



Guidelines for Management to Promote Latin Dance in City High School Group in Guizhou Province, China

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Received 18/08/2025

Revised 16/09/2025

Accepted 20/10/2025

Abstract

Background and Aims: Latin dance has become an important element of high school education in China, offering physical, cultural, and psychosocial benefits. However, in Guizhou Province, limitations such as uneven resource allocation, insufficient qualified teachers, and a lack of systematic curricula hinder its sustainable development. This study aimed to develop management guidelines for promoting Latin dance in urban high schools in Guizhou Province.

Methodology: A mixed-method approach was applied with a sample of 196 participants, including administrators, teachers, and students, selected from a population of 788. Data were collected through questionnaires, semi-structured interviews with experts, and a focus group discussion to validate draft guidelines. Validity was confirmed using the Index of Item-Objective Congruence (IOC), and findings were analyzed using descriptive statistics and thematic analysis.

Results: The study identified key challenges, including inadequate teacher training, limited facilities, and student disengagement. Draft guidelines were developed based on the functions of planning, organizing, implementing, and controlling (POIC). Expert validation confirmed their suitability, highlighting the need for professional development and curriculum standardization.

Conclusion: The finalized guidelines provide a practical framework for integrating Latin dance into school education, emphasizing strategic planning, collaborative organization, systematic implementation, and continuous evaluation. These findings contribute to sustainable cultural and educational development and may serve as a model for similar initiatives in other regions.

Keywords: Latin Dance; Management Guidelines; High School; Cultural Promotion; Guizhou Province

Introduction

China's cultural policy in the past decade has elevated both mass fitness and aesthetic education as integral to holistic schooling. The National Fitness Program (2021–2025) expands access to facilities and daily school-based exercise, while central guidelines (2020) call for



strengthening aesthetic education (arts and culture) across curricula (State Council of the People's Republic of China, 2021; Xinhua, 2020). In Guizhou province, platforms such as the Colorful Guizhou Cultural and Creative Industries Fair held in Guizhou (2015) have showcased local and intercultural arts, creating visibility and venues for dance forms, including Latin dance, to enter campus life (China Daily, 2015). Empirically, Latin dance has been linked to psychosocial and educational benefits for youth—increasing body esteem among university students, reducing social physique anxiety in adolescent girls, and improving self-efficacy among left-behind children—while broader dance-education reviews highlight gains in cultural identity, social cohesion, and engagement (Hu et al., 2025; Liu, Xue, & Wang, 2024).

Despite this policy and cultural momentum, schools—particularly in less advantaged areas—face systemic constraints. Persistent urban–rural disparities in educational development and resource allocation limit access to specialist arts and PE teachers and purpose-built spaces (Guo & Li, 2024). Recent policy reporting also notes a national shortfall of PE teachers, with rural schools most affected, reinforcing the need for targeted recruitment and retention (Jiang & Yip, 2024; Reuters, 2025). These patterns help explain why some schools rely on part-time or non-specialist instructors and why participation remains uneven when academic pressure and limited extracurricular support are present.

Pedagogically, effective dance education relies on engaging curricula, culturally meaningful content, and supportive learning environments that build intrinsic motivation. Comparative syntheses of cultural and indigenous dance education stress experiential, identity-affirming approaches (e.g., integrating technique with cultural context and reflective expression) as levers for participation and learning (Liu et al., 2024). Aligning school-based Latin dance with national aesthetic-education aims, therefore, offers a pathway to move beyond competition-oriented framings toward holistic development that blends movement literacy, cultural understanding, and psychosocial well-being (Xinhua, 2020; Liu et al., 2024).

This study investigates the management of Latin dance education in Guizhou schools, examining current practices, challenges, and strategies. By analyzing resource allocation, teacher development, and student motivation, it seeks to propose sustainable solutions that can enhance dance education, strengthen campus culture, and serve as a reference for art education initiatives in other regions.

Objectives

To develop management guidelines for promoting Latin dance in urban high schools in Guizhou Province, China.





