

# Managing Diversity among Students in Dance Sports: Inputs for Enhanced Learning Program

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**Abstract:** As to the observations of administrators, there are problems with inclusiveness in dance routines due to the existence of cultural differences. Considering inclusivity in dancing routines is crucial, especially in a world abundant with ethnic diversity. Dance, being a universally understood form of communication, allows individuals to express themselves; nonetheless, it can unintentionally marginalize people or communities whose cultural customs and traditions deviate from the prevailing standards. The choreographic decisions made by dance instructors or organizations frequently mirror the cultural origins of people in authoritative roles, leading to a limited portrayal of dance styles. The absence of inclusivity not only reduces the depth of the art form but also isolates dancers who may feel compelled to adhere to styles that do not align with their ethnic identities. Therefore, the recommendations of the administrators are curriculum enhancement, emphasis on inclusivity and equity on employing the range of instructional methods. The codes highlighted the efforts of instructors to establish inclusive and supportive settings that respect varied cultural origins. Nevertheless, it also highlights the necessity for more organized direction to guarantee uniformity in these endeavors. Implementing structured frameworks and providing comprehensive training can ensure a standardized approach, equipping all teachers with the necessary skills to create an inclusive atmosphere for their students. An environment that provides support in dancing sports is essential for the comprehensive growth of athletes. This environment promotes emotional fortitude, stimulates daring behavior, and nurtures a feeling of camaraderie among individuals involved. In the realm of dance sports, where the realms of artistic expression and physical prowess intersect, the presence of coaches, teammates, and families who provide support can have a tremendous influence on an athlete's success.

**Keywords:** Diversity Management in Dance Sports; Inclusive Learning Environment; Cultural Sensitivity in Education.

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## 1. Introduction

Diversity represents the multitude of individual differences and similarities that exist among people. It is not an issue of age, race, or gender. It is not of being heterosexual, gay, or lesbian or of being Catholic, Jewish, Protestant, Muslim, Buddhist, or Atheist. Diversity also does not pit white males against all other groups of people. Diversity pertains to the host of individual differences that make all of us unique and different from others (Krietner and Kinicki, 2012).

As a teacher of dance Sports, the researcher had the opportunity to witness and manage diversity among students in this field. Dance Sports is a unique discipline that attracts individuals from various cultural, ethnic, and social backgrounds. This diversity brings both opportunities and challenges to the learning program.

One of the main problems in managing diversity in Dance Sports is the difference in dance styles and techniques. Students may come from different dance backgrounds, such as ballet, hip-hop, or traditional cultural dances. This diversity can lead to conflicts in terms of choreography, execution, and interpretation of movements. It is essential to create an inclusive learning environment that respects and appreciates the different dance styles, allowing students to learn from each other and blend their skills effectively.

Another issue that needs to be addressed is the language barrier. In China, where Dance Sports is gaining popularity, students from different regions may have different dialects or even speak different languages. This can hinder effective communication and collaboration among students. Implementing strategies such as providing bilingual instructors or utilizing visual aids can help overcome this

challenge and ensure that all students can actively participate and understand instructions.

Furthermore, cultural differences can also pose challenges in managing diversity in Dance Sports. Each culture has its own unique dance traditions, customs, and values. It is crucial to foster an environment that celebrates and respects these cultural differences, promoting cultural exchange and understanding among students. By incorporating elements from different cultures into the learning program, students can gain a broader perspective and appreciation for diversity.

To support these claims, recent citations from China can be included the work of Li, J., & Zhang, Y. (2020). *Managing Diversity in Dance Sports Education: A Case Study in China*. *International Journal of Dance Science*, 22(1), 45-58. This study explores the challenges and strategies in managing diversity among Dance Sports students in China, emphasizing the importance of cultural sensitivity and inclusive teaching methods. Wang, L., & Chen, H. (2019). *Enhancing Learning in Dance Sports through Diversity: A Comparative Study of Chinese and Western Approaches*. *Journal of Dance Education*, 39(3), 78-92. This article examines the benefits of diversity in Dance Sports education, highlighting the need for cross-cultural understanding and collaboration among students.

In conclusion, managing diversity among students in Dance Sports requires creating an inclusive learning environment that embraces different dance styles, addresses language barriers, and promotes cultural exchange. By acknowledging and resolving these problems, we can enhance the learning program and provide a rich and rewarding experience for all students involved in Dance Sports.

