Development of Management Model to Promote Dance Sport in Universities

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Abstract

Background and aim: Dance Sport had its significant aesthetic value and the advantages of development to fulfill the specific needs of all-around education in colleges and universities in the future. In recent years, more and more colleges and universities have set up Dance sport in P.E. courses in China. This research aimed to develop a management model to promote dance sports in universities.

Methodology: The samples were 252 students and 150 teachers in the three universities located in Jiang Xi City. They were sampling by simple random. The experts for consensus by Delphi were 21 persons and the 11 stakeholders were group discussion by connoisseurship method. The research procedure consisted of 9 experts to interview and collect opinions and suggestions to develop concepts and suggestions. The semi-structured interviewing form, questionnaire to collect data from students and teachers, questionnaire for consensus experts by Delphi, and form to conclude stakeholders' discussion were used as research tools. Five scholars were experts to validate the questionnaires to collect data from students and teachers and got IOC = 0.90 (.60-1.00), and the questionnaire for Delphi was 0.95 (0.80-1.00). Data were analyzed by descriptive statistics and content analysis.

Results: 1) Set a plan to drive the dances, and dance sports in universities, schools, and communities, 2) establish a collaborative network within universities and outside universities to run the dance sports promotion model 3) The university should consider putting dances and dance sport into the curriculum, establish the extra curriculum, student practicum in dance and dance sport, and special project for dance athlete students' admission, teachers' development in dance teaching and training. 4) Provided various levels of dance and dance sports teaching and practice for students and communities, 5) Organized competitions in universities, inter-university, and open to the community.

Conclusion: The management model to promote dance sports in university should be to develop a curriculum by putting dances and dance sports as required course and elective courses both in major physical education and non-major programs. Develop teachers and students to be leaders. Provide dance clubs for students to operate dance activities in the university. Support fund, facility, and equipment. Organize cooperative network among schools, universities, and community. Support schools in teaching and organizing competitions dances and dance sports competitions on campus, an inter-university game open competition to the public.

Keywords: Dance sport; Management model; Dance Sports Promotion in University

Introduction

Dance sport was included as an official event at the 2010 Asian Games in Guangzhou and it greatly promoted the development of Dance sport in China. After three decades of development, although the overall quality of Dance sport teaching in colleges and universities has been improved, there are also problems and limitations currently in China. The setting of curriculum contents and the training model are the biggest shortcomings in improving the learning outcome. This study will concentrate on promoting Dance sport in colleges and universities by creating a promotion model. Through this study, we would find the balance point between the popularization of Dance sports in colleges and universities, the improvement of students' fitness levels, and the professional requirements of dance sports, to improve the outcome of learning and achieve the ultimate goal of setting this course in P.E. course of universities.

Dance sport was a relatively new sport compared with other traditional sports. Most of the P.E. courses in universities had the functions of physical exercise, competition, and fitness, but the difference was that Dance sports had more aesthetic value than other sports. Therefore, the training method and content of Dance sport could refer to the advanced training system of other sports events, but it also needed to be adjusted according to the characteristics of Dance sport, the ultimate goal of this article, and the needs of college students.

Dance Sport as one of the emerging types of sports, since the 1980s in our country, with its unique characteristics, the sports, dance, music, and art arrangement properly together, and the fitness

of the sports, competitive and the characteristics of the ornamental, social, become the masses of youth and college students love and willing to participate in one of the courses. The university period is a key period for student development, but the lack of appropriate management of sports dance promotion makes it impossible for students to obtain more participation and development. Therefore, we need to encourage students to develop basic sports skills in the community, the school, and the community, at the national, and international levels. (Tasnaina and Tasnaina, 2023, Songpranam, 2021).

The course of Dance sport in universities was composed of many aspects. If we want to strengthen the construction of sports dance courses, we should pay attention to the course management model of sports dance. Choudam (2021) found that the PE curriculum management of the Tourism and Sports Department of the National Sports University of Thailand was excellent. It had the following points 1) coaches/sports experts 2) sports science 3) location, equipment, and facilities 4) budget 5) organization and management 6) practice 7) competition experience 8) athlete selection 9) readiness of athletes 10) improve, support and motivation, and 11) those who are interested.

Sports management was a knowledge and practice to study and develop sports in many functions such as sports tasks, sports organization, sports events, sports industry, and others. Sport management involves the oversight of nearly all aspects of an athletic program. This may include athletic training, providing resources for athlete education, ensuring team and coach compliance, and even fostering interest in sports teams or sports clubs, sports academies, general schools, and educational institutes, in local communities. The management model formulated according to the survey of problems, opinions of development, and suggestions of the experts is the way to develop the small basketball both in teaching and competition aspects. So, the researcher plans to do this research which could be conducted to improve small basketball teaching and learning in schools, training, and competition in the surrounding community. To promote the popularity and interest of students, youths, and people. Since the education level of sports dance in colleges and universities in Jiangxi Province lags behind Shanghai, Beijing, Shenzhen, and other regions, exploring the management of sports dance courses in colleges and universities in Jiangxi Province and proposing countermeasures will greatly promote and improve the course management ability and teaching level of sports dance in colleges and universities in Jiangxi Province.

Therefore, this paper studies 3 universities with Dance sports courses in Jiangxi Province, aiming to formulate the management model to promote Dance sports in universities in Jiangxi Province and confirm the satisfaction, appropriateness, and practicability of the formulated guide management, to achieve the goal of promoting Dances Sport in university.

Objectives

1. To develop a management model to promote dance sports in universities in Jiangxi, People's Republic of China

2. To confirm the applicability and practicability of the created management model for the promotion of dance sport.

Literature Review

1. Promotion of sports and physical education.

1.1 Benefits of Physical education and sports in college and university.

Sports was good for students' physical and mental health improvement. They also helped develop leadership skills and equip them with the ability to set goals and build character. Participating in sports can lead to higher self-esteem and better social interaction. It also helps students have a positive outlook on life. Sports transform a student on a personal level. Leadership qualities, team spirit, and perseverance are all mastered through sports. Besides building the physical stamina of the students, sports could cultivate a pattern of discipline, determination, willpower, and obedience. Cognitive abilities in children are proven to have been increased due to regular physical activities. Rationale, decisiveness, and the overall mental development of the students have shown to be improved due to sports. Researchers have linked sports with the overall development of a child. Physical activities release endorphins, oxytocin, and dopamine, known as the "happy hormones", thereby positively influencing a child's mind. Not just mood upliftment, but sports equip a student to

respond to defeats in a healthy and sportive manner. This again is carried by the students throughout their lives.