Literature Review

1. Latin Dance in High School Education.

Latin dance codified internationally as samba, cha-cha-cha, rumba, paso doble, and jive originates from Latin American, Hispanic, and American traditions and is characterized by expressive rhythm, partnered coordination, and dynamic body actions (World DanceSport Federation, WDSF). These attributes make Latin dance simultaneously an arts-based practice and a vehicle for physical education outcomes such as coordination, balance, and cardiovascular engagement. Empirical evidence links Latin or Latino dance interventions to psychosocial gains in young learners: randomized and quasi-experimental studies in China report improvements in students' general and academic self-efficacy, self-esteem, and social-physique anxiety after structured Latin dance programs (e.g., cha-cha and samba units) (Zhou et al., 2023). Broader reviews of dance programs in school-age populations similarly indicate positive effects on health, engagement, and socio-emotional outcomes, supporting Latin dance as a feasible component of holistic schooling (O'Connor et al., 2024). Mechanistically, music–movement coupling and rhythmic entrainment engage perceptual, motor, and affective networks, explaining observed benefits for motivation, coordination, and learning (Vander Elst et al., 2023).

Within East Asia, policy and curricular precedents are instructive. In Japan, dance has been compulsory in junior-high physical education since the 2011–2012 Course of Study, creating a national framework for rhythmic/creative dance and facilitating large-scale teacher implementation (Ebe, 2018; ABC News, 2012). In China, the historical trajectory from cultural import to organized “DanceSport” (including Latin) is well documented, with substantial expansion since the reform era, institutional governance, and widespread youth participation that provide ecological support for school adoption (Duan et al., 2024). Together, these strands indicate that Latin dance in high schools can contribute to physical, cultural, and psychosocial development when programs are intentionally designed and supported by curriculum and teacher capacity.

2. Management Approaches for Promoting Latin Dance.

Effective promotion of Latin dance in city high schools benefits from established management functions, planning, organizing, leading/implementing, and controlling (P-O-L-C). In the school context, planning sets clear objectives (e.g., curricular integration and extracurricular pathways), scope, and required resources; organizing clarifies roles across administrators, PE/arts teachers, and external coaches; implementation translates plans into schemes of work, teacher development, and learner engagement; and controlling aligns monitoring, assessment, and iterative improvement (OpenStax; Koontz & O'Donnell tradition). Standards-based PE frameworks give concrete anchors for curriculum and assessment: SHAPE America's National Standards and



Grade-Level Outcomes guide unit design, performance criteria, and evidence of learning for dance content; their guidance also emphasizes standards-aligned assessment, even in online/alternative delivery, supporting accountability and consistency (SHAPE America, 2020).

Motivational quality is pivotal for sustained participation. Self-Determination Theory research in dance education shows that autonomy-supportive, competence-building, and relatedness-rich climates predict better well-being and engagement among student dancers, implying that technical instruction must be balanced with motivationally supportive pedagogy (Quested & Duda, 2010). Bringing these strands together, an actionable approach is: plan with standards and resources; organize partnerships (e.g., local dance associations) and teacher upskilling; implement with structured, culturally meaningful units that connect technique to music/movement literacy; and control via standards-aligned assessments and feedback loops to refine delivery. Such management increases the likelihood that Latin dance becomes a durable, enriching component of secondary education rather than an ad-hoc activity.