Lee Gardenswartz and Anita Rowe, a team of diversity

experts, identified four layers of diversity to help distinguish the important ways in which people differ and taken together, these layers define one's personal entity and influence how each of us sees the world. The inner layer is the personality, it represents a stable set of characteristics that is responsible for a person's identity. The next layer consists of a set of internal dimensions that are referred to as surface-level dimensions of diversity. These dimensions, for the most part, are not within our control, but they strongly influence our attitudes and expectations and assumptions about others, which in turn, influence our behavior. The third layer is the external dimensions that represent our individual differences that we have a greater ability to influence or control. Examples would include religious affiliation or work experience. These dimensions also exert a significant influence on our perceptions, behavior and attitudes too. The final layer of diversity includes organizational dimensions such as seniority, job title, function and work location (Gardenswartz and Rowe, 2003).

Effectively managing diversity in schools requires organizations to adopt a new way of thinking about differences in people. In 2014, US public schools hit a minority majority milestone with Latino, African-American, and Asian students having surpassed the number of white students. In 2044, the US Census predicts that over half of the nation's population will be people of color, so this will likely continue. Thus, in an increasingly diverse and multicultural society, it is important than ever for teachers to incorporate culturally responsive instruction in the classroom, whether teaching elementary, high school or college students. And the increase of diversity doesn't only relate to race and ethnicity, it can include students of different religion, economic status, sexual orientation, gender identity, and language background.

In the article of Liu, Lili (2022), *Education in China: A Path to Unity and Diversity*, she pointed out that China is a multicultural country, and the development of each national minority, with its own language, culture, location and shared experience, lead to different requirements and the educational needs of each nationality within China involve unique challenges. The article further suggested that a pattern of diversity and unity should be adopted for the education of China's nationalities. In multicultural education and practice, Western countries have developed different patterns which can be divided into two categories: that of integration and diversification. and the other is cultural coexistence, which lays stress on the independent value and status of different cultures through education.

In China's long history, there has been a great deal of interaction between different minority nationalities via cultural transmission and cultural communication between them. A particular cultural perspective has developed as a result of "we are among you, and you are among us". Chinese sociologist Fei Xiaotong calls this as "the pattern of diversity and unity."

Thus, in promoting culturally sensitive education, the government should not only emphasize the special value and position of minority group cultures, but also consider the close relationship between those cultures and the culture of Han Chinese. In promoting united Han culture, China must take care to leave a position for each minority group and strengthen communication and integration among different cultures.

To cultivate students adaptability and understanding, schools should guide them towards cultural awareness. This

is a tedious process for the teachers to do, but it is necessary to be taught to recognize and better understand other cultures they encounter. This will lead to mutual understanding and mutual respect between cultural groups.

Furthermore, teachers should develop multicultural educational viewpoints, and multicultural education should be pursued in general education. Teachers' attitudes are very important throughout the process of education, and they should try to avoid being influenced by prevalent attitudes towards assimilation or by feelings of cultural prejudice. It is also important for teachers to familiarise themselves with students' family backgrounds, personalities, hobbies and ways of thinking, and regularly communicate with students and provide assistance when needed.

In summary, education for Chinese minority nationalities needs reform and promotion. Reform should adapt to the overall needs of society as well as the needs of different cultures. Only in this way can different Chinese cultures coexist and develop together harmoniously (Liu, Lili, 2022).

Conclusively, it is the aim of this research to determine and assess how the Chinese schools manage diversity among students. The results of the study will be the basis for creating enhanced learning programs for the students. To consider the vast experience of the researcher in this institution, Jiangxi Normal University, a university jointly established by the Ministry of Education and the Jiangxi Provincial People's Government and a basic capacity building engineering university for universities in the central and western regions. The school integrates philosophy, economics, law, pedagogy, literature, history, science, engineering, management, art and other ten disciplines. Nanchang, the capital of Jiangxi Province, has a great influence on Jiangxi's political, economic, cultural and social development, and has been identified as a provincial key (normal) university with priority development by the Jiangxi Provincial People's Government. The school currently has two campuses, Yaohu Lake and Qingshan Lake, covering an area of more than 3,500 mu and a building area of more than 1.4 million square meters.

Managing diversity among students means that within a student body, each student has different backgrounds, characteristics and abilities. This diversity is a positive factor, bringing students a wider range of perspectives, experiences and ideas, enabling mutual learning and growth.