So physical education has many benefits, and schools need to offer this type of program. Physical education helps children stay healthy and fit, teaches teamwork skills, and can improve academic performance. It is an integral part of a well-rounded education and could help a child in many ways. (Bailey,2006)

Singh et.al (2019) found the beneficial effects of PA interventions on cognitive and overall academic performance in children. We conclude that there is strong evidence for the beneficial effects of PA on mathematics performance. The expert panel confirmed that more "high-quality" research is warranted. By prioritizing the most important research questions and formulating recommendations, we aim to guide researchers in generating high-quality evidence. Our recommendations focus on adequate control groups and sample size, the use of valid and reliable measurement instruments for physical activity and cognitive performance, measurement of compliance, and data analysis. Jansukwong (2019) found in her research that sports management for to be excellent at Thailand Sports School of Thailand National Sports University, Ministry of Tourism and Sports. Should, 1) trainer/sports specialist, 2) sports science, 3) place/equipment and facility, 4) budget 5) organization management, 6.) Practice, 7). Competition experience, 8) athlete selection, 9). athlete readiness, 10). promotion, support, and motivation, and 11) interested persons.

World Health Organization presented in "Promoting Physical Activities Through Schools: Policy Brief" that all children and young people could be physically active regularly, which will contribute to preventing the increasing public health problem of childhood obesity. It outlines six evidence-based domains for promoting physical activity in schools. The projects to drive have consisted of 1) Quality physical education, 2) Active travel to and from school 3) The active before- and after-school program, 4) Opportunities during recess to encourage physical, activity, 5) Active classrooms, and, 6) Inclusive approaches to physical activity.

The basic Plan for the Promotion of Sports consisted of primary strategies, 1) Policies for Improving Regional Sports Environments to achieve Lifelong Participation in Sports 2) Measures Aimed at Overall Improvement in Japan's International Competitiveness 3) Measures to Promote a Closer Link between Lifelong and Competitive Sports and School Education and School Sports, For the sports in schools this policy stated on 1) Fostering a closer link between the schools and our local communities to help our children achieve a fulfilled sports life 2) Promoting a Closer Link between the Schools and the Sports Clubs to upgrade International Competitiveness 3) Enhancing school education to let students enjoy exercise and cultivate their talents, abilities, and stamina 4) Increasing PE instructor staff at the schools and upgrading the school facilities 5) Improvement and Upgrading of the School Sports Clubs.

1.2 Organization of Physical Activities

(1) Formulate a work plan

The activities work was an important part of the whole school sports work plan, which was of great significance to the smooth development of sports activities and the achievement of school sports work goals. Since after-school sports activities are an integral part of after-school activities and involve school publicity, logistics, and other departments, the communication and cooperation of relevant departments are needed to make the plan feasible. According to the different forms of activities, the formulation of work plans can be divided into school-wide activities, grade activities, class activities, etc., with both school-year plans and semester plans.

(2) Establishing systems and work norms

According to the plan of school sports after-school sports activities, the principal in charge convened the relevant departments to determine the relevant systems of school sports after-school activities, and brought these systems into the standardized management of school work and rest time, to ensure that the systems can be effectively implemented. At the same time, work norms should be established that are compatible with various systems.

(3) Clarifying the responsibilities and work scope of the persons concerned in school and university

1. School leaders

The principal or the school leader in charge is the general person in charge of the after-school sports activities. Morning exercises, recess exercises, big recess activities, and other school sports extracurricular activities require the principal or the competent school leaders to practice, to participate in activities, to encourage students to actively participate in exercise, so that they can also go deep into the front line of the development of sports extracurricular activities, timely find problems and solve problems.

2. Physical education teachers

Physical education teachers are the people responsible for the business work of extracurricular physical education activities, and they are specifically responsible for compiling the program and putting it into practice. Specifically, it includes the arrangement of the whole school morning exercises, recess exercises, big recess activities, etc., choosing music, taking exercises, being responsible for the class activity place and entry and exit arrangement, and assisting the head teacher in organizing the activities of the grade.

3. Headteachers

The headteacher is the person in charge of the extracurricular sports activities of each class. The implementation of extracurricular sports activities needs to give full play to the role of the head teacher and to educate, encourage, guide, and urge students to actively participate in the activities. The specific responsibilities of the head teacher include understanding and mastering the basic information of the class students' sports interests, sports habits, basic level, and sports expertise, assisting the student cadres to organize the class students to conduct exercises or carry out other activities on time, and maintaining the discipline and order of the class.

4. Student cadres

Student cadres, especially the class sports committee members, have a great influence on the smooth implementation of sports extracurricular activities. The responsibility of student cadres is to set an example, organize, and drive the whole class of students to actively participate in the activities.

2. Dance Sport Contents
2.1 Background of sport dance
2.1.1 Development of Dance in China

In 1993, the department of Beijing Dance Academy established the international standard dance major; in 1994, Beijing Sport University offered special courses; in 1994, the first private international standard dance college was established in Beijing. As of today, the major sports, art, and normal institutions of higher learning have established sports dance majors, which has greatly promoted the training of sports dance teachers and the development of the technical system.

In May 1995, the China Sports Dance Federation sent teams to attend the 70th Black Pool Dance Festival; in May 1996, the China International Standard Dance Association was sent to attend the 71st Black Pool Dance Festival for the first time. In December 1998, approved by the China Federation of Literary and Art Circles, the international standard dancer "Lotus Award" award project. Since then, the International Standard Dance has officially recognized the ranks of professional dance awards. In 2007, the international standard dance was accepted "Peach Li Cup" dance competition.

In 2005, at the East Asian Games and the Asian Indoor Games in Bangkok, the Chinese sports dance team won 10 gold medals, 10 silver medals, and 4 bronze medals, and was commended by the Chinese delegation. In October 2007, at the second Asian Indoor Sports Conference held in Macao, the Chinese sports dance team won 6 gold medals, 7 silver medals, and 7 bronze medals, sweeping 36 sport dance competitions More than half of the medal total medals. In the 2010 Guangzhou Asian Games, the Chinese delegation won all 10 gold medals in sports dance. China has become the number one power in sports dance in Asia.

In 2012, Zhou Yong. Founded in his research that dance has a unique charm, was a combination of health and beauty, comprehensive music, dances, and sports were three aspects of content, with good fitness and heart health effects. In the 21st century, people's health awareness was gradually increasing, and they were eager to maintain their health through a relaxed and enjoyable

way of exercise. As a means of exercise, sports dance has high fitness value, not only can maintain people's physical health, but also cultivate sentiment, and promote communication between people.

2.1.2 Policy of Dance Sport in China

Since Dance sport was introduced in China in 1986, after decades of development, domestic athletes have developed and improved rapidly both in technology and skills, and their competitive level is getting closer and closer to high-level foreign competitors. However, dance sport is still the dominant competition in the West. Chinese Dance sport athletes could not reach the top level on the international stage. Ren (2019) pointed out that in recent years, Chinese experts and scholars have carried out theoretical research on Dance sport from different perspectives such as pedagogy and training. According to the needs of this research, after summarizing the works, literature, and opinions in the research field of Dance sport special ability and other related basic fields including Dance sport sports items, WDSF 2.1 judging system, learning results, training mode, as to lay a theoretical foundation for the research of this paper.

