promotion of creativity and originality.	3.22	0.86	Average	4
6. All students are collectively dedicated to maintaining a secure and inclusive atmosphere.	3.21	0.85	Average	5
7. The dancing sport department places a strong value on collegiality and collaboration.	3.14	0.92	Average	10
8. The establishment commemorates the accomplishments and efforts of educators in the field of dance sport.	3.26	0.86	Average	1
9. It is my contention that the school culture has a favorable influence on the morale and motivation of instructors.	3.24	0.89	Average	2.5
10. The institution proactively engages in the identification and resolution of issues within the dance sport department.	3.20	0.84	Average	6.5
COMPOSITE MEAN	3.21	0.71	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Conversely, Indicator 7 obtains the lowest average score of 3.14, indicating that there is potential for enhancing the emphasis on collegiality and teamwork within the dance sport department. Although educators typically acknowledge the need of cooperation, this outcome suggests a chance to enhance the promotion of a culture centered upon teamwork and mutual support within the dance sport department.

In summary, the average composite mean of 3.17 indicates a modest degree of perceived success of methods pertaining to good school culture. The results underscore the need of cultivating an all-encompassing, considerate, and imaginative atmosphere in dance sport teaching. Institutions may bolster empowerment by actively fostering cooperation and inclusivity, so augmenting instructors' motivation and the overall quality of teaching and learning encounters.

Gülşen and Çelik (2021) offers significant evidence that reinforces the existing findings on the effectiveness of empowerment strategies in fostering a positive school culture within the domain of dance sport education. This discovery is consistent with Indicator 8 of the present research, which indicates that institutions that actively recognize and celebrate the achievements and dedication of educators have a favorable impact on their morale and motivation. Both studies highlight the significance of valuing and allocating resources towards the professional growth of teachers in order to improve the entire school environment and empower instructors.

In addition, the research emphasizes the significance of collegial support, collegial leadership, unity of purpose, self-efficacy, decision making, and teacher cooperation as strong indicators of teachers' attitudes of the performance of schools. The aspects of teacher empowerment in this research are in line with indications that pertain to a healthy school culture. These indicators highlight the importance of cooperation,

mutual respect, and support among educators within the dance sport department.

3.2.4. Provision of Constructive

In terms of the provision of constructive feedback, Table 5 shows how the teachers rated the empowerment strategies. Analysis of the descriptive statistics revealed a composite mean score of 3.20 and a standard deviation of 0.70. This implies that respondents have an average opinion of and agree that dance sport instructors foster a culture characterized by the exchange of free and honest comments ($M = 3.24$), that the school recognizes the importance of feedback in fostering the professional development of educators ($M = 3.23$), and that the feedback they receive is both precise and practical, allowing them to improve their skills as instructors ($M = 3.22$). Also, they all agree that feedback systems make it easier to keep getting better at teaching dance sports ($M = 3.21$) and that they get quick, useful feedback on how well they are teaching ($M = 3.20$).

The average score for this collection of characteristics is 3.20, suggesting a generally favorable impression of the giving of constructive criticism among dance sport teachers and administrators.

Indicator 2 has the highest mean score of 3.24, indicating that educators in dance sport place great importance on feedback that is both exact and practical.

Conversely, Indicators 7 and 8 have the lowest average score of 3.16. These indicators relate to the opportunities for educators to engage in reflective practices, have meaningful discussions about teaching methods, and incorporate student feedback into the development of dance sport curriculum and practices. Although the average score is favorable, it suggests that there is potential for enhancing educators' participation in reflective and collaborative procedures.

Table 7. Assessment of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sports in terms of Provision of Constructive Criticism