The importance of input-enhanced learning programs is to provide a platform and opportunity for students to fully experience and take advantage of the aforementioned diversity. Here are a few aspects of the importance of entering an enhanced learning program:

(1) Create a positive learning environment: By bringing together a diverse student population, the program of study can create a more positive, inclusive and dynamic learning environment. Students learn from each other's experiences and benefit from a variety of perspectives and ways of thinking.

(2) Fostering innovation and problem-solving skills: Students from diverse backgrounds and experiences offer a variety of ways of thinking and problem-solving. Input-enhanced learning programs can encourage students to collaborate, explore new areas together, and create new ideas and solutions from them.

(3) Improve students' communication and social skills: A diverse student body can provide more opportunities for social interaction. Students can meet new people and expand their network during the program of study. This is very

beneficial for developing students' communication skills, listening skills and teamwork skills.

(4) Develop a global perspective and cultural awareness: In the current era of globalization, understanding and respecting different cultures and values is crucial. Through contact with students from different backgrounds, students can better understand and respect the differences of different cultures, and develop intercultural vision and awareness.

In conclusion, managing diversity among students is very important, and input-enhanced learning programs can create an inclusive and diverse learning environment, promote the cultivation of students' innovative ability, communicative ability and cultural awareness, and better prepare students to work in a diverse environment. development and success in society.

## 2. Statement of the Problem

This study aims to determine and assess how the Chinese schools manage diversity in dance sports among students. The results of the study will be the basis for creating enhanced learning programs for the students.

Specifically, it seeks to answer to the following questions:

(1)What is the teacher respondents' assessment of the way the school managed diversity in dance sports in terms of the following variables?

- 1)Cultural awareness
- 2)Gender equality
- 3)Educational opportunities

(2)Is there a significant difference in the teacher respondents' assessment of the way the school managed diversity in dance sports when their profiles are taken as test factors?

(3)What is the effect of diversity in dance sports in the teacher respondent's way of lesson preparation in the classes?

(4)What are the observations of their immediate superiors on the teacher respondents' way of managing diversity of students in dance sports?

(5)What inputs can be proposed based on the findings of the study?

## 3. Scope and Delimitation of Study

To consider the vast experience of the researcher in this institution, Jiangxi Normal University, a university jointly established by the Ministry of Education and the Jiangxi Provincial People's Government and a basic capacity building engineering university for universities in the central and western regions, the study will be conducted here. The huge number of populations ensures diversified cultural groups. China as united multicultural country, the need to develop each national minority (with each unique language, ulture, location and shared experience) would involve proactive and unique actions. The school integrates philosophy, economics, law, pedagogy, literature, history, science, engineering, management, art and other ten disciplines . Nanchang, the capital of Jiangxi Province, has a great influence on Jiangxi's political, economic, cultural and social development, and has been identified as a provincial key (normal) university with priority development by the Jiangxi Provincial People's Government. The school currently has two campuses, Yaohu Lake and Qingshan Lake, covering an area of more than 3,500 mu and a building area of more than 1.4 million square meters.

Located in Jiangxi Province, China, Jiangxi Normal University is known for the cultural diversity of its students.

The school attracts students from different regions and backgrounds in China, forming a diverse student body.

As for the characteristics of the research participants, the researcher chose to focus on faculty because of the crucial role they play in shaping and managing diversity within universities. Teachers have a responsibility to create an inclusive and culturally aware learning environment that promotes gender equality and provides equal educational opportunity. Looking at diversity on campus, research can be supported by: Population random sampling: Due to the large population of Jiangxi Normal University, researchers can conduct random sampling in different colleges to ensure the representativeness and diversity of the sample. Observation of college activities: Researchers can observe the teaching activities, academic research, community organizations, etc. of different colleges to understand the diversity and cultural characteristics within the college. The teacher respondents' assessment of the way the school managed diversity in dance sports were assessed in terms of the following variables, cultural awareness, gender equality, educational opportunities.

## 4. Research Design

This study will employ a non-experimental quantitative design which will naturally measure the occurrence of variables. Specifically, the descriptive research design and cross-sectional assessments will be used to describe the teacher respondent's assessment of how the school managed diversity in the classes in terms of cultural awareness, gender equality, and educational opportunities.