The present situation of dance sports determines the future direction of the dance sports teaching system and training model. Based on this, Chinese scholars to dance sport project development status research. Yang and Liu (2012) have made a comparative analysis of Chinese athletes' performance in international Dance sports competitions. Their research results show that in the international high-level competitions, the domestic athletes in the higher groups of dance sport were relatively weak, and there is a certain gap between the performance and the world's outstanding players. Generally speaking, there was a gap between our dance sport whether individual level or the teaching level of colleges and universities, and the world's high-level players.

2.1.3 World Dance Sport Federation (WDSF) 2.1 Scoring Index System

On July 24, 2021, the General Offices of the CPC Central Committee and the State Council issued Opinions on Further Reducing the burden of homework and After-school Training for Students in Compulsory Education (hereinafter referred to as the "double reduction" policy), which aimed to reduce the excessive academic burden of students. The following content was mainly emphasized. First, reduced the amount of homework and homework length of campus students, improved the campus homework management system, developed a scientific and reasonable amount of homework for students, cooperated with parents to complete homework guidance, and made good use of spare time scientifically. Second, off-campus training institutions are not allowed to train students on statutory holidays and rest days, and the policy requires all disciplinary educational institutions not to be listed.

In terms of the college entrance examination policy, the college entrance examination policy changes have become a foregone conclusion: cancel all Olympic mathematics training classes, cancel all cultural examination champion bonus points, strengthen comprehensive development, comprehensive quality evaluation will be included in the scope of the college entrance examination, focusing on artistic talent achievements and so on according to the new policy, some provinces or regions to carry out the evaluation work.

2.2 Dance Sports course in universities

2.2.1 The development of the Dance Sport course at Jiang Xi Universities

Zhang (2024) found in her research that the opening rate of sports dance in some universities in Jiangxi province is not high, and the development trend is not balanced. Most of the sports dance teachers in the schools that offer sports dance courses think that the 32-36 class hours of this class hour cannot meet the requirements of high standards of sports dance teaching content.83.57% of the sports dance teachers think that the teaching hours should reach 72 credit hours per semester. Only 22.58% of the professional teachers undertake sports dance teaching, and the teachers are relatively weak. The age structure of teachers is younger, most of them are concentrated between 25 to 35 years old, and the teaching period is short, the distribution proportion of educational background and professional titles is balanced, but the overall proportion is not high, and there is still a lot of space for development.

Zhang & Tian (2017) found in his research that in Nanchang City, Jiangxi Province, the opening rate of ordinary universities was low, but Latin dance courses had become a popular PE course in ordinary colleges and universities, and its development trend was also on the rise. Most of

the schools offering Latin dance courses offer fewer semesters, resulting in very few dance types. It was difficult to meet the needs of students for Latin dance majors. In the teaching of Latin dance, most ordinary colleges and universities lack the venue equipment.

3. Sport management theories and principles

The principles of management have been categorized into the four major functions of planning, organizing, leading, and controlling popularly known as the P-O-L-C framework. Which was called the function of management.

A management model is a concept, theory, or methodology that analyzes different approaches to organizational change. The goal of a management model is to provide practical strategies that allow a company to implement change within its organization. The changes that occur under a management model can vary. Model Management was the process of reaching individual and collective goals by working with and through human and nonhuman resources to improve the world. Managerial values include performance effectiveness (achieving goals), operational efficiency (not wasting resources in the process), sustainable innovation (continually improving outputs and processes), and adding value (as measured by stakeholder responsiveness). Good managers demonstrate sound judgment by balancing these four competing but complementary values.

Sports management was the field of business dealing with sports and recreation. It involves any combination of skills that correspond with planning, organizing, directing, controlling, budgeting, leading, or evaluating any organization or business within the sports field sports management has emerged as a field of education and vocation concerning the business aspects of sports.

The principles and theories of management to run a task. Most important in the management of any task were functions of management which every task and operation had to run. The function management comprised of POLC which there are:

1. Planning was the purpose of ascertaining in advance what was supposed to be done and who had to do it. This signifies establishing goals in advance and promoting a way of delivering them effectively and efficiently.

2. Organizing was the administrative operation of specifying grouping tasks, and duties, authorizing power, and designating resources needed to carry out a particular system. Once a definite plan has been set for the completion of an organizational intent, the organizing party reviews the actions and resources expected to execute the program. It ascertains what actions and resources are needed. It determines who will do a distinct job, and where and when it will be done.

3. Leading is the process that involves directing, leading, and encouraging employees to complete the tasks allocated to them. This entails building an environment that inspires employees to do their best. Motivation and leadership are 2 chief elements of direction. Communicating efficiently as well as managing employees at the workplace. Building an atmosphere that urges them to want to work.

4. Controlling was the management operation of controlling organizational achievement towards the accomplishment of organizational intentions. The job of controlling comprises ascertaining criteria of performance, computing the current performance, comparing this with organized rules, and taking remedial action where any divergence is observed to ascertain what activities and outputs are important to progress, how and where they can be regulated, and who should have the power to take remedial response. (Masteralexis et al, 2009)

4. PESTEL/SIPOC

PESTEL Analysis of horizontal type, also known as environment analysis, is an effective tool to analyze the macro environment, not only can analyze the external environment but also to identify all the forces that have an impact on the organization. It is a method to investigate the external influencing factors of an organization. Each letter represents one factor, which can be divided into six major factors:

(1) Political factors: refers to the political forces and relevant policies, laws, and regulations that have an actual and Hong Kong influence on the business activities of fine weaving.

(2) Economic factors: refers to the external economic and ring structure, industrial layout, resources, economic development level, and future economic trend of the organization.

(3) Social factors: refer to the historical development, cultural traditions, values, educational level, customs, and habits of the spirits in the society where the organization is located.

(4) Technical factors: Technical elements include not only revolutionary inventions, but also the emergence and development trend of new technologies related to enterprise production, new processes, and new materials and their application prospects.

(5) Environmental factors: Elements of an organization's activity, product, or service that can interact with the environment.

(6) Legal factors: a comprehensive system composed of laws, regulations, judicial conditions, and citizens' legal awareness outside the organization.

PESTEL Is formed by PEST analysis plus environmental factors (Environmental) and legal factors (gal). When analyzing the background of an enterprise group, it is usually through these six factors to analyze the situation faced by the enterprise group.

The SIPOC model was the organization system model proposed by a generation of quality masters Deming. It is the most useful and commonly used technology for process management and improvement.

Deming believes that any organization is a system composed of five interrelated and interactive parts: supplier, input, process, output, and customers. The first letter of these five parts of the English words forms the SIPOC, which is therefore called the SIPOC organization system model.