Conceptual Framework

This study on the management approach to promoting Latin dance in high schools in urban areas of Guizhou Province, China, was developed based on a review of relevant literature and expert research. It adopts the theory of management functions proposed by Bridges and Roquemore (2019), which includes the following steps:

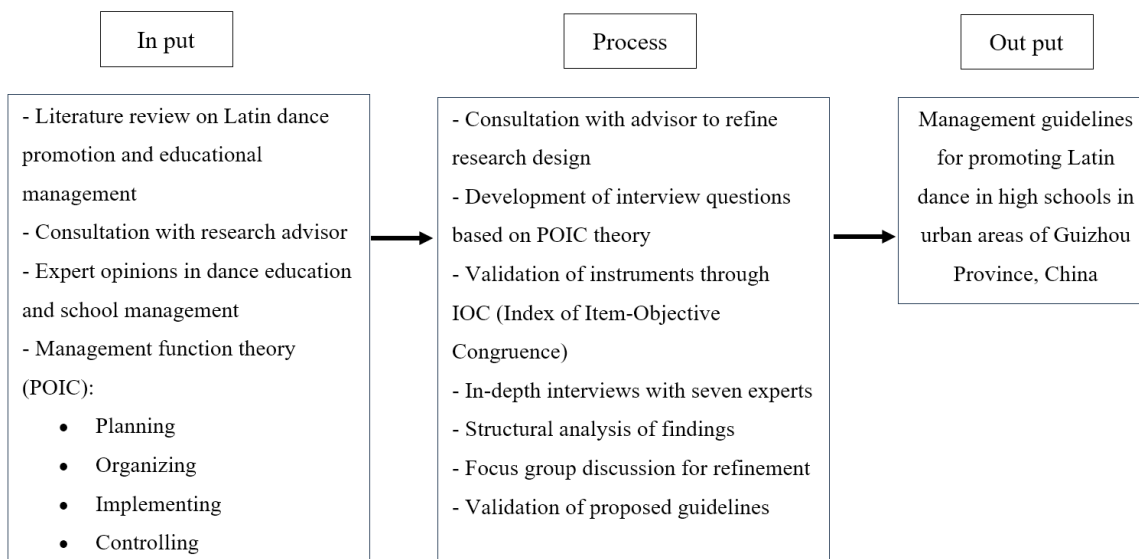


Figure 1 Conceptual framework



Methodology

Population

The population of this study comprised 788 individuals connected with Latin dance education in high schools in urban areas of Guizhou Province. This group included 10 presidents of ballroom dance clubs, 9 high school principals, 9 heads of physical education departments, 12 Latin dance teachers, and 749 students who were actively engaged in Latin dance activities. Together, these groups represented the broad spectrum of stakeholders involved in Latin dance promotion and education.

Sample

From the total population, a representative sample of 196 participants was determined using the Morgan (1970) sample size table. The sample consisted of ten club presidents, 10 high school administrators, 10 heads of physical education departments, 12 Latin dance teachers, and 152 students. This sample ensured both diversity and representativeness, capturing perspectives from administrators, educators, and students.

Experts for Interview

In addition to the main sample, a group of experts was invited to provide deeper insights through in-depth interviews. Selection criteria required each participant to have at least 5 years of experience in their respective roles. The expert group included one past or current administrator or club president, 2 school administrators offering Latin dance programs, 2 Latin dance instructors with long-term teaching experience, 1 current high school student, and 2 past or current student champions in Latin dance. This diverse composition provided a balance of management, instructional, and student perspectives.

Focus Group

A focus group discussion was organized to validate and refine the proposed management guidelines. The group comprised 10 qualified participants, each with at least 5 years of experience in Latin dance education or management. Specifically, the focus group included 2 presidents of Latin dance clubs, two high school administrators, 2 experienced Latin dance teachers, 2 past or current student champions, and 2 parents actively involved in supporting Latin dance activities. This multi-perspective engagement ensured that the findings reflected practical realities and stakeholder needs.