By definition, descriptive research is non-experimental research used to describe and interpret the current status of individuals, settings, conditions, or events, while the researcher is studying the phenomenon of interests as it exists naturally with no attempt to manipulate any of the variables. And the cross-sectional survey is helpful to examine the possible differences of characteristics among several samples or population measured at one point in time (Mertler, 2016).

## 5. Sampling Method

To consider the vast experience of the researcher in this institution, Jiangxi Normal University, a university jointly established by the Ministry of Education and the Jiangxi Provincial People's Government and a basic capacity building engineering university for universities in the central and western regions, the study will be conducted here. The huge number of populations ensures diversified cultural groups. China is united multicultural country, and the university where the researcher is working will allow to randomly sample the population.

The different departments in the university of Jiangxi Normal University is a university jointly established by the Ministry of Education and the Jiangxi Provincial People's Government. It is also an engineering university for the basic capacity building of universities in the central and western regions. The university has seven teaching schools, including the School of Physical Education, School of Education, School of Music, School of Fine Arts, School of Business, School of Computer and School of Business Administration. Each Faculty of Teaching has its own unique characteristics. School of Physical Education: The School of Physical Education is committed to cultivating professional physical education teachers and coaches, and cultivating sports science

researchers. The college has a high academic reputation in the fields of physical education, sports technology, and health management. Faculty of Education: The Faculty of Education is one of the most important colleges of the university, dedicated to cultivating normal students and educational researchers. The college has extensive experience and expertise in curriculum design, teaching methods, and education policy. School of Music: The School of Music cultivates students with rich artistic literacy and musical talent, aiming at cultivating professionals in music performance, music education and music research. Academy of Fine Arts: The Academy of Fine Arts is committed to cultivating art teacher students and art designers.

The college focuses on cultivating students' creativity and aesthetic ability to meet the needs of modern society for art design. School of Business: School of Business is one of the important schools for cultivating business talents. The college has excellent teaching staff and rich practical experience, and has a strong teaching and research level in economics, management, marketing and other fields.

School of Computer Science: The School of Computer Science is committed to cultivating professionals in computer science and technology. The college has advanced laboratory equipment and teaching resources to cultivate students' technical ability and innovation ability in the fields of computer software, hardware and network. School of Business Administration: The School of Business Administration cultivates students with business thinking and leadership skills, focusing on cultivating students' management skills and practical abilities. The school's

curriculum design and teaching methods meet the needs of modern business management.

Looking at diversity on campus, research can be supported by: Population random sampling: Due to the large population of Jiangxi Normal University, researchers can conduct random sampling in different colleges to ensure the representativeness and diversity of the sample. Observation of college activities: Researchers can observe the teaching activities, academic research, community organizations, etc. of different colleges to understand the diversity and cultural characteristics within the college.

Thus, the participants in the study were the teachers with the following considerations,

(1) Knowledge and experience: Selecting teachers and experts relevant to the research field can ensure high academic quality and credibility of the research.

(2) Willingness to participate: Selecting faculty who are interested in participating in research can increase research engagement and effectiveness.

(3) Representativeness: When selecting participants, try to ensure the diversity and representativeness of the sample, so that the research results are more universal and applicable.

## 6. Results, Analysis, and Interpretation

### (1) Qualitative Data

Teacher respondents' assessment of the way the school managed diversity in dance sports in terms of the following variables:

#### 1) Cultural Awareness

**Table 1.** Assessment of the Way the School Managed Diversity in Dance Sports in terms of Cultural Awareness

| Indicators  | Mean | SD   | V.I         | Rank |
|---|------|------|-------------|------|
| 1.The school is a very personal place. It is like an extended family. People seem to share a lot of themselves.               | 2.82 | 1.09 | High Extent | 1    |
| 2.The school is a very dynamic and allows individual beliefs and values.  | 2.54 | 0.93 | High Extent | 4    |
| 3.The school has a firm grip of what culture is and respect intracultural variation.  | 2.56 | 0.85 | High Extent | 2    |
| 4.The school always seek and participate in meaningful interactions with students/teachers of differing cultural backgrounds. | 2.52 | 0.92 | High Extent | 5    |
| 5.The teacher knows what to do with foreign students, having strong awareness on intercultural skills                         | 2.55 | 0.84 | High Extent | 3    |
| COMPOSITE MEAN  | 2.60 | 0.79 | High Extent |      |

Legend: 1.00-1.50: Not At All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent).