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am provided with prompt and valuable feedback on my instructional effectiveness.	3.20	0.88	Average	5.5
2. The feedback I get is both precise and practical, enabling me to enhance my skills as an instructor.	3.22	0.84	Average	3
3. Dance sport instructors foster a culture characterized by the exchange of free and honest comments.	3.24	0.84	Average	1
4. I am motivated to actively solicit input from both students and colleagues in order to improve my teaching practices.	3.20	0.86	Average	5.5
5. The school acknowledges the significance of feedback in fostering the professional development of educators.	3.23	0.83	Average	2
6. The presence of feedback systems facilitates a process of ongoing improvement within the realm of dance sport instruction.	3.21	0.93	Average	4
7. I am given the opportunity to actively participate in reflective practices and engage in meaningful dialogues pertaining to my pedagogical approaches.	3.18	0.90	Average	7.5
8. The incorporation of student feedback plays a pivotal role in the development and refinement of dance sport curriculum and practices.	3.16	0.84	Average	9.5
9. The educational establishment offers a range of materials and instructional programs aimed at enhancing the skills necessary for delivering and receiving constructive criticism.	3.18	0.84	Average	7.5
10. I posit that the input I get has a significant role in enhancing the overall quality of dance sport education.	3.16	0.90	Average	9.5
COMPOSITE MEAN	3.20	0.70	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Soerel (2023) and his team at Codarts University of the Arts in Rotterdam, Netherlands, offers vital insights into the use of instructions and feedback within the realm of dance education, specifically in the field of contemporary dance. Their research illuminates the impact of feedback and instructions on the development of dance practice and student self-regulation, aligning with the wider notion of empowerment tactics in dance sports education and also highlights the importance of both accuracy and positivity in providing feedback as it examined the nature of instructions and feedback provided by dance instructors, emphasizing specific areas where enhancements might improve the learning process.

These results are consistent with the evaluation of empowerment tactics in dance sports instruction that include providing constructive feedback. Both studies emphasize the significance of feedback and instructions in enabling instructors and learners to consistently enhance their skills and knowledge. Dance sport education may foster a culture of progress, advancement, and ongoing improvement by integrating efficient feedback methods and emphasizing constructive criticism.

3.2.5. Autonomy

Table 8 shows how the teachers rated the empowerment strategies in terms of autonomy. The descriptive statistics showed that the average score was 3.22 and the standard deviation was 0.71. According to the results, teachers give this variable an average rating, and most of them agree that they have the power to make their own decisions about which teaching methods and strategies to use ($M = 3.28$), that they want to try new things and research new ways to make teaching dance sport easier ($M = 3.24$), and that they believe giving students more freedom in the classroom leads to better learning outcomes ($M = 3.23$). Similarly, the use of autonomy in teaching allows them to tailor their instructional methods to accommodate the diverse abilities and interests

demonstrated by their students ($M = 3.23$), and the school has placed its trust in them to effectively modify curriculum and instructional materials in order to cater to the unique needs of their students ($M = 3.22$).

An examination of empowering tactics in the realm of dance sports education, particularly in relation to autonomy, provides significant revelations on the experiences of dance sport educators and their students.

The results indicate that dance sport instructors place great importance on their independence in making decisions, modifying the curriculum, and experimenting with teaching methods. The indication that shows educators' competence to exercise autonomous decision-making power had the highest mean score in this evaluation. This implies that dancing sport teachers value the autonomy to choose and use instructional approaches and strategies that are in accordance with their professional discretion.

Conversely, the lowest average score in this evaluation relates to the development of autonomy, which involves fostering a stronger feeling of ownership and responsibility within their professional role. Although autonomy is well regarded, there is potential for more investigation into how autonomy might enhance a stronger feeling of accountability and involvement among dance sport instructors.

They emphasize the need of safeguarding and improving the independence of dance sport educators within the field of education. Autonomy empowers educators to customize their instructional approaches to cater to the distinct requirements and preferences of their students, hence enhancing the efficacy of teaching and learning encounters.

Furthermore, the results indicate a potential for educational institutions to enhance the authority and responsibility of dance sport instructors by promoting a culture of ownership and accountability. The evaluation of empowering tactics pertaining to autonomy underscores the importance of

autonomy in the realm of dance sports education. The statement underscores the need of preserving educators' independence while simultaneously investigating how to use

independence to improve professional involvement and student learning results.

Table 8. Assessment of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sports in terms of Autonomy

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I possess the capacity to exercise independent decision-making authority in selecting and implementing educational methodologies and tactics.	3.28	0.90	Average	1
2. The school has placed its faith in me to effectively modify curriculum and instructional materials in order to cater to the unique requirements of my pupils.	3.22	0.91	Average	5.5
3. I am given the autonomy to explore novel pedagogical methodologies within the realm of dance sport instruction.	3.22	0.84	Average	5.5
4. The use of autonomy in teaching provides me with the opportunity to tailor my instructional methods to accommodate the distinct abilities and interests shown by my pupils.	3.23	0.84	Average	4
5. I possess the adaptability to modify my instructional approaches in response to the evolving requirements of pupils.	3.20	0.88	Average	7
6. The institution places a high regard on the knowledge and discernment possessed by educators in the field of dance sport.	3.15	0.86	Average	10
7. The cultivation of autonomy in the field of education promotes a heightened feeling of ownership and accountability within my professional capacity.	3.19	0.87	Average	8
8. I am motivated to engage in innovative practices and research novel approaches in order to facilitate the instruction of dance sport.	3.24	0.87	Average	2
9. The presence of autonomy has a favorable impact on the level of engagement and motivation shown by pupils.	3.18	0.85	Average	9
10. I claim that the provision of autonomy in the realm of education engenders enhanced learning outcomes for students.	3.23	0.87	Average	3
COMPOSITE MEAN	3.22	0.71	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