Data Collection

Data were collected through the following steps: 1. Conducting a literature review and analyzing relevant research documents, including expert perspectives on management approaches to promoting Latin dance in urban high schools in Guizhou Province. 2. Obtaining an official letter from Bangkok Thonburi University to invite experts for interviews on management



approaches to Latin dance promotion. 3. Gathering information from high school administrators, physical education instructors, students, and parents to identify issues related to Latin dance education. 4. Developing research questions based on the theory of administrative functions and conducting semi-structured interviews with stakeholders involved in Latin dance management. 5. Assessing the reliability of the interview questions through the IOC (Index of Item-Objective Congruence) evaluation by three experts. 6. Interviewing seven experts, including administrators of Latin dance clubs, school administrators offering Latin dance programs, teachers, past or present Latin dance champions, and parents engaged in Latin dance activities. 7. Conducting a focus group discussion with ten qualified experts: two heads of Latin dance clubs with at least five years of management experience, two high school administrators with at least five years of experience, two Latin dance instructors with at least five years of teaching experience, two current or former Latin dance champions, and two parents with at least five years of involvement in Latin dance.

Data Analysis

The data analysis procedures were as follows: 1. Verifying the accuracy and content validity of the interview questions using the IOC (Index of Item-Objective Congruence). 2. Analyzing expert interview responses, followed by a focus group discussion with ten experts to synthesize and validate the findings. 3. Employing a Likert scale (Best, 2011) to evaluate questionnaire responses. Scores were interpreted according to the following criteria: 4.20 – 5.00 = Highest, 3.40 – 4.19 = High, 2.60 – 3.39 = Moderate, 1.80 – 2.59 = Low, and 1.00 – 1.79 = Lowest. 4. Applying descriptive statistics to summarize the questionnaire data, specifically by calculating: $\bar{x}$ (Mean), S.D. (Standard Deviation)

Results

This research aimed to develop management guidelines for the promotion of Latin dance in urban high schools in Guizhou Province, China. The analysis of the research data is presented in the following sections: **Part 1:** Personal Data of Respondents, **Part 2:** Expert Interviews and IOC Validation, **Part 3:** Development of Draft Guidelines, **Part 4:** Suitability and Feasibility Assessment, and **Part 5:** Finalized Management Guidelines.

Part 1: Personal Data of Respondents

The study sample consisted of 196 respondents, including club presidents, high school administrators, heads of physical education departments, Latin dance teachers, and students. Students accounted for the largest proportion of the sample (77.55%), ensuring strong representation of learner perspectives, while administrators and teachers provided managerial and pedagogical viewpoints. Descriptive statistics indicated that teachers possessed an average of



8.41 years of teaching experience, administrators an average of 9.22 years of management experience, and both students and teachers reported an average of 4.76 years of Latin dance experience. This demographic profile demonstrates that the study engaged a wide spectrum of stakeholders, thereby enhancing the comprehensiveness of the findings.

Part 2: Expert Interviews and IOC Validation

Semi-structured interview questions were developed with reference to Bridget and Roquemoire's theory of management functions (Planning, Organizing, Implementing, and Controlling: POIC). The content validity of the instrument was confirmed through IOC (Index of Item-Objective Congruence) analysis by three experts. Subsequently, seven experts were interviewed, representing club administrators, school administrators, Latin dance teachers, parents, and past or present Latin dance champions. The interviews revealed several structural challenges, including disparities in resources, a shortage of qualified instructors, the absence of a standardized curriculum and evaluation framework, and student disengagement caused by limited motivation and insufficiently engaging lesson design.

Part 3: Development of Draft Guidelines

Drawing upon the literature review, stakeholder input, and expert interviews, draft management guidelines were developed based on the POIC framework. The draft emphasized four critical dimensions: (1) **Planning**—setting clear objectives, allocating budgets, and aligning Latin dance with broader school development plans; (2) **Organizing**—establishing management committees, assigning roles and responsibilities, and coordinating resources; (3) **Implementing**—developing structured curricula, strengthening teacher capacity, and promoting participatory teaching methods; and (4) **Controlling**—designing monitoring mechanisms, assessment tools, and feedback systems.