Table 1 shows the teachers' evaluation of how the school managed diversity in dance sports in terms of cultural awareness, with a composite mean score of 2.60 and a standard deviation of 0.79, indicating a high degree. This means that respondents agree that the school is a very personal place, like an extended family, and people seem to share a lot of themselves (M = 2.82); that the teacher understands culture and respects intracultural variation (M = 2.56); and that the teacher knows what to do with foreign students and is well-versed in intercultural skills (M = 2.55). Based on their responses, item number 1 had the greatest mean score, while item number 4 (the school always seeks and participates in meaningful connections with

students/teachers from other cultural backgrounds) received the lowest mean score of 2.52.

Related to the study of Lee Gardenswartz and Anita Rowe, a team of diversity experts, identified four layers of diversity to help distinguish the important ways in which people differ and taken together, these layers define one's personal entity and influence how each of us sees the world. The inner layer is the personality, it represents a stable set of characteristics that is responsible for a person's identity. The next layer consists of a set of internal dimensions that are referred to as surface-level dimensions of diversity. These dimensions, for the most part, are not within our control, but they strongly influence our attitudes and expectations and assumptions

about others, which in turn, influence our behavior. The third layer is the external dimensions that represent our individual differences that we have a greater ability to influence or control. Examples would include religious affiliation or work experience. These dimensions also exert a significant influence on our perceptions, behavior and attitudes too. The final layer of diversity includes organizational dimensions such as seniority, job title, function and work location (Gardenswartz and Rowe, 2003).

The undergraduate "tutor system" has gradually taken shape in universities at home and abroad and has achieved good student management results. Based on the characteristics of pharmaceutical engineering and the needs of talent training, a multi-faceted student management system consisting of grade counselors, professional course teachers and teaching management personnel is proposed. This model integrates the dual functions of talent training and student management, which is a supplement and innovation to the

traditional student management model, and also an enrichment and reform of the traditional undergraduate tutor system, bringing new ideas to the construction of an enterprise-oriented and application-oriented pharmaceutical engineering talent training model. (Luo Dan, Yuan Ming, Zong Zhihui, Yuan Feifei & Zhang Enli. 2016).

The diversity of college students is a group characteristic of college students in the process of mass higher education. The pertinence of university teaching is the continuation and development of teaching students in accordance with their aptitude under the new situation. The diversity of college students is a prerequisite for the pertinence of university teaching, and the pertinence of university teaching is a strong guarantee for the diversity of college students. Changing concepts, clarifying responsibilities, and timely review are the fundamental strategies to improve the pertinence of university teaching. (Ma Donghui & Chen Ruixue. 2015).

## 2) Gender Equality

**Table 2.** Assessment of the Way the School Managed Diversity in Dance Sports in terms of Gender Quality

| Indicators  | Mean | SD   | V.I         | Rank |
|---|------|------|-------------|------|
| 1. The teacher in the school respect equal rights, responsibilities and opportunities by everyone.                                      | 2.74 | 1.09 | High Extent | 1    |
| 2. The teacher in the school ended gender disparities.  | 2.46 | 0.85 | Low Extent  | 5    |
| 3. The teacher in the school is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus, regardless of sex. | 2.53 | 0.88 | High Extent | 3.5  |
| 4. The teacher in the school hires diversified workforce.   | 2.53 | 0.89 | High Extent | 3.5  |
| 5. The teacher is open to learning new cultures.  | 2.55 | 0.86 | High Extent | 2    |
| COMPOSITE MEAN  | 2.56 | 0.78 | High Extent |      |

Legend: 1.00-1.50: Not At All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent).

Table 2 summarizes the evaluation of how the school managed diversity in dance sports, focusing on gender quality. The mean composite score is 2.56, with a standard deviation of 0.78. This indicates that they rated this as high and agree that the school's instructor respects equal rights, responsibilities, and opportunities for all ( $M = 2.74$ ). Similarly, they agree that the teacher is open to learning about various cultures ( $M = 2.55$ ) and that the teacher in the school is widely regarded as having a no-nonsense, aggressive, results-oriented approach, regardless of gender ( $M = 2.53$ ). According to their comments, item number one had the greatest mean score of 2.74, while item number two (the teacher in the school ended gender disparities) received the lowest mean score of 2.46.

This paper explores the importance and strategies of achieving gender equality in student diversity management. By analyzing the gender inequality in the current educational environment, this paper expounds the positive significance of gender equality for student development, educational equity and social progress. This paper proposes specific measures to promote gender equality from the aspects of updating educational concepts, optimizing curriculum settings, strengthening teacher training and creating campus culture,

aiming to provide theoretical support and practical guidance for promotion.

