

Integrating Chinese Classical Dance into Multicultural Education: An Administrative Framework for Inclusivity

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Abstract: This research explores the integration of Chinese classical dance within multicultural education, emphasizing its impact on cultural representation, curriculum innovation, and student engagement. Addressing the lack of cultural diversity in educational curricula, the study highlights how Chinese classical dance provides a comprehensive cultural experience, enhancing students' understanding of China's rich heritage. The research underscores the role of administrative support in promoting a multicultural learning environment, demonstrating the positive outcomes of Chinese classical dance on cultural awareness, bias reduction, and inclusivity. Additionally, it examines the dance's function as a cultural mediator, fostering communication and cooperation among students from diverse backgrounds. The study also discusses the necessity of cultural competence in a global society, illustrating how exposure to Chinese classical dance bridges the gap between academic understanding and real-world application of intercultural concepts. The findings advocate for an administrative framework that supports the integration of Chinese classical dance to foster inclusivity and cultural comprehension in educational institutions.

Keywords: Chinese Classical Dance; An Administrative Framework; Inclusivity and Cultural Comprehension.

1. Introduction

This research explores incorporating Chinese classical dance into multicultural education to address significant cultural representation gaps. It highlights how this integration offers an engaging cultural experience that enhances students' understanding of China's historical legacy. Administratively, the research promotes innovative curriculum design and interdisciplinary learning, aligning with goals of modernization and student engagement. It emphasizes the need for administrative support to foster a multicultural educational environment, showcasing benefits like enhanced cultural awareness and reduced bias. Chinese classical dance also acts as a cultural mediator, fostering communication and unity among students from diverse backgrounds. The study underscores the importance of cultural competence in a global society, illustrating how Chinese classical dance bridges the gap between academic understanding and real-world intercultural application. In summary, the research highlights the comprehensive benefits of Chinese classical dance in promoting cultural representation, administrative innovation, interdisciplinary learning, inclusivity, and cultural competency in education.

2. Statement of the Problem

This study aims to assess the benefits of integrating Chinese classical dance into multicultural education as a basis for an administrative framework for inclusivity. Specifically, this study is expected to answer the following questions:

- (1) What is the profile of the teachers in terms of:
 - 1) sex
 - 2) age
 - 3) length of teaching
- (2) What is the assessment of the benefits of integrating Chinese classical dance into multicultural education as to:

- 1) content integration and globalization
 - 2) knowledge adaptation
 - 3) prejudice reduction
 - 4) equity pedagogy
 - 5) empowering school culture and atmosphere
- (3) Is there a significant difference in the assessment of the benefits of integrating Chinese classical dance into multicultural education when they are grouped according to profile?
- (4) What are the administrative challenges and opportunities in implementing a multicultural Chinese classical dance program?
- (5) Based on the results of the study, what administrative framework can be proposed to promote inclusivity through Chinese classical dance in educational institutions?

3. Hypothesis

There is no significant difference in the assessment of the student-respondents on the benefits of integrating Chinese classical dance into multicultural education when they are grouped according to profile.

4. Scope and Delimitation

This detailed study examines the integration of Chinese classical dance into multicultural education and develops a realistic administrative framework to foster inclusion. The study examines student-respondents' views on the benefits of incorporating Chinese classical dance into intercultural education. The research examines these benefits across five dimensions-content integration, knowledge production process, bias reduction, fair pedagogy, and empowering school culture and social structure-using Banks' theoretical framework (1995a).

To further the analysis, This review of the administrative hurdles and possible advantages administrators face when

launching and maintaining these projects in educational institutions provides a realistic knowledge of the dynamics. Based on assessments, student profiles, and administrative challenges and opportunities, the research presents a practical administrative framework to promote inclusivity in educational institutions through Chinese classical dance. This framework summarizes the study's findings and provides practical advice for school administrators looking to use Chinese classical dance to foster inclusion in multicultural educational settings. This study considers students, instructors, and administrators and produces a concrete administrative framework to improve multicultural education.