1) Supplier: that provides critical information, materials, or other resources to the core process. The emphasis on "key" is because many processes in a company may have a large number of suppliers, but only those important to value creation are those that provide key things.

2) Inter: resources provided by suppliers, etc. Usually, the input requirements will be specified in the SIPOC diagram, such as the criteria that the certain material input must meet, the elements that the input information must meet, etc.

3) Process: made the input change into a group of output activities, and the organization pursues to increase the value of the input through this process.

4) Output: the result of the process is the product. Output requirements are usually specified in the SIPOC diagram, such as product standards or service standards. Output may also be diverse, but when analyzing the core process, you must emphasize the main output and sometimes even choose only one output, judging which output can create value for customers.

5) Customer: The person, organization, or process that accepts the output not only refers to external customers but also includes internal customers. For example, the internal customer of the material supply process is the production department, and the internal customer of the production department is the marketing department.

5. Sports Promotion in educational institutes

There were many strategies to promote physical and sports in schools and here are some of the principles of them.

1. Given the importance of school sports, all schools are expected to promote sports and make sure that the school environment is favorable for sports development activities; teachers, parents, districts, and the community at large will have to play a role in making sure that school children benefit fully from physical activities and sports.

2. A sports promotion in school must provide equal opportunity for all children, girls, and boys will be stimulated to practice sports.

3. There were adequate sports facilities available, enough sports courts, areas, equipment, and materials,

4. There was competent technical staff to support sports.

5. There were courses, and lessons, for teaching and learning both requirements and electives for students.

6. Developing projects, training, and examining the talents of young children were detected and developed.

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7. The schools must provide both exercise and sports both in curriculum and extracurricular activities.

8. Pay attention to physical literacy, sport for all, basic sports skills, and sport for excellence.

9. Manage a network with outside communities, sports clubs, sports academies, and organizations to cooperate working to promote sports for students and teenagers.

10. Apply the Long-Term Athlete Development to be a concept to promote sport and exercise in schools.

In the promotion of sports and exercise in children and youths in schools, the school's administrators and teachers should consider physical education in the curriculum, they should put interesting sports activities both in requirement and elective courses to give the students to learn more in their favorite sport. The communities should provide areas, facilities and equipment, training courses, and competitions to support their need. (Tasnaina and Tasnaina, 2023) According to the Long-Term Athletes Development (Sportforlife.ca, 2023), the parents were the main supporting to cultivate the active start stage in the fundamental movement for the children, so the government should do some activities to motivate the parents of children which could lay down the gross movement development of the children (Simpson's psychomotor domain (1972), This could easily continue to learn to train in schools ages. (Tasnaina and Tasnaina, 2023)

The teaching and learning of physical education in schools is an important period to cultivate knowledge, practice, and attitude toward sports and exercise. It was the root of sport and exercise adhesiveness for their lifelong participation, so the schools must provide the appropriate support for the teaching and learning process as follows:

1) Curriculum: Physical education in primary schools must provide a fundamental of gross motor movement developments, general movement, and specific movement. For the specific movement, sports and games were used as a tool to develop the movement of students. To enhance the general specific movement requirement courses should be considered to cover the basic movement of various sports and the electives course should be considered to give a chance to students to learn more in the interesting sports activities which they can improve to be a lifelong favorite sports and exercises.

2) Sports fields, facilities, and equipment: the quality and amount of them should be considered to give a chance to students and teachers to use them to gain more learning outcomes.

3) Teachers' competencies. Teachers in primary schools were very important because in this stage of learning. The students learn by imitation and guidance (The Simpson's psychomotor domain,1972) so the teachers must be their examples. The teachers must possess good knowledge, skills, and attitudes in sports and exercise, teaching techniques, and good examples.

4) Extra curriculum activities. In a class hour, there are many students and more purposes to develop so it was very hard to focus on sports skills for the students. The extra activities will fulfill the need to develop interests and skills in the sport the student so the schools should provide extra activities for students to join them as specific sports clubs, sports skill training after school times, sports competitions, and outside schools' competition.

5) After-School Activities: the schools should provide after-school activities to students to extend their learning beyond the class and curriculum. The British School of Guangzhou proposed that school activities provide all students with the chance to extend their learning beyond the formal curriculum, so we created the After-School Activities program.

6) Schools' networks and communities' networks. These could be a corporative operation to achieve the objective of learning outcomes and the development of students (Priscilla, 2023). The network will help to drive teaching and learning, practice, training, and competitions. The parent's or families' engagement could strengthen the learning and cultivate the behavior of the children (Marphatia et al., 2010).

6. Summarize of review literature

In recent years, sports dance has flourished in China, which has not only promoted physical education in colleges and universities, but also promoted national fitness in colleges and universities, enriched the campus cultural life, and promoted the smooth implementation of sports reform in colleges and universities. And it has received the support of relevant policies. Since the double

reduction, the sports dance industry has also been greatly developed under this opportunity. In addition, sports dance has also officially become the official event of the National Youth Games.

The management and development of sports dance activities must be organized as required by the Sports Law of the People's Republic of China and other laws. In addition, all sports dance activities should meet a series of conditions, such as the sponsors can independently bear economic and civil liabilities, can implement the relevant rules formulated by the China Sports Dance Federation, have an organizational structure equal to the scale of competitive activities and the management ability with considerable professional knowledge.

Sports dance is highly combined with sports art, with high artistry, strong competition, and high intensity of sports projects. The purpose of setting up sports dance projects in colleges and universities is to meet the development requirements of The Times, meet the internal needs of sports reform in colleges and universities, and is a powerful way to realize the fitness value, social value, and aesthetic value of college students.
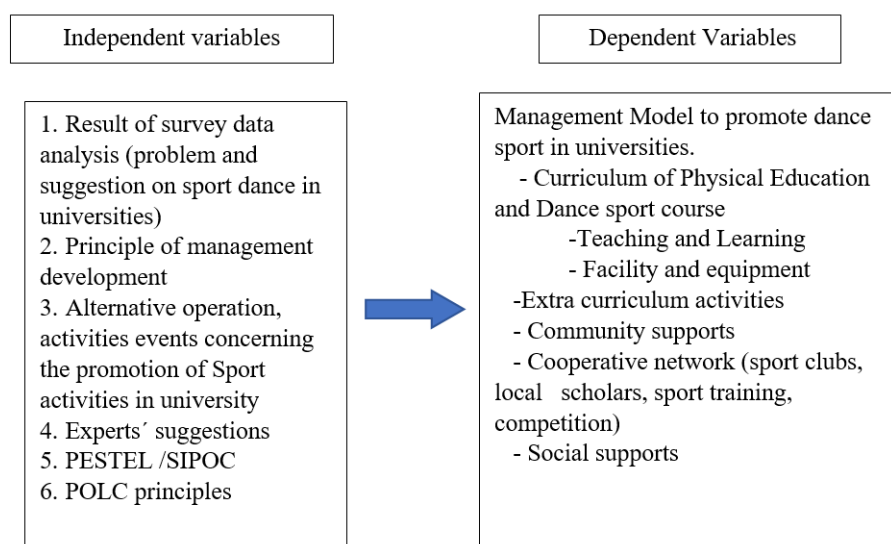
Conceptual Framework