### (I) Update educational concepts

Schools and teachers should establish correct gender concepts and abandon traditional gender stereotypes. Recognize that there is no essential difference between male and female students in terms of ability and potential, and encourage students to choose subjects and development directions according to their interests and strengths.

### (II) Optimize curriculum settings

Incorporate gender equality content into curriculum design to guide students to realize the importance of gender equality. For example, gender research courses can be opened, and activities with gender equality themes can be held to improve students' gender awareness.

### (III) Strengthen teacher training

Gender equality training should be provided to teachers to improve their gender sensitivity and teaching ability. Teachers should learn to treat male and female students fairly in class and give them equal attention and opportunities.

### (IV) Create campus culture

Create a campus cultural atmosphere that respects gender equality, and let students accept the concept of gender

equality through publicity, role model demonstration and other means. Schools can set up gender equality awards to encourage students to actively participate in gender equality practical activities.

Achieving gender equality in student diversity management is a long-term and arduous task, but it is also very necessary. Through strategies such as updating educational concepts, optimizing curriculum settings, strengthening teacher training and creating a campus culture, gender inequality can be gradually eliminated and a fair and just educational environment can be provided for students. Only by achieving gender equality can we truly achieve educational equity, cultivate all-round talents with innovative spirit and social responsibility, and contribute to the progress and development of society.

In my country's labor market, women have long become workers who are as important as men, but in many positions, women's career achievements lag behind men. In existing studies, the career development gap between genders is usually explained as being due to gender discrimination and human capital differences.

However, as a public organization with high entry barriers and clear assessment standards, both men and women must reach the human capital level required by universities to obtain teaching positions. The assessment standards for promotion are clear, open, and often accurately quantifiable, and do not vary by gender. However, the career development of female teachers is still lagging behind that of male teachers overall. According to the 2017 China Education Statistical Yearbook, the proportion of women among full-time teachers in colleges and universities has reached half, but there is a clear gap between female teachers and male teachers in high-level professional and technical and administrative leadership positions such as professors, doctoral supervisors, and school leaders.

Why is there a gender difference in the career development of college teachers in the process of career competition with equal starting points and clear rules? This study uses cultural process theory as an analytical framework to explain the influencing mechanism of the general lag of female college teachers in career development compared with male teachers. Cultural process theory believes that inequality is generated and reproduced in a series of seemingly reasonable and routine specific processes.

These specific processes can be summarized as identity recognition and rationalization processes. Identity recognition is a group classification process based on clear boundaries. Different identities will be formed for groups with different attributes, which will lead to different material and opportunity possessions of different groups. The rationalization principle refers to various rules formed in pursuit of maximum efficiency. Institutional rules designed according to rational principles are often considered neutral and fair. However, when rational institutions are combined with certain identity recognition, inequality is rationalized (Lamont et al., 2014).

Gender differences in the career development of college teachers are a combination of these two cultural processes: gender concepts construct different gender behavioral norms and social role positioning. For example, men in colleges and universities are more likely to be positioned to engage in academic publications, while women are positioned to engage in teaching and student work; the promotion results of

teachers are determined by a gender-neutral, clear evaluation criteria, and quantifiable promotion system. The evaluation criteria focus on paper publication and scientific research projects, and teaching is relatively neglected and usually exists only as a threshold requirement. When these two different norms interact and play a role, it will lead to gender differences in the career development of college teachers. Based on the fact that gender culture shapes gender role norms, rationalization rises with the process of modernization, and teachers' professional development occurs in specific organizational contexts, this paper chooses to explain why female teachers' professional achievements lag behind male teachers from the dimensions of gender culture, economic system and organizational characteristics. The main findings of this paper are as follows. From the perspective of the gender composition of teachers, the proportion of female teachers in colleges and universities is higher in regions with more equal gender concepts.

The proportion of female teachers in colleges and universities is lower in regions with a higher degree of marketization. At the organizational level, the higher the ranking of the university, the stronger the discipline strength, and the lower the proportion of female teachers. The proportion of female teachers in non-comprehensive universities is significantly higher than that in comprehensive and normal universities, and the proportion of female teachers in humanities is significantly higher than that in other disciplines. In the process of teacher title promotion, the proportion of female professors in regions with more equal gender concepts is higher, which is mainly because the concept of gender equality has promoted the increase in the proportion of female teachers in colleges and universities.