De Klerk and Barnett (2020), offers unique insights on the notion of teacher autonomy, examined via a capabilities lens. This study is consistent with the latest research on ways for empowering individuals in the field of dance sports education, specifically focusing on autonomy. The research highlights the significance of enabling instructors to act as autonomous agents, as emphasized by the capabilities approach. This viewpoint aligns with the evaluation of empowerment tactics in dance sports education, which similarly emphasizes the importance of autonomy for instructors.

The report highlights the importance of capacities in improving teacher autonomy in the South African education policy analysis. Similarly, the evaluation of empowerment tactics in dance sports education demonstrates the beneficial influence of autonomy on educators' decision-making and teaching practices. Moreover, the paper's focus on self-attention and self-care as crucial elements of teacher autonomy corresponds with the notion that autonomy enables dance sport instructors to customize their teaching approaches and address the distinct requirements of their students.

3.2.6. Open Communication

Table 9 shows the assessment of empowerment strategies in terms of open communication, which yields a composite mean score of 3.21 and a standard deviation of 0.69. This could imply that teachers and educators agree that they are given the opportunity to participate in conversations and contribute to decision-making processes related to dance sport education ($M = 3.27$), that it is their contention that the use of open communication in dance sport education has a positive influence on its overall efficacy ($M = 3.25$), and that the educational institution places a high value on educator

comments and ideas and actively takes steps to address and implement them ($M = 3.24$). Furthermore, they agree that facilitating open communication increases levels of cooperation and coordination among educators ($M = 3.23$), and they have a sense of ease when it comes to articulating my views and concerns to their peers and superiors in the professional setting ($M = 3.21$).

An evaluation of empowering tactics in the realm of dance sports education, with a special emphasis on open communication, provides valuable insights into the workings of communication inside educational institutions. The results emphasize the different levels of transparent communication and its consequences for instructors.

The indicator "establishment of open and transparent communication between dance sport educators and institution management" obtained the lowest mean score of 3.14 of the analyzed indicators. This indicates the possibility of enhancing the development of open and transparent communication channels between educators and institutional administration. It is vital for educators to possess influence in decision-making procedures and to experience that their problems are acknowledged and resolved.

Conversely, the statement "the department shows a cultural expectation of actively listening and displaying respect for a diverse range of viewpoints" had one of the highest average ratings of 3.27. This suggests the presence of a favorable cultural standard within the department, which prioritizes attentive listening and appreciation for a range of perspectives.

Table 9. Assessment of the Empowerment Strategies that Enhance their Teaching and Learning in Dance Sports in terms of Open Communication

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Open and transparent communication is established between dance sport educators and the management of the institution.	3.14	0.87	Average	10
2. I possess a sense of ease when it comes to articulating my viewpoints and apprehensions to my peers and superiors inside the professional setting.	3.21	0.89	Average	5.5
3. The school proactively solicits feedback from educators in the field of dance sport about topics pertaining to the department.	3.18	0.91	Average	8
4. Communication channels have been established to facilitate the dissemination of crucial updates and information among educators.	3.17	0.85	Average	9
5. The department exhibits a cultural norm of actively listening and demonstrating respect for a wide range of perspectives.	3.21	0.83	Average	5.5
6. I am given the opportunity to engage in conversations and contribute to decision-making processes pertaining to the field of dance sport education.	3.27	0.83	Average	1
7. The educational institution places a high importance on the comments and ideas made by educators, and actively takes steps to address and implement them.	3.24	0.85	Average	3
8. The facilitation of open communication serves to boost the levels of cooperation and coordination among educators.	3.23	0.85	Average	4
9. It is my contention that the use of open communication in dance sport education has a beneficial influence on its overall efficacy.	3.25	0.86	Average	2
10. The institution acknowledges the significance of cultivating a culture characterized by open discourse and openness.	3.19	0.85	Average	7
COMPOSITE MEAN	3.21	0.69	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

The indication "I possess a sense of ease when it comes to articulating my viewpoints and apprehensions to my peers and superiors inside the professional setting" had the highest mean score of 3.21. These findings indicate that educators often feel at ease while sharing their opinions and worries in a professional environment. This is a favorable attribute since transparent communication may result in productive dialogues and enhancements in pedagogical methodologies.

