

Assessment of the Factors Affecting Dance Sports Interest as Basis for a Promotion Plan

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Abstract: The thesis used research methods such as literature study, questionnaire survey and expert consultation in assessing the factors affecting the interest in dance sport in order to provide a basis for the development of the programme. Dance for Sport, as a potential sport, attracts more and more participants and spectators, but its development still faces some challenges. Through a literature review and qualitative-quantitative research methods, we collected data on interest in dance sport and analysed the factors associated with that interest. Findings suggest that individual interest, social factors, publicity and promotional activities, education and training opportunities, and event quality significantly influence interest in sport dance. Based on these results, a promotional plan is proposed that aims to increase the visibility of sport dance and attract more participants and spectators, thereby promoting its development and popularity. This study provides substantial recommendations for promotional strategies in the field of sport dance and is expected to contribute to the sustainable growth of the field.

Keywords: Physical Dance; Learning Interest; Influencing Factors

Introduction

Sports dance is a comprehensive sports project integrating sports and dance, with a high artistic and aesthetic value. Generally, a team composed of men and women, double or more men and women, completes a specific normative sports project by using physical techniques and skills and combining artistic expression within the defined range of musical rhythm.^[1] According to the dance style and technical structure, it can be divided into two central dance departments, one is energetic Latin dance, and the other is elegant modern dance. In recent years, more and more people like sports dance projects and are involved; through correct guidance and learning, can better improve body function and cardiopulmonary ability and improve flexibility and coordination, and learning sports dance can improve psychological development, enhance confidence, improve aesthetic temperament and interest and social capability, enhance willpower, etc^[2].

Conducting a study on the factors affecting dance sports interest is essential for several reasons. Firstly, it can help us understand why people engage in or refrain from participating in dance sports. This understanding can provide valuable insights into the motivations and barriers that people experience when considering dance sports as a form of physical activity.^[3] The study's primary aim is to identify the factors influencing people's interest in dance sports. Some of these factors may include personal preferences, availability of facilities, socio-economic status, and cultural influences, among others. The study can also help identify any gaps or barriers hindering the growth and development of dance sports as a popular physical activity. The purpose of the study is to provide valuable information that can be used to develop a promotion plan for dance sports. By identifying the key factors influencing people's interest in dance sports, it becomes easier to create strategies to encourage more people to participate in the activity.^[4] A promotion plan can be designed to target specific demographics, address cultural barriers, or address any other factors that may be hindering participation. Overall, conducting a study on the factors affecting dance sports interest is crucial for understanding the reasons behind the sport's popularity and identifying strategies to increase participation. The study's findings can inform the development of promotion plans and help address any barriers preventing people from engaging in this exciting physical activity^[5].

1. Research Design

This study will use a descriptive comparative research design to determine the factors that affect the interest in sports dance among first-year and the second-year students of Weifang University of Technology. The research results will serve as the reference basis for the promotion plan.

2. Results (of an investigation, poll)

2.1 Differences by age group

Table 1. Test of Significant Difference Between the Factors Affecting Dance Sports Interest and Age

| Factors Affecting Dance Sport Interest | Age | Mean | Sig | Interpretation | Decision |
|--|-------|------|-------|-----------------|----------|
| Environment | 16-20 | 2.52 | 0.265 | Not Significant | Accept |
| | 21-25 | 2.51 | | | |
| Personality | 16-20 | 2.49 | 0.391 | Not Significant | Accept |
| | 21-25 | 2.50 | | | |
| Opportunities | 16-20 | 2.51 | 0.275 | Not Significant | Accept |
| | 21-25 | 2.50 | | | |

Table 1 shows that students in the age groups of 16 - 20 and 21 - 25 years old were in agreement in their perceptions that the environment, their own personalities and opportunities were the key factors influencing their interest in learning Dance for Sport, which may indicate the following:

Different age groups but similar perceptions: despite the different age groups, the perceptions of these two groups of students were very similar, which may indicate that these factors are universal across age groups, i.e., they may be factors that are less age-related.