A drawback is the sample size and representativeness of student, teacher, and administrative groups. The small sample size may not adequately reflect the different opinions and experiences among educational institutions, geographic locations, and cultures. Surveys and interviews use self-reported data, which may lead to response bias. The study's contextual uniqueness is another drawback. The study's backdrop may affect Chinese classical dance's efficacy in intercultural education and its administrative problems and possibilities. Institutional regulations, cultural considerations, and geographical differences may affect the study's results and limit their application. Temporal restrictions must be considered. Time and funding restrictions may have limited the study's breadth and depth. These limits may affect data gathering, sample size, and analysis.

5. Methodology

This section features the overarching framework and systematic plan that guides the research process, encompassing the selection and justification of specific research methods, data collection techniques, data analysis procedures, and any ethical considerations ensuring the study's objectives are effectively achieved.

5.1. Research Design

The use of a descriptive comparative research design is seen to be extremely pertinent and beneficial for conducting a study on the incorporation of Chinese classical dance within the context of intercultural education. This design enables a thorough investigation of several facets of the integration process. Foremost, this facilitates an exploration of the multifaceted viewpoints and lived experiences of students hailing from numerous cultural origins, so offering valuable insights into the ways in which distinct groups perceive and get advantages from this process of cultural assimilation. Moreover, the design of the integration facilitates the assessment of its effects by a comparative analysis between students who have undergone the integration and those who have not. This approach yields useful empirical evidence to substantiate the success of the integration.

Further, the incorporation of demographic data in the comparison analysis enables the examination of any discrepancies or trends in students' views and experiences. This information has the potential to enhance tailored approaches aimed at enhancing intercultural education. Through a comparative analysis of content integration, knowledge creation, prejudice reduction, equitable pedagogy, and school culture empowerment, a comprehensive understanding can be gained about the role of Chinese classical dance in promoting multicultural education. In addition to its analytical benefits, a descriptive comparative design has practical consequences. The use of this

information may enhance inclusive pedagogical practices and inform administrative choices, therefore offering educators and administrators significant help in improving teaching techniques, curriculum design, and resource allocation. This, in turn, contributes to the establishment of a more inclusive and culturally sensitive learning environment. Furthermore, the inclusion of control or comparison groups in this design enhances the internal validity of the research, hence increasing the likelihood that the observed effects may be attributed to the integration itself rather than extraneous variables. In brief, the utilization of a descriptive comparative research strategy amplifies the comprehensiveness and scope of your investigation, rendering it a sturdy framework for evaluating, contrasting, and elucidating the multifarious consequences of integration on multicultural schooling.

5.2. Sampling Method

The sampling technique employed in this study involves a combination of stratified sampling for students and purposive sampling for teachers and selected administrators. This approach has been deliberately chosen to ensure a comprehensive representation of perspectives within the particular context of integrating Chinese classical dance into multicultural education. A stratified sample methodology will be used for the purpose of sampling the student population. The proposed approach entails the segmentation of the whole student population into several strata or subgroups, which are delineated by significant demographic factors. In this particular scenario, the strata might be delineated based on variables such as gender, academic program, and educational attainment. The selection process for students within each stratum will use random sampling techniques to guarantee a representative sample. For instance, in each stratum, a randomized selection of students will be made, guaranteeing the inclusion of students from varied backgrounds. This approach ensures a comprehensive and equitable representation of the student population.

The methodology of purposive sampling will be used to pick a specific group of teachers and administrators for the purpose of this research. Purposive sampling is a method of participant selection that includes choosing individuals based on predetermined criteria that are directly related to the aims of the study. This study aims to focus on teachers who actively participate in the implementation of multicultural education programs and administrators who have significant decision-making positions on curriculum and cultural integration. The selection criteria for instructors may include prerequisites such as a minimum threshold of years of experience in the field of intercultural education or specialized knowledge in the area of arts integration. The selection of administrators may be contingent upon their demonstrated leadership capacities and their involvement in curriculum development and intercultural activities.