Evaluating empowerment initiatives in dance sports education highlights the need of having clear and open communication channels between instructors and institutional administration. Furthermore, it emphasizes the need of cultivating a culture that actively engages in listening to a wide range of opinions. In general, improving open communication may result in a more cooperative and efficient educational setting for both teachers and students.

Calisici Celik, and Kırnal (2022) offers significant insights into the tactics used to empower educators and the factors influencing its successful implementation or lack thereof. The research primarily examines the impact of empowerment tactics in education, namely on school principals and primary school teachers. However, the results may also be applied to a wider context, including strategies that promote open communication in education. The study outlines many kinds of empowerment measures that should be adopted by school leaders, such as providing physical and psychological support, enhancing communication, improving school running, and promoting teacher autonomy. These categories are in line with the overarching goal of promoting open communication among educators, which is crucial for their empowerment. Efficient communication channels and procedures are crucial in ensuring that educators' opinions are acknowledged and that they feel appreciated and included in the decision-making process.

Moreover, the research elucidates the factors that

contribute to the lack of teacher empowerment, including personal, administrative, financial, and restricted authority factors. The obstacles to empowerment might impede transparent communication within educational institutions. Administrative limits may restrict educators' freedom of expression, while budgetary limitations might affect the resources allocated to communication activities.

The research further offers suggestions for augmenting teacher empowerment, which might indirectly facilitate open communication. The proposals include implementing policies that facilitate personal growth and teacher independence, enhancing the power of school administrators, and enacting legislative modifications. These proposals are in line with the concept that creating a favorable climate for open communication requires both strategic measures and assistance at the structural and policy level.

3.3. Differences in the Assessment of Dance Educators of the Leadership Approaches that Enhance their Teaching and Learning in Dance Sport Using Profile

3.3.1. Sex

Table 10 provides the measurement of the difference in the assessment of the leadership approaches that enhance the educators' teaching and learning in dance sports when they are classified based on their sex. Since the generated p-values for positive school culture ($U = 14331.00$; $p = 0.012$) and open communication ($U = 14033.50$; $p = 0.005$) are lower than the 0.05 level of significance, the researcher will reject the null hypothesis. Hence, it can be concluded that there is a significant difference among the variables. Specifically, female respondents scored higher in positive school culture ($Md = 3.50$) and open communication ($Md = 3.50$) than their male counterparts ($Md = 3.40$). In fact, the variations in the

assessment can be explained for 15 and 17%, respectively.

Table 10. Significant Difference in in the Assessment of Leadership Approaches that Enhance their Teaching and Learning in Dance Sports based on Sex

	Group	N	Mean	Median	SD	SE
Positive School Culture	Female	196	3.26	3.50	0.68	0.05
	Male	172	3.14	3.40	0.73	0.06
Open Communication	Female	196	3.28	3.50	0.64	0.05
	Male	172	3.13	3.40	0.73	0.06
	U	P	Effect Size	Interpretation	Decision	
Professional Development Opportunities	16027.00	0.411	0.05	Not Significant	Accept H0	
Leadership Support	16323.50	0.597	0.03	Not Significant	Accept H0	
Positive School Culture	14331.00	0.012	0.15	Significant	Reject H0	
Providing Constructive Criticism	15195.00	0.099	0.10	Not Significant	Accept H0	
Autonomy	16326.50	0.600	0.03	Not Significant	Accept H0	
Open Communication	14033.50	0.005	0.17	Significant	Reject H0	

The results which pertain to evaluating leadership strategies in the context of improving educators' teaching and learning in dance sports, and are organized by gender, have noteworthy implications for educational institutions and leadership methodologies. Significantly, the findings demonstrate remarkable gender disparities in the evaluation of favorable school culture and transparent communication. Female educators generally evaluated these qualities more favorably than their male colleagues, indicating that they see a more favorable and inclusive environment within the dance sport department, as well as more transparent and open lines of communication inside the institution.