Part 4: Suitability and Feasibility Assessment

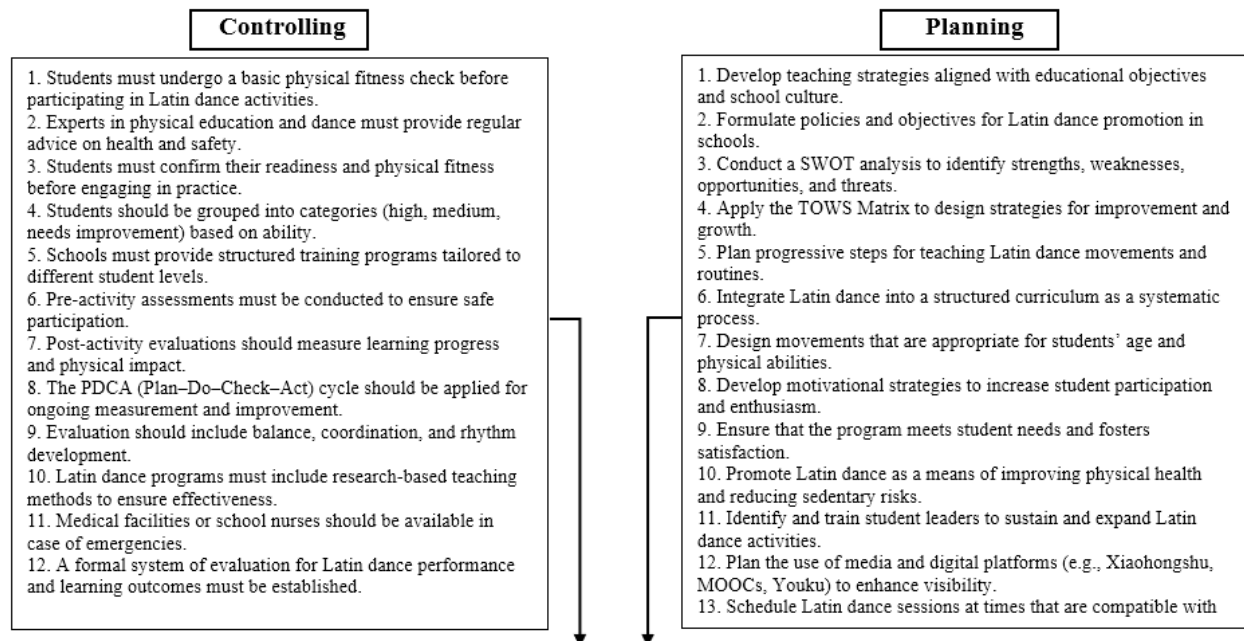
The draft guidelines were further examined and refined through a focus group discussion involving ten experts with at least five years of relevant professional experience. Participants included club presidents, high school administrators, Latin dance teachers, parents, and student champions. The discussion affirmed both the suitability and the feasibility of the guidelines, while emphasizing the importance of sustained investment in teacher training and the gradual development of standardized curricula to ensure long-term effectiveness.

Part 5: Finalized Management Guidelines

The finalized management guidelines for promoting Latin dance in urban high schools in Guizhou Province are presented as follows: 1. **Planning** – Integrate Latin dance into school development strategies, establish specific objectives, and allocate budgets for facilities, teacher training, and student activities. 2. **Organizing** – Establish inclusive committees comprising

administrators, teachers, parents, and students; define roles and responsibilities; and coordinate the effective use of teaching staff, facilities, and equipment. 3. **Implementing** – Introduce structured and culturally informed curricula, provide systematic teacher training, and employ participatory methods such as workshops, performances, and competitions to strengthen student engagement. 4. **Controlling** – Establish monitoring and evaluation systems, develop standardized assessment instruments, gather feedback from stakeholders, and conduct annual program reviews to ensure quality and sustainability.