The use of various sample techniques guarantees a comprehensive and intricate comprehension of the topic matter under investigation. Stratified sampling is employed to ensure the inclusion of a wide range of perspectives within the student population, while purposive sampling is utilized for teachers and administrators who possess specialized expertise and critical responsibilities related to the incorporation of Chinese classical dance into multicultural education. By using these sample techniques in conjunction with the established criteria, it will be possible to ascertain that the study encompasses a full spectrum of perspectives

and experiences that are pertinent to the research aims. Schools/ Universities

Table 1. Schools/ Universities

Short Description	Possible number of Participants	Number of Teachers and Administrators to be Interviewed
Beijing Dance Academy	60	
Beijing Sport University	44	
Beijing Normal University	61	
Tianjin Conservatory of Music	5	
Tianjin Normal University	11	
Tianjin University of Sport	5	

5.3. Instrumentation

The focus of the instrumentation in this research is on the creation and implementation of surveys as crucial instruments for gathering data. The surveys in question have been carefully designed, taking into account an extensive examination of relevant academic literature. The survey components have been carefully formulated to incorporate essential characteristics, including content integration, knowledge development, prejudice reduction, equitable pedagogy, and the impact on school culture and social structure. Significantly, these constructions exhibit a strong alignment with the theoretical framework drawn from the existing literature, so assuring that the surveys adequately include the essential aspects of incorporating Chinese classical dance into intercultural education.

In order to enhance the reliability and validity of the surveys, a meticulous validation procedure has been implemented. The validation process comprises several crucial stages, which encompass the evaluation of content validity by experts in the fields of multicultural education and Chinese classical dance, conducting cognitive interviews with potential respondents to assess the clarity of the questions, and implementing a pilot testing phase to determine the feasibility of the survey and collect preliminary data for evaluating its reliability. The purpose of these validation measures is to enhance the quality of the surveys by ensuring that they exhibit coherence, comprehensibility, and the ability to reliably assess the desired constructs. Following this, the surveys will be sent to the specific demographic, including students, educators, and designated administrative personnel. The data collecting phase plays a crucial role in acquiring significant insights and perspectives about the incorporation of Chinese classical dance into intercultural education. Measures will be taken to optimize the rate of participant response and uphold the principle of confidentiality. After the completion of data collecting, a comprehensive analysis of the data will be conducted using rigorous approaches such as descriptive and inferential statistics. This analysis aims to interpret the survey answers, derive significant findings, and address the research questions and hypotheses of the study. The study's equipment, which includes carefully designed questionnaires based on existing research and rigorously

tested, is a reliable method for gathering crucial data necessary to thoroughly analyze the influence of integration on intercultural education.

5.4. Data Gathering Procedures

The data collection techniques for this study, which focuses on the integration of Chinese classical dance into intercultural education, include a systematic approach to acquiring information from students, instructors, and chosen administrators. These methods are intended to assure the data's dependability, validity, and completeness.

5.5. Results Analysis and Interpretation

The data that was gathered is presented in this chapter in the form of a table, accompanied by an analysis and interpretation of the information. The conclusions drawn in this subsection are based on the results of a statistical analysis performed with the assistance of Jamovi 2.3.19.

To determine whether the parametric test is appropriate for addressing the research objectives, a Shapiro-Wilk normality test will be performed. The utilization of parametric testing occurs when the p-values surpass the significance level of 0.05. Nonparametric tests will be utilized when the p-values are less than 0.05 and the data do not follow a normal distribution.

The inquiries that were posed in the present study are reexamined. Consequently, the results, accompanied by their analysis and interpretation, are presented.

5.6. Preliminary Analysis

Reliability.