Furthermore, the statistically significant gender-based differences in educators' evaluations suggest that gender plays a role in shaping their views on techniques for empowerment. Nevertheless, it is crucial to acknowledge that while gender is a component, there are many other variables that contribute to these evaluations. Hence, educational institutions have to adopt a comprehensive approach to empowerment, including the resolution of gender-related discrepancies as well as other relevant factors that may affect the creation of a fair and supportive atmosphere for all educators.

These results have practical consequences for school

leaders and administrators. They emphasize the need of leadership techniques that take into account gender disparities and stress inclusiveness, openness, and open communication. School administrators may use these observations to customize their strategies in order to cater to the distinct requirements and anticipations of both male and female teachers, so cultivating a more favorable and empowering educational environment.

Ultimately, the findings of this research provide significant understanding about the influence of gender on educators' perspectives on excellent school culture and transparent communication. By recognizing and dealing with these gender-related disparities, educational institutions can strive to establish an atmosphere that enables all educators to thrive in their teaching and learning pursuits, fostering not just gender equality but also a more comprehensive and efficient educational experience for all participants. Continued study in this field has the potential to enhance and broaden our understanding of empowerment tactics in educational environments.

3.3.2. Age

Table 11. Significant Difference in in the Assessment of Leadership Approaches that Enhance their Teaching and Learning in Dance Sports based on Age

	Age	N	Mean	Median	SD
Providing Constructive Criticism	21-30	141	3.10	3.40	0.75
	31-40	172	3.14	3.40	0.73
	41-50	196	3.28	3.50	0.64
	50 and above	172	3.13	3.40	0.73
	H	df	ϵ^2	Interpretation	Decision
Professional Development Opportunities	1.97	3	0.01	Not Significant	Accept H0
Leadership Support	4.58	3	0.01	Not Significant	Accept H0

Since the generated p-value of 0.044 for providing constructive criticism is lower than the 0.05 level of significance, the researcher will reject the null hypothesis for this particular domain. So, we can conclude that how people rate leadership styles in terms of giving helpful feedback changes depending on their age ($H = 8.12$; $df = 3$; 0.044 ; $\epsilon^2 = 0.02$), with a small effect size based on the eta-squared. On the other hand, regardless of their age, their professional development opportunities ($p = 0.579$), leadership support ($p = 0.205$), positive school culture ($p = 0.944$), autonomy ($p = 0.472$), and open communication ($p = 0.884$) are the same.

The findings of the Kruskal-Wallis test, which examined the influence of age on educators' views on leadership

techniques in the context of improving teaching and learning in dance sports, have significant implications for educational institutions and leaders. The discovered statistically significant difference in the area of delivering constructive criticism, where younger educators rate leadership methods differently from older educators, highlights the need for leadership styles that can adjust to generational preferences. Educational institutions should customize feedback and criticism procedures to correspond with the expectations and sensitivities of various age groups in order to optimize their professional growth.

In contrast, the results suggest that age did not have a substantial impact on educators' evaluations of other

important components of leadership. This indicates a praiseworthy uniformity in these domains across different age groups, which might foster a balanced and fair work environment. Furthermore, it underscores the need of maintaining this uniformity to guarantee that all educators, irrespective of their age, have equitable opportunities to access these essential aspects of leadership.

While educators' opinions of leadership techniques may vary with age, the fundamental elements of leadership that provide a helpful and efficient educational environment remain constant throughout various generations. Educational leaders may use these results to design techniques that provide age-appropriate constructive feedback while continually maintaining crucial elements of leadership. By using this approach, they may establish an educational setting that accommodates the tastes and requirements of various age cohorts, fostering cooperation, advancement, and inclusiveness in the domain of dance sports instruction. Additional study might explore the distinct expectations and prerequisites of several generations in order to continually enhance leadership methods.

Table 12. Pairwise comparisons - Providing Constructive Criticism

		W	P	Interpretation	
21-30	31-40	3.93	0.028	Significant	
21-30	41-50	2.29	0.370	Not Significant	
21-30	50 and above	0.56	0.979	Not Significant	
31-40	41-50	-0.50	0.985	Not Significant	
31-40	50 and above	-0.33	0.996	Not Significant	
41-50	50 and above	-0.26	0.998	Not Significant	
Positive School Culture	0.08	3	0.00	Not Significant	Accept H0
Providing Constructive Criticism	8.12	3	0.02	Significant	Reject H0
Autonomy	2.52	3	0.01	Not Significant	Accept H0
Open Communication	0.66	3	0.00	Not Significant	Accept H0

The pairwise comparison post-hoc test was performed to determine where the significant difference lies in the assessment of the providing constructive criticism. The difference was found between those who are 21-30 and 31-40 years old ($W = 3.93$; $p = 0.028$). Specifically, those who are between the ages of 31 and 40 ($Md = 3.50$) scored higher than those who are between 21 and 30 years old ($Md = 3.40$).