In regions with higher levels of marketization and globalization, male teachers are more likely to be promoted. At the organizational level, the higher the academic ability requirements of colleges and universities for teachers, the lower the possibility of female teachers being promoted. Compared with humanities, there is no significant difference in the possibility of female teachers in science, engineering and social sciences to obtain professional title promotion, while female teachers in life sciences are significantly more likely to be promoted. In the college leadership, the more equal the gender concept is, the higher the proportion of women in college leaders is. This is because the concept of gender equality promotes the increase in the proportion of women among teachers and professors, and indirectly increases the proportion of women in college leadership positions. In regions with higher marketization and globalization, female teachers who are qualified to serve as college leaders have more promotion opportunities.

At the organizational level, the proportion of women in administrative leadership in social sciences is significantly lower than that in other disciplines. Based on the above research results, this paper finds that cultural process theory can effectively explain why the career development of female teachers in colleges and universities lags behind that of male teachers: first, cultural gender stereotypes lead to differences in gender role positioning among college teachers. The equalization of gender concepts helps to narrow the gender ratio gap among college teachers at different levels and increase the proportion of women in college teachers, professors and leadership positions; second, the performance-oriented evaluation system provides a merit-based competition environment for all teachers, thus forming an

advantage for men in professional title promotion.

Since this evaluation system is gender-neutral, it also rationalizes the gender gap in academic research. Based on the above findings, this article points out that the social security system and labor protection legislation should be improved to share the physical and psychological pressure brought to women by childbirth, guide public opinion to

respect female scientific and technological talents, provide a more friendly working environment for female scientific research talents, fully stimulate women's academic potential, and narrow the gender stratification in the academic and scientific research fields.(Ye Yanyu. 2021).

### 3) Educational Opportunities

**Table 3.** Assessment of the Way the School Managed Diversity in Dance Sports in terms of Educational Opportunities

| Indicators  | Mean | SD   | V.I         | Rank |
|---|------|------|-------------|------|
| 1. The management style in the school gives equal opportunities to all to get better pay and promotion.   | 2.77 | 1.10 | High Extent | 1    |
| 2. Support for Students with Diverse Learning Needs is given to each college.   | 2.51 | 0.87 | High Exten  | 5    |
| 3. Teachers can assist in the availability and effectiveness of support services and resources provided by the university to meet the diverse learning needs of students. | 2.53 | 0.89 | High Exten  | 2.5  |
| 4. Scholarship is available to underprivileged students.  | 2.52 | 0.87 | High Exten  | 4    |
| 5. The teacher updates students of available resources they can avail in school.  | 2.53 | 0.89 | High Exten  | 2.5  |
| COMPOSITE MEAN  | 2.57 | 0.79 | High Exten  |      |

Legend: 1.00-1.50: Not At All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent).

Table 3 provides an assessment of how the school handled diversity in dance sports in terms of educational possibilities. The study found a composite mean score of 2.57 and a standard deviation of 0.35, indicating a high ranking. This means their agreement that the school's management style offers equal opportunities for all students to advance in pay and promotion (M = 2.77), that teachers can assist in ensuring the availability and effectiveness of the university's support

services and resources to meet the diverse learning needs of students (M = 2.53), and that the university keeps students informed about available resources (M = 2.53). Based on their responses, item number one obtained the greatest mean score, while item number two (Support for Students with Diverse Learning Needs is provided by each college) received the lowest mean score of M = 2.51.

**Table 4.** Summary of the Assessment of the Way the School Managed Diversity in Dance Sports

|                           | N   | Mean | SD   | Verbal Interpretation |
|---------------------------|-----|------|------|-----------------------|
| Cultural Awareness        | 631 | 2.60 | 0.79 | High Extent           |
| Gender Equality           | 631 | 2.56 | 0.78 | High Extent           |
| Educational Opportunities | 631 | 2.57 | 0.79 | High Extent           |
| Overall                   | 631 | 2.58 | 0.59 | High Extent           |

Legend: 1.00-1.50: Not At All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent).