Table 2. Reliability Measurement – Benefits of Integrating Chinese Classical Dance into Multi-Cultural Education (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Content integration and Globalization	0.81	0	10
Knowledge Construction	0.83	0	10
Prejudice Reduction	0.83	0	10
Equity Pedagogy	0.83	0	10
Enhancing School Culture and Atmosphere	0.76	0	10

Table 2 presents the reliability measurement, particularly the Cronbach's alpha of the scale and the benefits of integrating Chinese classical dance into multicultural education, which is composed of content integration and globalization, knowledge construction, prejudice reduction, equity pedagogy, and enhancing school culture and atmosphere. Cronbach's alpha (CA) is a statistical measure used to assess the internal consistency or reliability of constructs. (Roldan & Sanchez-Franco, 2012; Kock, 2015). In order for Cronbach's alpha to ascertain the reliability of a measurement, the analyzed value of the measurement must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). The data analysis results showed that each item met the reliability criterion and had satisfactory internal consistency as indicated by CA values ranging between 0.76 and 0.83.

Table 3. Normality Test

	Shapiro-Wilk
	N
Content Integration and Globalization	186
Knowledge Construction	186
Prejudice Reduction	186
Equity Pedagogy	186
Enhancing the School Culture and Social Structure	186

Table 3 shows the normality evaluation as well as the histogram of the current data, which shows that the data is not normal because the generated p-values from the Shapiro-Wilk test are less than 0.05. Furthermore, the histogram shows that the scores are somewhat skewed. As a result, non-parametric tests, such as the Mann-Whitney U and Kruskal-Wallis tests, will be used to answer the posted inferences.

Research Question 1: What is the profile of the student-respondents in terms of:

Table 4 displays descriptive data on the frequencies and percentages of selected teachers' sex, age, and length of teaching. The data presented in the table indicates that 56% of the teachers were female and 44% were male, suggesting that women comprise the majority of the teaching staff.

In terms of age, 26% were between the ages of 21 and 30, 58% were between the ages of 31 and 40, and only 16% were 41 and older. According to descriptive statistics, the majority of teachers are between the ages of 31 and 40.

Table 4. Frequency and Percentage of Demographic Profile

Sex	Counts	% of Total
Female	105	56 %
Male	81	44 %
Age		
21-30 years old	49	26 %
31-40 years old	107	58 %
41 years old and above	30	16 %
Length of Teaching		
1-5 years	60	32 %
5-10 years	75	40 %
10-20 years	45	24 %
Over 20 years	6	3 %

In terms of teaching experience, 32% of teachers have 1 to 5 years, 40% have 5 to 10 years, 24% have 10 to 20 years, and only 3% have more than 20 years. This means that the majority of teachers have between 5 and 10 years of teaching experience.

Research Question 2: What is the assessment of the benefits of integrating Chinese classical dance into multicultural education as to:

- 1) Content Integration and Globalization

Table 5. Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education in terms of Content Integration and Globalization

Indicators	Mean	SD	Verbal Interpretation	Rank
The incorporation of Chinese classical dance into our curriculum serves to enhance the cultural content and foster variety while also shedding light on the influence of globalization on our teaching methods.	3.42	0.56	Evident	2
The integration of Chinese classical dance not only enriches our understanding of other cultural customs but also exemplifies the contemporary global interdependence.	3.37	0.60	Evident	4
The successful incorporation of Chinese traditional dance into our diverse curriculum exemplifies the phenomenon of cultural globalization in the realm of educational exchanges.	3.27	0.64	Evident	6.5
The integration of Chinese classical dance serves to enhance the understanding and appreciation of China's cultural history while simultaneously emphasizing the universal significance of cultural variety.	3.39	0.68	Evident	3
Chinese classical dance provides a unique perspective on issues related to diversity, making a valuable contribution to the continuing discussion on globalization and cultural interchange.	3.26	0.62	Evident	8
The curriculum effectively builds a significant correlation between Chinese traditional dance and several cultural fields, emphasizing the worldwide interaction of varied cultures.	3.27	0.60	Evident	6.5
Chinese classical dance serves as a valuable means to enrich the depth and variety of our international educational experience, so exemplifying the global character of modern education.	3.25	0.71	Evident	9
The use of Chinese classical dance not only enriches our holistic understanding of variety but also underscores the worldwide scope of cultural assimilation.	3.44	0.72	Evident	1
Participating in Chinese traditional dance activities inside the classroom environment not only fosters the cultivation of cross-cultural comprehension but also corresponds with the prevailing worldwide movement towards enhancing intercultural proficiency.	3.15	0.55	Evident	10
Chinese classical dance has a crucial position in enhancing the importance of intercultural education, demonstrating the worldwide influence of cultural exchanges in molding our educational environment.	3.36	0.71	Evident	5