Independent variables	Dependent Variables
1. Result of survey data analysis (problem and suggestion on sport dance in universities) 2. Principle of management development 3. Alternative operation, activities events concerning the promotion of Sport activities in university 4. Experts´ suggestions 5. PESTEL /SIPOC 6. POLC principles	Management Model to promote dance sport in universities. - Curriculum of Physical Education and Dance sport course -Teaching and Learning - Facility and equipment -Extra curriculum activities - Community supports - Cooperative network (sport clubs, local scholars, sport training, competition) - Social supports

Figure 1 Conceptual Framework

Methodology

1. Population and sample

1.1 Population

The scope of this research was the colleges and universities in Jiang Xi which included Nanchang University, East China Jiao Tong University, and Jiangxi Normal University. The administrators or representatives, teachers, and students were the population of this study.

1.2 Samples

1.2.1 Students in the colleges and universities in Jiangxi. There were 386 which were calculated by Yamane researcher topped up to 420 cases to guarantee the appropriate sample size in case of exclusion of data.

1.2.2 Instructors in the colleges and universities in Jiangxi. There was a purposive sampling of all physical instructors in the three universities

Experts for interviewing

(1) Identification of experts: The experts who interviewed the Dance Sports teaching and management types include 18 experts. They are teachers from Chinese universities, experienced university dance sports teachers, and professors with sufficient practical and management experience.

(2) 19 experts reached the consensus appraisal index, including Chinese university teachers, experienced university dance sports teachers, and professors with sufficient practical and management experience.

2. Research tools

2.1 Structural interviewing form developed by the researcher to interview the experts.

2.2 Questionnaire developed by the researcher based on reviewing data and literature to gather the problems and suggestions of the stakeholders.

2.3 Questionnaire developed by the researcher based on stakeholders' data and experts' opinions, designed in 5 rating scale formats to use in the Delphi process.

2.4 Recording form to summarize and conclude the result of the focus group by connoisseurship technique.

3. Data collection

3.1 Feedback on the dance sports course and the current situation was collected through a questionnaire of 242 students

3.2 A total of 150 teachers from three universities were collected through the questionnaire.

3.3 5-9 experts were consulted through face-to-face interviews, telephone interviews, and email interviews to test the reliability and validity of the questionnaire.

3.4 19 experts were selected for consensus on the scope of the management model to promote dance sports in universities

3.5 The draft management model was confirmed by the focus group with the connoisseurship technique of 11 stakeholders.

4. Data Analysis

1. Content analysis to conclude the data from the experts interviewing and focus group discussion.

2. Descriptive statistics as mean, standard deviation, percepts, and coefficient variance.

3. Consensus data from the Delhi process, analyzed by median, interquartile range, and mean.

5. Research Process

Step1: Survey and assessment of students

1. Verify the questionnaire

2. Drafted the questionnaire

3. Sampling and questionnaire survey

4. Collect questionnaires

Step2: A total of 150 teachers were surveyed in three universities

Step3: Developing research tools

1. Interviewing form to collect problems and needs on curriculum and management.

2. Questionnaire to consensus on the improvement of service quality and management by19 experts with the Delphi technique

3. Draft the promotion model

4. Develop management guidelines according to the management functions and management resources

Step4: Confirm the model

1. Set up a focus group meeting, there are three teachers, three department heads, three leaders, and two club managers among them。

2. Record, analyze, and summarize the data.

3. Management guidelines were adjusted according to focus group discussions and expert recommendations

Results

The sample of students was selected from three universities in Jiangxi City, People's Republic of China.

Table 1 The summarized data for the student sample

No	Factors	n	percent
1	University	252	100
	1.1 Nanchang University	70	27.8
	1.2 Jiangxi Normal University	75	29.8
	1.3 Traffic University of East China	107	42.5
2	Major	252	100
	2.1 dance	93	36.9
	2.2 non-dance	159	63.1
3	Grade	252	100
	3.1 First year	64	25.4
	3.2 Second year	68	27.0
	3.3 Third year	68	27.0
	3.4 Fourth year	52	20.6
4	Gender	252	100
	4.1 male	114	45.2
	4.2 female	138	54.8

The summary of the basic data of students showed that most of the sample was 252 students at Jiangxi Normal University 42.50 %, they were non-dance majors at 63.1 %, the years studied were 25.4 %-27.0%) and most of them were female 54.8 %

Table 2 The summarized data for the teacher sample

No	Factors	n	percent
1	University	150	100
	1.1 Nanchang University	45	30.0
	1.2 Jiang Xi Normal University	69	46.0
	1.3 Traffic University of East China	36	24.0
2	Gender	150	100
	2.1 male	68	45.3
	2.2 female	82	54.7
3	Age (year old)	150	100
	25-30 years old	27	18.0
	31-35 years old	34	22.7
	36-40 years old	24	16.0
	41-45 years old	24	16.0
	46-50 years old	19	12.7
	51-55 years old	10	6.7
	56 and above		
4	Experiences	150	100
	1-5 years	52	34.7
	6-10 years	49	32.7
	11 years and above	10	6.7

The summary of basic data for teacher samples was as follows: most of them were the teachers in Jiang Xi Normal University at 46.00 %, were female at 54.7 %, were aged 31-35 years old at 22.7 %, and had experience in teaching at 1-5 years.

Table 3 The Students' Opinions on the Dance Sports Promotion at University

Item	Issue	x̄	SD	Level
A	**Facility and venues**	**2.72**	**0.28**	**Moderate**
1.	The area of practice and equipment	2.66	0.54	Moderate
2.	Adequacy of facility equipment and area to practice	2.98	0.66	Moderate