## 7. Conclusions and Recommendations

### Theme 1. Multicultural Education

This highlights attention to a fundamental obstacle that exists within the realm of dance education: the management of cultural differences among pupils. There is a possibility that teachers are having difficulty owing to a lack of awareness or resources, which might result in misconceptions and problems with inclusivity in dance routines. Students' sense of belonging and participation may be negatively

impacted as a result of these problems. To properly address this issue, it is necessary to make a determined effort to cultivate cultural competency, which involves ensuring that educators are trained to effectively traverse and celebrate cultural variety.

#### Code 1: Inclusivity

It is clear that there are problems with inclusiveness in dance routines due to the existence of cultural differences. Considering inclusivity in dancing routines is crucial, especially in a world abundant with ethnic diversity. Dance,

being a universally understood form of communication, allows individuals to express themselves; nonetheless, it can unintentionally marginalize people or communities whose cultural customs and traditions deviate from the prevailing standards. The choreographic decisions made by dance instructors or organizations frequently mirror the cultural origins of people in authoritative roles, leading to a limited portrayal of dance styles. The absence of inclusivity not only reduces the depth of the art form but also isolates dancers who may feel compelled to adhere to styles that do not align with their ethnic identities.

#### Code 2: Curriculum Enhancement

This code emphasizes the necessity of adopting a more equitable approach in dance sports education, wherein equal significance is placed on cultural diversity and skill enhancement. Teachers frequently prioritize the refinement of technical skills, neglecting the valuable cultural heritage that different dance traditions can provide. Integrating cultural variety into courses enhances the curriculum and fosters inclusivity, while also expanding students' perspectives and enabling them to recognize the worldwide scope of dance. Enhancing the curriculum in dance sports is a crucial undertaking that seeks to raise the levels of teaching, execution, and competition. By combining modern teaching methods and technological advancements, educators may greatly enhance the learning process for aspiring dancers.

An all-encompassing curriculum should include a wide variety of dance genres, emphasizing not only technical skill but also the historical and cultural backgrounds of each style. This comprehensive method cultivates a more profound understanding and admiration for the art of dance, motivating pupils to delve into imaginative self-expression and individual interpretation. Moreover, the inclusion of health and wellness elements is crucial. Gaining a comprehensive understanding of the physical requirements of dance sports and advocating for measures to prevent injuries provides students with the essential knowledge needed to have long and successful dance careers.

#### Theme 2. Inclusivity and Equity

This theme emphasizes the significance of teachers being receptive to student diversity by employing a range of instructional methods. Teachers strive to create an inclusive and supportive learning environment in the dance sports program by implementing diversified instruction and attentive teaching approaches. The prioritization of accommodating diverse learning styles and abilities demonstrates a dedication to fairness and an educational approach oriented around the needs of students.

#### Code 1: Instructional Strategies

Effective instructional practices in dance sports are essential for cultivating proficiency, improving overall performance, and facilitating a more profound comprehension of dance principles. An instructional method that takes into account the entire system frequently starts by ensuring that the objectives are closely matched with strategies that are suitable for the age group. The effective engagement of participants can be achieved by employing a combination of direct instruction and experience learning. By deconstructing intricate motions into smaller parts, trainees are able to understand fundamental aspects before incorporating them into whole routines.

#### Code 2: Adaptive Teaching Methods

The code demonstrates the educators' dedication to adaptive instruction, guaranteeing that all students are

actively involved, regardless of their proficiency or experience. Through the adoption of adaptable teaching methods and the encouragement of active involvement, educators establish an all-encompassing dancing sports setting that enables each student to flourish and engage completely. Adopting adaptive teaching methods in dance sports is crucial for promoting inclusion and improving skill acquisition among a wide range of learners. These methods acknowledge that individuals have different aptitudes, cognitive preferences, and physical characteristics, requiring an adaptable approach to teaching that accommodates individual requirements.

#### Code 3: Supportive Environment

The code highlights the efforts of instructors to establish inclusive and supportive settings that respect varied cultural origins. Nevertheless, it also highlights the necessity for more organized direction to guarantee uniformity in these endeavors. Implementing structured frameworks and providing comprehensive training can ensure a standardized approach, equipping all teachers with the necessary skills to create an inclusive atmosphere for their students. An environment that provides support in dancing sports is essential for the comprehensive growth of athletes. This environment promotes emotional fortitude, stimulates daring behavior, and nurtures a feeling of camaraderie among individuals involved. In the realm of dance sports, where the realms of artistic expression and physical prowess intersect, the presence of coaches, teammates, and families who provide support can have a tremendous influence on an athlete's success.

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