This structured presentation demonstrates that the development of management guidelines requires a multi-dimensional approach. By integrating strategic planning, collaborative organization, professionalized implementation, and systematic control, the guidelines provide a practical and sustainable framework for embedding Latin dance into the cultural and educational life of high schools in Guizhou Province. (Picture 2)



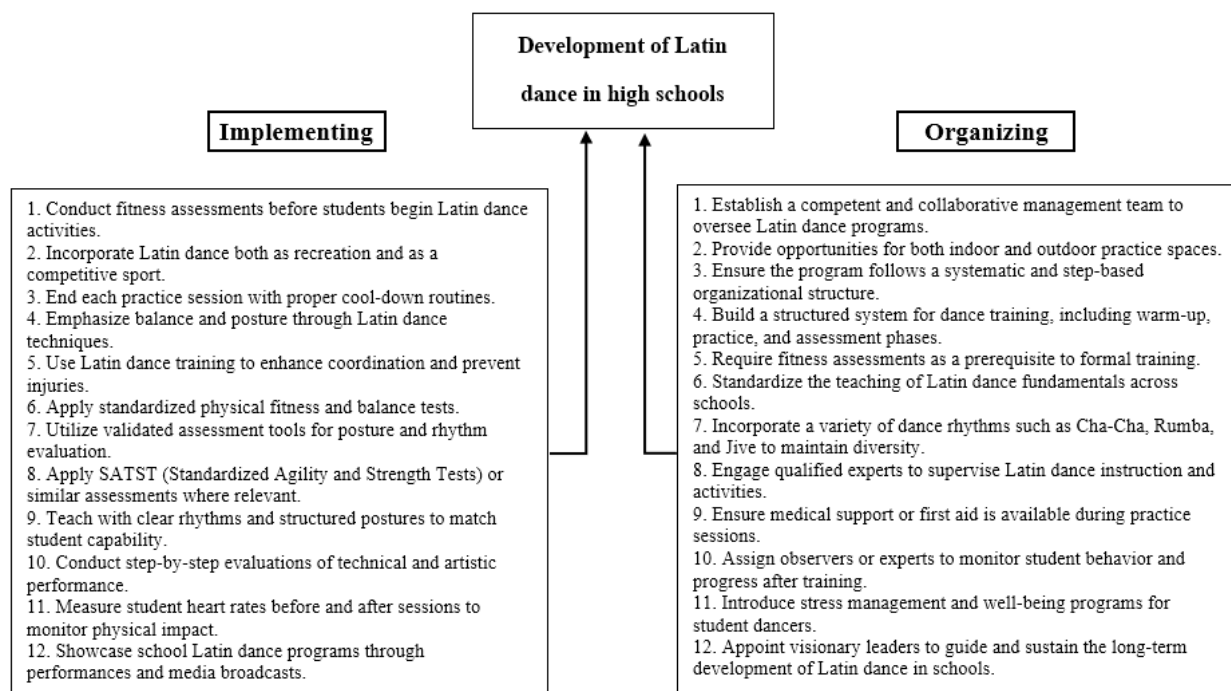


Figure 2 Model Development of Latin dance in high schools

Discussion

1. Planning

Effective planning for the promotion of Latin dance in high schools requires careful foresight and structured policy development. Schools should begin with situational analysis to identify internal strengths and weaknesses as well as external opportunities and threats, and then translate these insights into strategy using classic management principles (Koontz & O'Donnell, 1972; Koontz & Weihrich, 2010). Curricular plans should specify clear teaching goals, sequenced movement progressions, and assessment criteria aligned to national physical education benchmarks so that Latin dance is integrated into the broader school strategy (SHAPE America, 2020). Evidence from China and beyond indicates that well-planned dance programs deliver physical and psychosocial benefits, including improved physiological and psychological profiles, lower social-physique anxiety, and stronger self-efficacy (Wu et al., 2022; Liu, Soh, & Lu, 2025; Zhou et al., 2023; Sooktho et al., 2022). Planning should also account for cultural objectives and identity-building: in the Chinese context, dance education and DanceSport have expanded substantially and are moving toward more innovative, culturally resonant pedagogy and program design (Duan et al., 2024; Rui, 2025; Yu, 2018). International precedents—such as Japan's formal inclusion of dance in national curricula—further demonstrate how policy-level planning can enable system-wide implementation (MEXT, 2011; Ebe, 2018; ABC News, 2012).