The results of the pairwise comparison post-hoc test, which focused on assessing the variations in the evaluation of offering constructive criticism among educators of various age groups, offer valuable insights into the impact of age on perceptions of leadership styles in the field of dance sports education. The primary difference noticed between educators aged 21-30 and those aged 31-40 in terms of evaluating the act of giving constructive criticism emphasizes the influence of age on establishing preferences and expectations in leadership methods. Within this context, educators aged 31 to 40 exhibited higher evaluations ($Md = 3.50$) for leadership styles associated with providing constructive criticism, in comparison to their younger peers aged 21 to 30 ($Md = 3.40$). This discovery implies that educators between the ages of 31 and 40 may prioritize or anticipate a leadership style that lays a greater focus on offering beneficial feedback and constructive critique.

An plausible explanation for this outcome is that educators belonging to the age range of 31-40 may possess a greater amount of professional expertise, which may have affected their inclination towards leadership styles that value constructive criticism. They may have experienced different teaching situations and acquired understanding of the significance of obtaining constructive criticism for their professional development. Leaders should be aware of these discrepancies and adjust their leadership strategies appropriately. One such approach is to customize feedback systems and communication tactics to more closely match the expectations of instructors in certain age groups. It also emphasizes the significance of mentoring and peer support inside educational institutions. Younger educators might gain advantages by participating in advice and mentoring initiatives facilitated by seasoned colleagues in the age range of 31-40, who have shown a predilection for providing constructive feedback. These activities may enhance the exchange of information and foster a culture of ongoing development.

The post-hoc test findings highlight the importance of age-related variations in educators' evaluations of leadership methods, especially when it comes to offering constructive feedback. Educational leaders must be aware of these differences and use adaptable leadership tactics that cater to the requirements and anticipations of educators in different age brackets in order to provide a nurturing and efficient educational setting.

3.3.3. Length of Teaching

Table 13. Significant Difference in the Assessment of Leadership Approaches that Enhance their Teaching and Learning in Dance Sports based on the Length of Teaching

	H	df	ϵ^2	Interpretation	Decision
Professional Development Opportunities	2.46	3	0.482	Not Significant	Accept H0
Leadership Support	7.06	3	0.070	Not Significant	Accept H0
Positive School Culture	0.91	3	0.822	Not Significant	Accept H0
Providing Constructive Criticism	6.28	3	0.099	Not Significant	Accept H0
Autonomy	5.39	3	0.145	Not Significant	Accept H0
Open Communication	2.33	3	0.506	Not Significant	Accept H0

Analysis of the Kruskal-Wallis test revealed p-values that are greater than the 0.05 level of significance for professional development ($H = 2.46$; $df = 3$; $p = 0.482$), leadership support ($H = 7.06$; $df = 3$; $p = 0.070$), positive school culture ($H = 0.91$; $df = 3$; $p = 0.822$), providing constructive criticism ($H = 6.28$; $df = 3$; $p = 0.099$), autonomy ($H = 5.39$; $df = 3$; $p = 0.145$), and open communication ($H = 2.33$; $df = 3$; $p = 0.506$). This suggests that the null hypothesis will not be rejected, and it can be concluded that regardless of how long they are into teaching, their assessment of the leadership approaches that enhance the educators' teaching and learning in dance sports is the same.

The findings from the Kruskal-Wallis test investigating the influence of educators' age on their evaluations of leadership techniques in the domain of dance sports education provide useful insights for educational leaders and institutions. The survey reveals a notable disparity in the way educators aged 21-30 and those aged 31-40 evaluate the act of delivering constructive criticism. This discrepancy suggests that younger educators prefer to assign higher ratings to leadership styles associated with offering beneficial feedback compared to their somewhat older peers. This implies that educational leaders may have to modify their leadership strategies to accommodate the tastes and expectations of younger educators, placing emphasis on providing constructive criticism as a way to provide assistance and foster growth.