Item	Issue	x̄	SD	Level
3.	Adequacy of facility, equipment, and room for practice after class time.	2.60	0.53	Moderate
4.	Convenient to use facility, equipment, and room	2.64	0.58	Moderate
B	**Teachers' Competencies and Observation**	**3.61**	**0.28**	**High**
1	Competencies of teachers in dance	4.08	0.74	high
2	Technique and method of teaching interesting to students	3.79	0.75	high
3	Teachers devote time and effort to teaching and practice	3.41	0.82	Moderate
4	Students satisfied grades in dance classes.	3.53	0.81	high
5	The Physical education class motivates the student to participate in sports and exercise	3.27	0.69	Moderate
C	**Students and Learning in Dance**	**3.42**	**0.30**	**Moderate**
1	Students eager to join the dance class	3.70	0.85	high
2	Most students practice after school's time.	2.70	0.46	Moderate
3	Most of the students had better skills after learning	3.92	0.74	high
4	Most of the students are satisfied with their grades in dance	3.90	0.74	high
5	Most of the students participate in sports activities in university and the community	2.87	0.67	moderate
6	Students were interested in dance and wanted to learn in other classes or practice to be athletes.	3.58	0.90	high
D	**The interest in learning dance of students**	**3.60**	**0.30**	**high**
1.	Students are active and eager to participate in PE class	2.79	0.44	moderate
2	Students usually join extracurricular activities	3.92	0.72	high
3	Most of the students are good at sports skills	3.56	0.51	high
4	Students are satisfied with their grades in the dance class	3.81	0.88	high
5	The students could learn dance more if they want to learn	3.57	0.89	high
6	Many students like to learn dance	3.92	0.75	high
E	**Suggestions**	**4.14**	**0.51**	**high**
1	The university should provide special projects to recruit students who are skillful in sports.	4.32	0.57	high
2	University should provide coaches to train the students after school hours	4.29	0.59	high
3	The school should organize an open dance competition	3.60	0.53	high
4	The university should establish a dance club to support students and the public.	4.22	0.62	high
5	The university should organize various levels of dance learning courses for students and the youth in the community	4.36	0.56	high
6	The university should make a connection to outside community clubs, experts, and athletes for cooperative promotion in sports.	4.08	0.65	high
7	Cooperate with the community to enhance dance development	4.13	0.67	high

Status on 5 factors and 27 items showed that: The facility and venues: had an average and standard deviation of 2.72 ± 0.28 which was a moderate level. The teachers' competencies and observation: the average and standard deviation at 3.61 ± 0.28 which was the high level. The highest was at 4.08 ± 0.74 on "competency of teachers in dance" The only one at moderate was 3.41 ± 0.82 on "Teachers devote time and effort to teaching and practice". The students and learning in dance: the average and standard deviation at 3.42 ± 0.30, which was a moderate level. On this factor, there high on 3 items "Most of the students had better skills after learning" (3.92 ± 0.74) "Students eager to join the dance class (3.70 ± 0.85), and Students eager to join the dance class, (3.70 ± 0.85), but the other 3

items were at moderate level. Ability and interest in learning dance: the average and standard deviation at 3.60 ±.30, which was at a high level. There was only one on "Students are active and eager to participate in PE class" (2.79 ± 0.44). The suggestions: the average and standard deviation at 4.14 ± 0.51, which was at a high level. All seven items were at a high level, with an average was 3.60 - 4.36.

Table 4 The Teachers' Opinions on the Dance Sports Promotion at University

Item	Issue	x̄	Sd	Level
A	**Field, rooms, facility, and equipment for dance**	**2.70**	**0.29**	**moderate**
1	The room and space to teach and learn	2.65	0.54	moderate
2	The rooms had enough mirror	2.96	0.67	moderate
3	The Audio equipment to support teaching and learning, competition in dance	2.59	0.52	moderate
4	The convenience of using rooms, facilities, and equipment	2.61	0.58	moderate
B	**Quality of teacher**	**3.67**	**0.37**	**high**
1	Knowledge and skill in the dance of teachers and coaches	4.09	0.74	high
2	Techniques and process of teaching	3.90	0.76	high
3	Teachers spend time to advise. train, teach the students	3.40	0.83	moderate
4	Teachers spend time and effort to support the needed students in the extra period after school hours.	3.58	0.80	high
5	Teachers motivate students to learn and participate in wushu activities.	3.37	0.63	moderate
6	The teachers have connections and networks with experts, specialists, and sports organizations outside the schools.	3.81	0.77	high
7	Teachers possessed a certificate of dance coach/referee.	2.69	0.46	moderate
C	**The university supporting**	**3.62**	**0.20**	**high**
1	The university declared the policy to support sports and exercise for the students	3.81	0.77	high
2	The university supports learning and teaching dance	2.69	0.47	moderate
3	The university provides teaching and learning dance	3.93	0.72	high
4	University supports the teachers to develop himself	3.88	0.71	high
5	University Administer allow the teachers to join the dance activities outside of schools	2.71	0.47	moderate
6	The university provided dance clubs for students	3.57	0.88	high
7	The University sends the student to join the dance competition outside of the university	3.92	0.66	high
8	The university organizes sports competition periods such as Sports days, and competitions among student classes	3.61	0.52	high
9	University supports the students to be selected as athletes of the clubs or association	4.67	0.73	high
10	University set a ceremony or honor board for the students who win in a competition.	3.72	0.71	high
11	The university facilitates the learning for athletes' students	3.89	0.71	high
D	**Students learning and success**	**4.13**	**0.30**	**high**
1	Students are active and eager to participate in PE class	2.77	0.42	moderate
2	Students usually join extracurricular activities	3.89	0.71	high
3	Most of the students are good at sports skills	3.56	0.50	high
4	Students are satisfied with their grades in the dance class	3.48	0.82	
5	The students could learn dance more if they want to learn	3.90	0.75	high
6	Many students like to learn dance	2.97	0.63	moderate
E	**Suggestion to university**	**4.30**	**0.29**	**high**
1	The university should provide special projects to recruit students who are skillful in sports.	4.33	0.57	high

Item	Issue	x̄	Sd	Level
2	University should provide coaches to train the students after school hours	4.30	0.59	high
3	The university should organize an open dance competition	3.61	0.52	high
4	The university should establish a dance club to support students and the public.	4.25	0.60	high
5	The university should organize various dance courses for students, and communities	4.32	0.58	high
6	The university should make a connection to outside school clubs, experts, and athletes to cooperate in the promotion of dance and other sports.	4.14	0.63	high
7	Cooperate with the community to enhance dance development	2.7	0.86	moderate

The results of opinions on the dance sport Promotion in the University of the teachers were as follows: The facility and venues: the average and standard deviation at $2.79 \pm .29$ which was the moderate level. The quality of the teachers and observation: the average and standard deviation at $3.67 \pm .37$ which was at the high level. The highest was "Knowledge and skill in the dance of teachers" which was at 4.09 ± 0.74. The lowest item at moderate was "Teachers possessed a certificate of dance coach/referee ", at 2.69 ± 0.46. The university supported: the average and standard deviation at 3.62 ± 0.20 which was at a high level. In this factor, 9 out of 11 items were at a high level $(3.60 – 4.16)$. There were 2 items at the moderate level, which were "The university supports learning and teaching dance" (2.69 ± 0.47) and "university administrators allow the teachers to join the dance activities outside of schools" (2.71 ± 0.47). The student's interest in learning dance: the average and standard deviation at 4.13 ± 0.30, which was at a high level. There were two on "Students are active and eager to participate in PE class" (2.77 ± 0.42) and "Many students like to learn dance" (2.97 ± 0.63). The suggestions: the average and standard deviation at 4.30 ± 0.29, which was at a high level. The 6 items out of 7 items were at a high level, with their average being 3.61 - 4.33.