Composite Mean: 3.32

- 2) Knowledge Construction

Table 6. Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education in terms of Knowledge Construction

Indicators	Mean	SD	Verbal Interpretation	Rank
The study of Chinese classical dance has enhanced my cognitive abilities related to critical thinking.	2.90	0.81	Evident	10
The study and practice of Chinese classical dance has significantly contributed to the development of my knowledge and appreciation of cultural variety.	3.26	0.78	Evident	4.5
The incorporation of Chinese classical dance into our educational curriculum has significantly enhanced my capacity to critically assess cultural themes.	3.07	0.89	Evident	8
The practice of Chinese classical dance has contributed to the development of my problem-solving abilities within intercultural environments.	3.19	0.74	Evident	6
The acquisition of information via the study of Chinese classical dance has significantly enhanced my understanding for cultural diversity.	3.44	0.56	Evident	1
I have a heightened level of engagement in the educational process when the curriculum incorporates Chinese classical dance.	3.13	0.74	Evident	7
The study and practice of Chinese traditional dance have significantly expanded my understanding and awareness of intercultural subjects.	3.35	0.57	Evident	2
The introduction of Chinese traditional dance has prompted intense discussions among my students and myself about intercultural notions.	2.97	0.71	Evident	9
Studying Chinese classical dance has broadened my understanding of many cultures.	3.34	0.68	Evident	3
The practice of Chinese classical dance has enhanced my capacity to establish connections between intercultural notions inside many academic disciplines.	3.26	0.63	Evident	4.5

Composite Mean: 3.19

3) Prejudice Reduction

Table 7. Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education in terms of Prejudice Reduction

Indicators	Mean	SD	Verbal Interpretation	Rank
The incorporation of Chinese classical dancing has had a beneficial impact on my perceptions of individuals from other cultural backgrounds.	3.34	0.63	Evident	3.5
Engaging in Chinese traditional dance activities has fostered a heightened sense of empathy within me towards folks hailing from diverse cultural backgrounds.	3.22	0.69	Evident	7
A discernible decline in prejudices and biases among my contemporaries has been seen as a result of the incorporation of Chinese classical dance.	2.98	0.77	Evident	9
The inclusion of Chinese classical dancing in our classroom has fostered a constructive discourse on the subject of cultural diversity.	3.32	0.60	Evident	5
Studying Chinese classical dance has fostered a greater appreciation for cultural diversity within myself.	3.34	0.54	Evident	3.5
It is argued that Chinese classical dance has the capacity to mitigate discrimination among student populations.	2.95	0.86	Evident	10
The incorporation of Chinese classical dance has enhanced our comprehensive comprehension of diversity.	3.52	0.63	Highly Evident	1
Engaging in Chinese traditional dance activities has significantly enhanced my appreciation for cultural traditions.	3.42	0.58	Evident	2
My exposure to Chinese traditional dancing has fostered an increased level of tolerance towards other ideas.	3.23	0.69	Evident	6
Chinese classical dance has played a pivotal role in creating a school climate that is characterized by inclusivity.	3.20	0.66	Evident	8

Composite Mean: 3.25

4) Equity Pedagogy

Table 8. Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education in terms of Equity Pedagogy