2. Organizing

The organizational dimension is central to making Latin dance promotion function efficiently. Schools should establish dedicated teams that include administrators, teachers, parents, and students to distribute responsibility and create shared accountability (Koontz & O'Donnell, 1972; Koontz & Weihrich, 2010). Clear structures and procedures help coordinate facilities, timetables, supervision, and partnerships (e.g., with local dance associations or universities), while ensuring alignment with national physical education standards for safe environments and inclusive participation (SHAPE America, 2020). International models are instructive. In Japan, dance management in school education involves defined organizational roles and activities that connect curriculum, co-curriculum, and community, showing how governance supports delivery quality (Ebe, 2018; MEXT, 2011). At the extracurricular level, student ballroom/Latin clubs illustrate how institutional structures (coaches, captains, competition calendars) can sustain engagement and progression (Waseda University, 2015). In Thailand, managing traditional dance in schools likewise underscores the value of clear responsibilities, rehearsal structures, and resource coordination—principles that readily transfer to Latin dance programs (Thepsiri et al., 2023; Yiotis, 2020).

3. Implementing

Implementation should be student-centered, progressive, and culturally meaningful. Lessons ought to interleave technique with music-movement literacy (e.g., timing, rhythm, phrasing) and emphasize safety, gradual difficulty, and feedback that builds competence and confidence (SHAPE America, 2020). Motivationally supportive pedagogy—meeting students' needs for autonomy, competence, and relatedness—consistently predicts better engagement and well-being in dancers, so teachers should incorporate student voice, collaborative tasks, and formative feedback (Quested & Duda, 2010). Program content should reflect the codified International Latin syllabus (samba, cha-cha-cha, rumba, paso doble, jive) and age-appropriate technique progressions (World DanceSport Federation, 2025). Where appropriate, dual pathways can be offered: a cultural/participatory track and a performance/competition track, each with transparent criteria and scaffolds for advancement (Waseda University, 2015; World DanceSport Federation, 2025). Implementation choices are justified by outcome evidence: Latin and related dance training are associated with improved psychological and physiological profiles in youth and adults, reduced social-physique anxiety, and gains in self-efficacy—especially among adolescents (Wu et al., 2022; Liu, Soh, & Lu, 2025; Zhou et al., 2023; Sooktho et al., 2022). In China's higher-education pipeline, defining graduate profiles and competencies in ballroom/Latin dance provides a template for teacher capacity building and downstream school implementation (Yu, 2025).



4. Controlling

Control mechanisms are essential for maintaining quality, safety, and sustainability. At the class level, ongoing observation, formative assessment, and ability-based grouping support differentiated instruction and risk management in line with national standards (America, 2024). At the program level, classical management control cycles—setting targets, measuring progress, and taking corrective action—should be institutionalized to ensure alignment with objectives (Koontz & O'Donnell, 1972; Koontz & Weihrich, 2010). External referencing can be used for calibration: national policy exemplars (MEXT, 2011), competitive structures and technical benchmarks (World DanceSport Federation, 2025), and evidence syntheses on health/psychosocial outcomes (Sooktho et al., 2022; Rui, 2025) provide anchors for review. Documented case experiences—from university clubs to school-based management examples—offer concrete indicators (participation, retention, progression, competition results) that programs can track to guide iterative improvement (Ebe, 2018; Waseda University, 2015). Finally, embedding cultural aims (e.g., integrating “Chinese elements” in choreography and pedagogy) within the evaluation criteria helps sustain relevance and student identity formation while maintaining technical standards (Yu, 2018; Duan et al., 2024).

Recommendation

1. Adjustments to teaching content, complexity of dance movements, and program objectives should be made to suit the developmental stage and physical readiness of each group.
2. Continuous professional development programs should be established to build teacher expertise in both technical dance skills and innovative pedagogy. Collaboration with universities and cultural organizations can provide valuable training opportunities.

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