Common perceptions: both age groups of students identified the environment (which may include the teaching environment, school or community support, etc.), their own personality traits (e.g., self-confidence, motivation, determination, etc.), and opportunity opportunities (e.g., course offerings, competition opportunities, etc.) as the key factors that may positively or negatively influence their interest in learning physical dance. This suggests that these factors may play an important role in shaping individual interest.

Overall, this consensus suggests that the environment, one's own personality and opportunity opportunities play an important role in young students' interest in physical dance and can be important considerations in programmes to educate and promote physical dance. Furthermore, it highlights the responsibility of educators and social organisations to provide better environments and opportunities for young people to stimulate positive interest in learning physical dance.

2.2 Differences in outcomes by gender

Table 2. Test of Significant Difference Between the Factors Affecting Dance Sports Interest and Sex

| Factors Affecting Dance Sport Interest | Sex | Mean | Sig | Interpretation | Decision |
|--|--------|------|-------|-----------------|----------|
| Environment | Male | 2.49 | 0.468 | Not Significant | Accept |
| | Female | 2.54 | | | |
| Personality | Male | 2.49 | 0.520 | Not Significant | Accept |
| | Female | 2.49 | | | |
| Opportunities | Male | 2.50 | 0.390 | Not Significant | Accept |
| | Female | 2.51 | | | |

According to the display in Table 2, male and female students have more or less the same views on external environment, their own personality and opportunity chances, and both agree that these factors can influence their interest in learning physical dance, which can verify the following points:

Gender is irrelevant: this suggests that gender is not a significant differentiator for factors influencing interest in learning physical education dance. Both males and females perceived that the external environment, their own personalities and opportunities had a similar impact on their interest. This helps to break down gender stereotypes and encourages more males and females to participate in the study of physical dance.

Generic perspective: This common perspective emphasises that the external environment (which may include educational institutions, social culture, family support, etc.), personal character traits (e.g. self-confidence, determination, perseverance, etc.), and opportunity opportunities (e.g. available resources, training opportunities, etc.) are generic to the interest in learning Dance for Sport, regardless of

gender. This can be used as a basis for developing educational policies and extension programmes to meet the needs of students of different genders.

In summary, the shared perceptions of male and female students about the external environment, their own personalities and opportunities for interest in learning physical dance helped to recognise the generalisability of these factors and provided the basis for an equal and inclusive physical dance learning environment. This helps to promote the realisation of wider gender equality and diversity in the field of Dance for Sport.

3. Analysis and discussion

The analysis of the gathered data resulted to the following findings:

The views of students aged 16-20 years and 21-25 years were similar and consistent in that they both felt that environment, personality and opportunity could have an impact on their interest in learning physical dance.

There is no difference between the views of male and female students in terms of environment, personality and opportunity, they both feel that these factors can influence their interest in learning physical dance.

4. Conclusions and recommendations

Educational institutions should provide a diverse range of sport dance programmes and activities to meet the interests and needs of different students.

Schools and communities can work together to provide more opportunities for physical dance, including competitions, demonstrations, and social events, to stimulate student interest.

Families and circles of friends can support students' interests, encourage their participation in physical dance, and provide support and encouragement.

In conclusion, understanding the impact of environment, personality and opportunities on students' interests can help to create educational and social environments that are more conducive to the development of physical dance, thus stimulating more students' interest and participation in physical dance.

Provide equal opportunities: Educational institutions and society should ensure that both male and female students have equal access to learning opportunities in Dance for Sport, including programmes, teams and competitions. Opportunities to participate in physical dance should not be limited or discriminated against because of gender.

In conclusion, gender should not be a factor affecting students' interest in participating in physical dance. Equal opportunities and support should be provided to encourage students to choose and develop their physical dance skills according to their interests and abilities. A gender-equal educational and social environment can help eliminate unnecessary gender differences and stereotypes.

Creating a supportive environment: Schools and the community should actively create an environment that encourages students' participation in Dance for Sport, including the provision of adequate resources and opportunities to stimulate students' interest.

In conclusion, environmental factors play a key role in shaping students' interest in physical dance; therefore, focus should be placed on focusing on and improving the environment in which students live in order to encourage them to actively participate in physical dance activities. At the same time, understanding students' personalities and providing equal opportunities remain important to ensure that interest is nurtured and developed holistically.

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