Indicators	Mean	SD	Verbal Interpretation	Rank
Chinese classical dance exercises are designed to cater to the varied educational requirements of pupils.	3.18	0.75	Evident	7
The incorporation of Chinese classical dance guarantees that every student is provided with an equitable chance to actively participate in intercultural subjects.	3.27	0.66	Evident	5
I contend that Chinese classical dance serves as a catalyst for fostering equity within our educational system.	3.09	0.76	Evident	9.5
Chinese classical dance exercises have been modified to cater to pupils from many cultural backgrounds.	3.32	0.62	Evident	2.5
The educators within our institution actively promote and foster the involvement of students from various cultural and ethnic backgrounds in the realm of Chinese classical dance.	3.32	0.47	Evident	2.5
Chinese classical dance plays a pivotal role in facilitating equitable access to multicultural educational resources.	3.29	0.61	Evident	4
The use of Chinese traditional dance in our educational setting fosters a climate of fairness and equality.	3.36	0.69	Evident	1
Chinese classical dance is believed to provide personalized assistance for the unique learning requirements of every pupil.	3.09	0.67	Evident	9.5
Chinese classical dance has been shown to be very successful in catering to the various learning methods exhibited by pupils.	3.11	0.68	Evident	8
Chinese classical dance activities provide an equitable and all-encompassing educational setting.	3.20	0.75	Evident	6

Composite Mean: 3.22

5) Enhancing the School Culture and Social Structure

Table 9. Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education in terms of Enhancing the School Culture and Social Structure

Indicators	Mean	SD	Verbal Interpretation	Rank
The incorporation of Chinese traditional dance promotes a heightened sense of inclusivity within the school culture.	3.35	0.57	Evident	3
Chinese classical dance provides pupils with the opportunity to actively engage in cultural activities and events, therefore fostering empowerment.	3.13	0.78	Evident	10
I believe that the inclusion of Chinese classical dance into our school's curriculum has the potential to foster constructive transformations within our social framework.	3.25	0.74	Evident	6
The incorporation of Chinese classical dance has fostered an environment where students are motivated to actively participate in cultural dialogues and express their perspectives.	3.41	0.59	Evident	1
Chinese classical dance serves as a catalyst for fostering a collective consciousness and a feeling of inclusivity among members of our educational institution.	3.14	0.71	Evident	9
Chinese classical dancing has been shown to have a favorable influence on the broader school culture.	3.26	0.57	Evident	5
Chinese classical dance promotes the development of leadership skills among students, particularly in the context of intercultural activities.	3.23	0.72	Evident	7
The school acknowledges and appreciates the significant contributions made by students from many cultural backgrounds, particularly in relation to the art form of Chinese classical dance.	3.40	0.57	Evident	2
Chinese classical dance serves as a catalyst for fostering cross-cultural partnerships and cultivating interpersonal relationships.	3.22	0.72	Evident	8
The incorporation of Chinese traditional dance has the capacity to effectively reconfigure the social dynamics inside our educational institution in a constructive manner.	3.27	0.56	Evident	4

Composite Mean: 3.27

Research Question 3: Is there a significant difference in the assessment of the benefits of integrating Chinese classical dance into multicultural education when they are grouped according to profile?

1) Sex

Table 10. Difference in the Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education Based on Sex

	U	p	Interpretation	Decision
Content Integration and Globalization	3547.00	0.051	Not Significant	Accept H0
Knowledge Construction	3666.00	0.105	Not Significant	Accept H0
Prejudice Reduction	3589.00	0.066	Not Significant	Accept H0
Equity Pedagogy	3969.50	0.434	Not Significant	Accept H0
Enhancing the School Culture and Social Structure	4020.50	0.522	Not Significant	Accept H0

Table 10 provides how the assessment of the benefits of integrating Chinese classical dance into multicultural education differs based on respondents' sex. Since all the generated p-values for content integration and globalization (U = 3547.00; p = 0.051), knowledge construction (U = 3666.00; p = 0.105), prejudice reduction (U = 3589.00; p = 0.066), equity pedagogy (U = 3969.50; p = 0.434), and enhancing the school culture and social structure (U = 4020.50; p = 0.522) are greater than the 0.05 level of significance, the researcher will not reject the null hypothesis. Therefore, it can be deduced that the teachers' evaluation of the benefits of integrating Chinese classical dance into multicultural education is consistent irrespective of their assigned sex.