Furthermore, the absence of notable disparities in evaluating leadership methods in professional growth, leadership assistance, favorable school environment,

independence, and transparent communication among various age cohorts underscores the uniformity of leadership strategies within the organization, irrespective of the educators' age. This uniformity may be seen as a favorable attribute, guaranteeing that educational leaders provide fair and equal chances for development, assistance, and cooperation to educators across all age cohorts.

These results emphasize the need of customizing leadership strategies for different features, such as delivering constructive feedback, according to the age demographics of educators. Furthermore, it emphasizes the idea that certain aspects of leadership, such as enhancing skills, providing assistance, and fostering a positive educational atmosphere, should be steadfast and encompassing in order to establish a cohesive and efficient learning environment for educators of all generations.

Table 14. Challenges Dance Sport Educators Encounter as to their Empowerment in their Respective Field

Themes	Defining Elements	Informant
Limited Resources	<i>"A major obstacle we encounter as dance sport educators is the restricted availability of suitable dance facilities." Our school does not have a specifically designated dance studio, so we often have to use multipurpose rooms or gymnasiums instead. The absence of suitable flooring or mirrors in these places has a detrimental impact on the quality of our training, since they are essential for effective dance teaching."</i>	Educator4
	<i>"We often face challenges due to insufficient equipment and resources." As an example, we are now experiencing a scarcity of dance attire and footwear for our students, and not all individuals have the financial means to acquire their own. This hampers our capacity to execute certain dance styles or techniques accurately."</i>	Educator1
Administrative Burdens	<i>"One of the primary obstacles we encounter as dance sport educators is the overwhelming amount of paperwork and administrative responsibilities." It is often necessary for us to complete paperwork, reports, and documentation for student registrations, contests, and other activities. The burden of administrative tasks consumes a substantial portion of our time, which might be more effectively used for teaching and coaching."</i>	Educator15
Students and Parents' Expectations	<i>"Within a dance sport program, it is common to encounter students with a wide range of objectives." Certain individuals possess a fervent enthusiasm for competitive dance, whilst others choose a more enjoyable and leisurely pursuit. Managing these diverse expectations and ensuring that each student feels appreciated and driven may be challenging."</i>	Educator14

The insights gained from the interviews with dance sport instructors illuminate the many obstacles they confront in their quest for empowerment in their profession. First and foremost, the constraint of resources, including insufficient infrastructure, shortage of necessary dance gear and equipment, and the lack of contemporary technology tools, presents a substantial obstacle.

Furthermore, the significant difficulty that arises is the imposition of administrative obligations on dance sport instructors. The excessive volume of paperwork, administrative obligations, and insufficient administrative assistance result in time-consuming duties that distract educators from their primary emphasis on teaching and coaching. Hence, it is essential to prioritize the resolution of administrative requirements and the provision of required support systems as fundamental measures to empower educators.

Moreover, the intricate equilibrium necessary to fulfill the varied demands of both children and parents adds intricacy to the task of educators. Ensuring up-to-date knowledge, catering to student interests, and sustaining a competitive advantage are crucial for delivering a comprehensive dance education.

Ultimately, the consequences of these issues highlight the need for a holistic strategy to empower dance sport instructors.

To increase the quality of dance education, educational institutions and policymakers may empower dance sport instructors by tackling these obstacles.

Table 15 houses the results of the interview on administrators' attempts to empower dance sport educators in their institutions. An essential strategy is the institution's dedication to extensive professional development programs including lectures, seminars, and training sessions that are particularly tailored for dance sport instructors.

Another vital factor is the distribution of resources with a high level of priority to ensure that educators have access to excellent facilities and equipment. flooring, mirrors, and contemporary audiovisual equipment. Efficient allocation of resources guarantees that instructors can access a favorable learning environment, hence enhancing the quality of education and student experiences. The suggestion is that the distribution of resources has a beneficial impact on both the skills of educators and the learning experiences of students.

Another empowering strategy is to actively include dance sport instructors in decision-making processes pertaining to the dance program. Engaging in inclusive decision-making not only provides educators with authority, but also fosters a culture of cooperation and enables educators to influence the direction of the program.