Draft the management model to promote dance sports in the university according to the opinions and suggestions of teachers, coaches, and students.

    1. Plan

        1.1 Set vision "All university students have skilled in dances

        1.2 Establish dance courses to be the required courses and elective courses in the curriculum and extracurricular activities in the university.

        1.3 Dances were a community activity.

    2. Mission

        2.1 Set university and club networks in Guangzhou to drive dance and dance sports as a popular sport in the city.

        2.2 Cooperative all universities to push dances in curriculum and extra-curriculum activities.

        2.3 Prepare the dances and dance sport promotion for schools and communities.

    3. Strategies

        3.1 Phase I: 1) Select the leader to activate the mission; 2) Set a meeting and invite schools' administration teachers, and community sports leaders to consul and set teamwork to activate the missions; 3) Set a network to cooperate in running the mission.

        3.2 Phase II: 1) Set up a team of teachers to develop a lesson plan activity and network for teaching and learning; 2) Set a training program to train teachers in dance and dance sport teaching and training.

        3.3 Phase III: 1) Activate dances in the university as a lead-up activity for beginners; 2) Set up a dance club in the university and motivate community leaders to set up a dancing club in the community; 3) Provide after-school activities to train the student and regular competition to motivate the students.

3.4 Phase IV: 1) Establish an annual dance and dance sports competition as an inter-school sports competition; 2) Motivate the city to set up an open dance competition.

3.5 Phase V: 1) The University sets the policy to support athletic talents; 2) The university supports dances and dance sport sports in schools and universities and expands to the community; 3) Seek sponsors to support the dance activity in school and university networks.

4. Controlling

4.1 Set a team to supervise and follow up on the assigned activity.

4.2 Manage by good governance policy.

4.3. Do annual summary support.

4.4 Set the conference to distribute to progression, problem, and consensus on the future mission.

Table 5 Management Ideas to Promote Dance Sport in Universities

No.	Main Ideas	variables
1	Curriculum	1. General Education / Major 2 required / Electives
2	Subjects in dances	1 Rhythmic activities / integrated dances (line dance, square dance. Aerobic dance, modern dances, etc.) 2 Dance sport 3 practicum in dances (students practice)
3	Facility and equipment	1. Dance Room 2. Equipment 3 Smart classrooms for dance
4	Teachers' and students' development	1. Teacher development in dances and dance sport 2. Student development (dance trainer, athletes, judges, officiates)
5	Extra curriculum activities	1. Dance clubs 2. Dance practice and training after school
6	Dance networks	1. In-campus network 2. community networks (schools universities communities)
7	Networks	1. community network (schools, universities, communities 2. In-campus network
8	Special Activities	1. competition (Faculty, Campus, inter-university, open competitions) 2. Training and practice (community services) 3. Dance talents project (admission dance students) 4. Competitive dance sport athletes' team

Propose Draft Dance Management model for dances and dance sport Promotion in university could draft in diagram as this tables.

Draft of management model to promote dance sport in university

Validating the management model to promote dance sports in the university

The researcher applied in a focus group with stakeholders concerned with the university tasks on dances, dance sports, physical education, teaching, extra curriculum and students' affairs, and community sports. The management model could conclude as follows:

1. The structure was excellent because it was based on opinions survey of teachers and students and consensus with experts by Delphi methods.

2. The teachers at the university could apply this structure, but the management model should develop strategies and manuals to operate them.

3. Some tasks in the extra curriculum should be gathered in a unit such as after-school time activities, inter-university competitions, and intra-university activities.

4. The networks of promotion with the community were very important to making dances and dance sports popular among the youth, especially the fundamentals of dance, and rhythmic activities of the primary school students and secondary school students.

5. This management model should purpose to request support from community and government organizations.
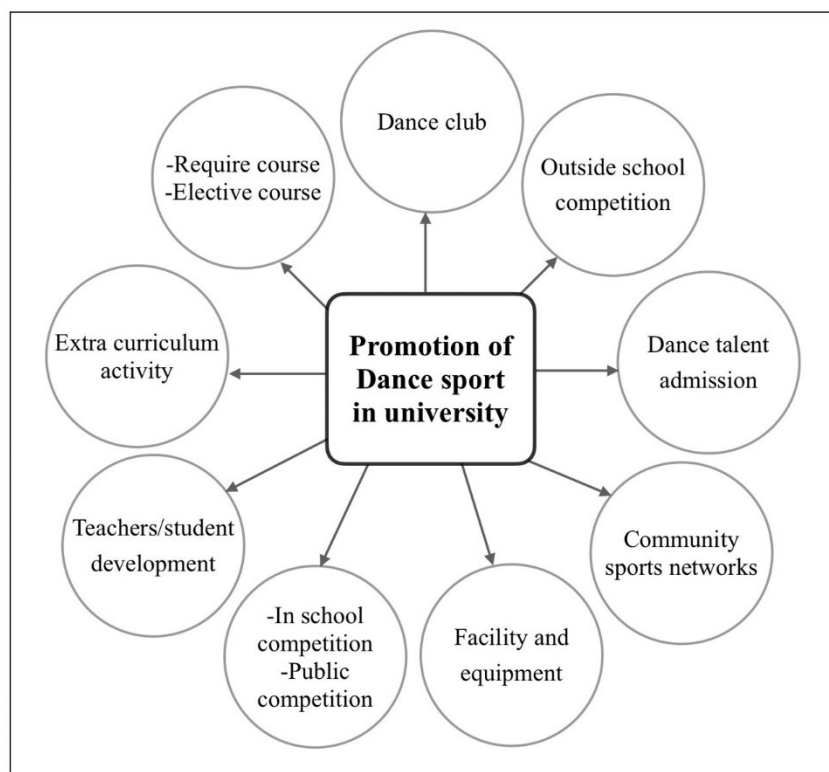

Figure 2 Promote of Dance Sport in University

Confirm the guideline management with the stakeholders through focus group discussion.

1. The management model to promote dance sports in the university was accepted as appropriate, practical, and satisfactory among the stakeholders.

2. The suggestions of experts in operating the extra curriculum for students and community children were accepted as good strategies.

3. Make a collaborative action with schools, universities, and community organizations to support the students in training, practicing, and competing in dances and dance sports.

4. Regular programs in basic skill training and competition for various groups of performance were important.

5. The universities should support the teachers to improve their competency in dance sports in coaching, training, and officiating.

6. The universities should provide special admission to dance athletes, and students to continue their studies and dance training in university.

7. The schools and universities should operate a collaborative network to drive dance and dance sports.

Summary of the Result of the Research

1. Most of the samples had positive attitudes toward Small Basketball promotion. The survey on opinions concerning Small Basketball facilities and equipment, teaching and learning, extracurricular activities, and school support was moderate to high level.