2) Age

Table 11. Difference in the Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education Based on Age

	H	df	p	Interpretation	Decision
Content Integration and Globalization	1.04	2	0.595	Not Significant	Accept H0
Knowledge Construction	2.71	2	0.258	Not Significant	Accept H0
Prejudice Reduction	0.29	2	0.866	Not Significant	Accept H0
Equity Pedagogy	2.94	2	0.230	Not Significant	Accept H0
Enhancing the School Culture and Social Structure	0.68	2	0.712	Not Significant	Accept H0

The Kruskal-Wallis test was performed to determine if there is a significant difference in the assessment of the benefits of integrating Chinese classical dance into multicultural education when the teachers are classified based on their age. All the generated p-values for content integration and globalization (H = 1.04; df = 2; p = 0.595), knowledge construction (H = 2.71; df = 2; p = 0.258), prejudice reduction (H = 0.29; df = 2; p = 0.866), equity pedagogy (H = 2.94; df = 2; p = 0.230), and enhancing the school culture and social structure (H = 0.68; df = 2; p = 0.712) are all higher than the 0.05 level of significance. Therefore, the researcher will not reject the null hypothesis and will reach the conclusion that there is no variation in the assessment of the benefits of integrating Chinese classical dance into multicultural

education according to the respondent's age.

3) Length of Teaching

Table 12. Difference in the Assessment of the Benefits of Integrating Chinese Classical Dance into Multicultural Education Based on Length of Teaching

	H	df	p	Interpretation	Decision
Content Integration and Globalization	0.61	3	0.894	Not Significant	Accept H0
Knowledge Construction	1.12	3	0.773	Not Significant	Accept H0
Prejudice Reduction	1.50	3	0.683	Not Significant	Accept H0
Equity Pedagogy	9.83	3	0.060	Not Significant	Accept H0
Enhancing the School Culture and Social Structure	6.39	3	0.094	Not Significant	Accept H0

In order to ascertain whether there is a statistically significant distinction in the evaluation of the benefits of integrating Chinese classical dance into multicultural education according to the length of teaching, the Kruskal-Wallis test was conducted. Each of the p-values obtained, which correspond to content integration and globalization (H = 0.61; df = 3; p = 0.894), knowledge construction (H = 1.12; df = 3; p = 0.773), prejudice reduction (H = 1.50; df = 3; p = 0.683), equity pedagogy (H = 9.83; df = 3; p = 0.060), and enhancing the school culture and social structure (H = 6.39; df = 3; p = 0.094) exceeds the predetermined significance level of 0.05. Consequently, the researcher will not reject the null hypothesis and will conclude that the assessment of the benefits of integrating Chinese classical dance into multicultural education is the same irrespective of their teaching experience.

6. Conclusion

The study assessed teachers' perceptions of the benefits of integrating Chinese classical dance into multi-cultural education. Findings indicated that most teachers agreed on the positive impacts of such integration across various domains, including content integration and globalization (M=3.32, SD=0.34), knowledge construction (M=3.19, SD=0.43), prejudice reduction (M=3.25, SD=0.33), equity pedagogy (M=3.22, SD=0.34), and enhancing the school culture and social structure (M=3.27, SD=0.37). The majority of teachers were female (56%), aged between 31 and 40 (58%), and had 5-10 years of teaching experience (40%). Statistical analysis revealed no significant differences in assessments based on sex, age, or length of teaching, suggesting uniform positive perceptions across these demographics. Overall, integrating Chinese classical dance into the curriculum is perceived to enhance cultural diversity, global awareness, and intercultural competencies among teachers and students alike.

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