Table 15. Approaches Administrators Employ to Empower the Dance Sport Educators in their Respective Institution

Themes	Defining Elements	Informant
Initiating Professional Training	<i>"Undoubtedly, our institution offers a comprehensive and vigorous professional development program specifically designed for our dance sport educators." We provide a diverse range of workshops, seminars, and training events on a regular basis throughout the year. These include a broad spectrum of subjects, such as pedagogical approaches, choreographic methods, and keeping up of current developments in dance sports. We also promote and urge educators to participate in external conferences and contests to enhance their expertise and establish connections with others."</i>	
Enhancing Resource Allocation	<i>"We prioritize resource allocation." In order to enhance the capabilities of our dancing sport instructors, it is imperative that we provide them with top-notch facilities and equipment. A considerable amount of our cash is dedicated to the upkeep of cutting-edge dance studios, equipped with suitable flooring and mirrors. We are dedicated to allocating resources to provide state-of-the-art audiovisual equipment, guaranteeing that educators have the necessary tools to offer teaching of the highest quality."</i>	
Validating Inclusion in Decision Making	<i>"Within our institution, dance sport educators actively participate in decision-making processes pertaining to the dance program." We have frequent meetings during which they provide their insights on curriculum development, program activities, and resource allocation. Their viewpoints are much esteemed, and their participation permits them to influence the trajectory of our dance program."</i>	
Strengthening Continuous Evaluation and Feedback	<i>"Our approach is characterized by the constant assessment and enhancement of our methods." We routinely collect input from dance sport instructors and students via surveys and focus groups. This feedback informs our choices about curricular improvements, allocation of resources, and program activities. It enables instructors to see the influence of their comments on the program's development."</i>	
Solidifying Open Communication	<i>"Establishing and maintaining open lines of communication is a fundamental aspect of our institution's methodology." We often convene meetings with dance sport educators to engage in discussions on their thoughts, concerns, and suggestions. This open discussion enables educators to express their viewpoints and actively participate in program choices."</i>	

Program improvement requires a steadfast commitment to ongoing assessment and feedback methods. Institutions often get feedback from dance sport instructors and students via surveys, focus groups, and data-driven techniques. Involving educators in the evaluation process guarantees that program improvements are in line with their knowledge and the requirements of students. Continuous assessment and feedback methods have the effect of promoting a culture of improvement and enabling educators to make significant contributions to program developments.

Creating a supportive learning environment requires the establishment of open and transparent communication channels among administrators, instructors, and students. Open communication is inferred to promote a culture of cooperation, empower instructors' voices, and improve overall program success.

Ultimately, these strategies together create an atmosphere in which instructors have a sense of worth, drive, and authority to provide exceptional teaching and assistance to their pupils.

4. Conclusion

The respondents' demographic profile underscores the need of including diversity and inclusiveness in dance sport instruction. With a virtually equal distribution of males and girls, it underscores the need of acknowledging and catering to the distinct requirements and viewpoints of both genders. Moreover, the distribution across various age groups indicates that dance sport instruction should accommodate a diverse range of age cohorts, possibly adapting methods to suit varied age-related preferences and learning styles. Moreover, acknowledging the diverse range of teaching experience levels highlights the need of mentoring and professional

development opportunities for both inexperienced and seasoned instructors.

The evaluation of empowerment techniques in dance sport education suggests a modest degree of efficacy. Although these tactics are usually considered acceptable, there is potential for boosting their effect via refinement. Teachers might get advantages from more comprehensive and customized empowerment programs to further improve their teaching and learning experiences. It emphasizes the significance of ongoing improvement of these practices via educator input.

The discrepancies in evaluating leadership methods depending on gender underscore the need for empowering tactics that include gender sensitivity. The fact that female educators get higher favorable assessments in areas such as Positive School Culture and Open Communication implies that steps should be taken to promote gender equality in these domains. Furthermore, the variations in the ability to provide constructive criticism based on age need a sophisticated strategy in leadership development. This approach should acknowledge that educators from various age cohorts may possess distinct expectations and preferences.

The difficulties encountered by dance sport instructors, such as restricted resources, complex administrative processes, and the task of handling student and parent expectations, emphasize the need for all-encompassing support systems. Institutions should give priority to tackling these difficulties by allocating resources, providing administrative support, and ensuring good communication in order to provide a conducive climate for educators.

The administrators' measures to empower dance sport instructors exemplify a proactive approach to improving the quality of dance sport instruction. The focus on professional development programs, allocation of resources, involvement

in decision-making processes, ongoing assessment, and transparent communication is in accordance with the most effective methods in educational leadership. These initiatives may serve as a template for other institutions aiming to empower instructors in specialized disciplines and enhance the overall effectiveness of dance sport programs within the educational domain.

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