2. The management model covered planning, Organizing, Leading, and Controlling focused on strategies

3. The confirmation of the management model was accepted by experts and stakeholders.

4. The adjusted management model of promotion after interviewing and focus group discussion was revised as follows:
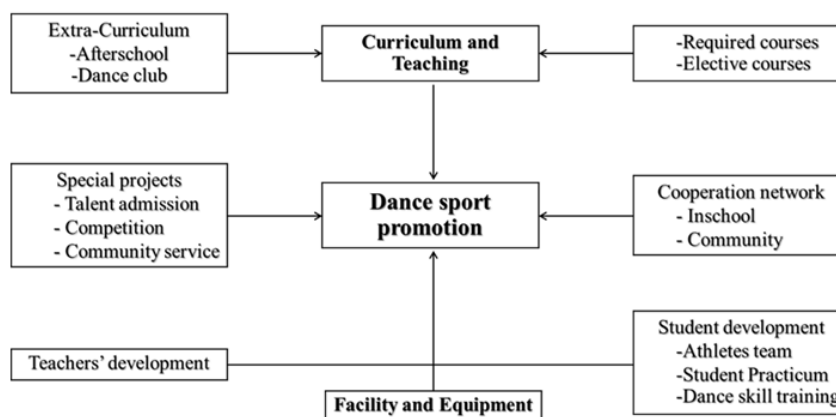

Figure 3 Summary of the Result of the Research

Discussion

The management model to promote dance sports found the result concerned the promotion of sports and exercise in university, administrators and teachers should consider physical education courses in the curriculum, they should include interesting sports activities both in required courses and elective courses to give the students to learn more in their favorite sport. The communities should provide areas, facilities and equipment, training courses, and competitions to support their need. Which were similar to the other research that studied the promotion of sport and exercise in schools and universities (Tasnaina and Tasnaina, 2023,) and according to the Long Term Athletes Development (Sportforlife.ca, 2023), the parents were the main supporting to cultivate the active start stage in the fundamental movement for the children, so the government should do some activities to motivate the parents of children which could lay down the gross movement development of the children (Simpson's psychomotor domain (1972), This could easily continue to learn to train in schools ages. (Tasnaina and Tasnaina, 2023)

As mentioned above teaching and learning physical education was important to cultivate knowledge, practice, and attitude toward dance and dance sport sports and exercise. It was the root of sport and exercise adhesiveness for their lifelong participation, so the schools and universities must provide the appropriate support for the teaching and learning process as follows:

1. Curriculum: Physical Education should provide a fundamental of general movement and specific movement requirements in dance activities and dance sports.

2. Sports fields, facilities, and equipment: the quality and amount of them should be considered to give a chance to students and teachers to use them to gain more learning outcomes.

3. Teachers' competencies. The students learn by guidance from teachers and coaches so the teachers must be their examples. The teachers must possess good knowledge, skills, and attitudes in dance and dance sports, teaching techniques, and good examples. So, the university should provide them to develop their competencies in specific sports teaching and learning.

4. Extra curriculum activities. In a class hour, there were many students and more purposes to develop so it was very hard to focus only on sports skills. The extra activities after school and in communities would fulfill the need to develop interests and skills in the sport the student so the schools should provide extra activities for students to join them as specific sports clubs, sports skill training after school times, and outside universities' practice, training, and competition (Priscilla,

2023, Importance of Extracurricular Activities in Schools, 2023, sisad.org 2023, Gao & Tasnaina, 2024)

5. After-School Activities: the universities should provide after-school activities to students to extend their learning beyond the class and curriculum. The British School of Guangzhou (2023) proposed that after-school activities provide all students with the chance to extend their learning beyond the formal curriculum, so the after-school activities program should be provided (Gao & Tasnaina, 2024)

6. Universities' networks and communities' networks. These could be a corporative operation to achieve the objective of learning outcomes and the development of students (Priscilla, 2023 online). The network would help to drive teaching and learning, practice, training, and competitions. The parent's or families' engagement could strengthen the learning and cultivate the behavior of the children (Marphatia et al.,2010)

7. Students stayed in communities longer than in universities, the families and communities were importance to cultivate them in sports and exercise activities by providing dance activities in public parks, and residential parks so the students could participate in those activities. The community sports organization could set up a dance club to train the young and adult people in communities. The communities could set the dance sports talents to be the delegates to compete for community teams,

8. The cooperative networks were very important in driving sports and exercise promotion in schools, universities, and communities. They could cooperate to operate the sports and exercise projects. The creation of networks of cooperation on sport and exercise development among schools, universities health organizations, and sports centers in closed areas was an advantage to operating the projects to success. This was supported by results of physical education and health education which stated that the strategies to promote them were 1) Fostering a closer link between the schools and our local communities to help our children achieve a fulfilled sports life 2) Promoting a Closer Link between the Schools and the Sports Clubs to upgrade International Competitiveness 3) Enhancing school education to let students enjoy exercise and cultivate their talents, abilities and stamina 4) Increasing PE instructor staff at the schools and upgrading the school facilities 5) Improvement and upgrading of the School Sports Clubs. (Gao & Tasnaina, 2024)

These research results were supported by the research of Zhengjun et al (2020) They did the research on "Constructing Complete Wushu in College and University to Help the Development of Wushu Education Industry", which found that the promotion of sports (wushu) in the schools and university were 1) the primary schools and secondary schools did not pay attention on the importance of physical education, shortage of wushu teachers, so they taught wushu just only in name. 2) The popularity of foreign sports 3) lack of teaching and learning materials, some texts were rigid, not flexible. The researcher suggested that 1) emphasize the integrity of college classroom education 2) emphasize the comprehensive and conscientious implementation of wushu learning, making learning realistic and acceptable to students 3) emphasizing the morality of wushu should be reflected in the behavior performance of each class not only just the satisfied of boxing. These were similar to the dance sport education which should be cultivated with skilled teachers in schools before coming to college and university.

Recommendation
Application of the Research

1. The university administrators concerned with academic affairs and student affairs should consider this model and implement this model into action, especially in the insertion of dances and dance sports in the curriculum, student practicum in community service, dance clubs, and community service in dance practice and support dance athletes from schools.

2. To run the project's events and activities at the beginning, all participating organizations and people must be clear and understand the concepts and goals of the model, dedicated to the collaborative works to operate the models by organizing a cooperative network.

3. The extra curriculum and after-school activities were very important to enhance the dance sport skills of interested students

For further research
  1. The deep data collection on sports operations' concern among school university and community networks for sustainable corporative operation.
  2. The effect of basic dance teaching and learning on dance sports performance should be researched
  3. The monitoring and evaluation of the model should be done to solve the problems and to adjust the operation.

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