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From pirouettes to paychecks: Unraveling the dynamics of economic level on dance training institution engagement

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Abstract: Purpose: This research aims to unravel the intricate dynamics that connect economic status with individuals' engagement in dance training institutes. Focusing on the affordability of classes, access to resources, awareness, cultural background, and geographic location, the study seeks to provide a nuanced understanding of how economic considerations influence various facets of engagement within the dance community. **Method:** Conducted through 13 semi-structured interviews, this research adopts a qualitative approach to explore the multi-faceted relationships between economic status and dance engagement. Thematic analysis, structured in three steps, is employed to uncover patterns, themes, and insights within the qualitative data. **Findings:** The study uncovers a myriad of findings that illuminate the impact of economic factors on dance engagement. Affordability emerges as a significant barrier, influencing access to classes and participation in competitions or performances. Access to resources, including studio space and trained instructors, proves pivotal in shaping individuals' experiences within dance education. Awareness and exposure play crucial roles, with limited exposure hindering engagement, while the cultural background and geographic location intersect with economic considerations, shaping preferences and opportunities within the dance community. **Originality/Significance:** This research contributes to the field by offering a focused exploration of economic influences within the dance community. The originality lies in its holistic approach, considering the interconnected nature of affordability, access to resources, awareness, cultural background, and geographic location. From a policy and institutional standpoint, the findings have practical implications, guiding initiatives to address disparities and foster a more accessible and supportive environment within dance training institutes.

Keywords: dance education; economic factors; engagement; socio-economic dynamics; cultural inclusivity

1. Introduction

Dancing is a universal language that communicates fundamental human feelings across cultures. Dance is a dynamic art form, thus those who want to express themselves through movement must learn it (Subramaniam et al., 2024). However, socioeconomic considerations have persistently affected dance training facility accessibility and engagement, influencing dance community possibilities and challenges (Dias et al., 2022). This study examines the intricate relationships between socioeconomic position and dance training institute attendance. The study aims to analyze the complicated interaction between cost, access to resources, cultural heritage, geographic location, and awareness to understand better the socioeconomic factors that affect dance participation. Dance inspires, incites, and unites communities.

However, whether people may benefit from dance education is complicated (Li et al., 2022). Finances often act as hidden obstacles, allowing access or limiting options. This research examines economic variables and dance instruction enrollment rates. Its main purpose is to determine how financial considerations affect dancers' experiences, objectives, and careers.

Academics and practitioners have extensively examined socioeconomic status and dance involvement. Mang-Benza and Baxter, (2021) have noted how socioeconomic disparity affects arts education, notably dance. These studies help us understand dancers' socioeconomic contexts and emphasize the need for budget-friendly solutions. Douglah (2021) assessed dance teaching resources. Resource availability is strongly correlated with dance instruction participation. Practical resources and economic factors are essential for a complete dance education, according to studies. Butz and Hancock (2019) examine exposure and awareness, supporting dance interest, motivation, and engagement. These studies provide a theoretical foundation for socioeconomic issues that affect dance community involvement and exposure, which impacts individual participation. Wolf and McCoy (2019) say geography and urban-rural divisions impact arts program availability. The empirical research demonstrates that geography and economics impact potential dancers. These empirical data illuminate the complex relationships between socioeconomic position and dance training institute participation.

Economics issues and education involvement have been extensively studied, offering valuable insights for this inquiry. Goldsmith and Kokolakakis (2021) explored how economic disparity influences dance education. The above data show lower-class applicants' difficulties with dancing schools, highlighting a possible issue that needs more investigation. Economic issues impact artists' possibilities and choices (Borowiecki and Dahl, 2021). They also underpin dance community dynamics study and explore resource and economic variables in dance instruction (Dias et al., 2022). The above works demonstrate how studio space, competent instructors, and dance gear affect dance instruction. The outcomes of these studies reveal that, apart from economic issues, it is necessary to investigate practical resources that contribute to a full dance education. Exposure and awareness affect dancing interest, motivation, and engagement, as recently shown. Fuller et al., (2021) examined how exposure to different dance genres and training methods influences dancing motivation. Their study demonstrates that knowledge and exposure strongly impact dance participation. Bovt (2018) also evaluated dance engagement geographically. These studies examine how regional features and urban-rural contrasts impact arts program accessibility. This research seeks to understand how geography and economics interact.

The influence of economic situations on creative activity has been studied extensively, yet important gaps remain. Economic considerations, especially for performers, must be explored further (Dou et al., 2021). Comprehensive reviews of creative genres are useful, but dancing presents distinct obstacles. This study fills this gap by examining how finances impact dance training facility enrollment. Past studies have assessed financial position, resource availability, and knowledge and exposure individually (Goldsmith and Kokolakakis, 2021). These factors and dancing engagement have not been widely examined. To fill a knowledge gap, this study examines how economic issues and other factors impact dance training school

experiences. Previous quantitative research may have ignored dancers' full range and complexity. The study aims to examine the complicated link between economic concerns and dance. This study also aims to examine socioeconomic concerns affecting dance education to fill a knowledge gap. Regional geography and urban-rural inequalities are explored. A complete study is needed to establish how economics and location impact dance training institute enrollment. This research seeks to analyze geography's socioeconomic influence.

This study has significant implications for dance and arts education stakeholders. First, the study empowers prospective dancers by revealing their socioeconomic limits. Understanding how economic factors affect dance education and participation may aid diversity initiatives. This research identifies issues and offers solutions to help educators, politicians, and dance organizations develop more inclusive and supportive environments for people from diverse socioeconomic backgrounds. This research is also significant for bringing diverse cultures into dance teaching. An investigation into economic difficulties and cultural legacy prepares dance training facilities to be more culturally sensitive. Recognizing and appreciating a variety of cultural ideas may help build an inclusive dancing community that reflects the complexity of human experiences. Policymakers might use the study's findings to create dance education standards that promote equality. Policymakers may address inequities and promote dance education equity by recognizing the intricate linkages between socioeconomic status, geographical location, and cultural heritage. This research affects dance schools, instructors, and the arts community. Institutions may prioritize making dance materials available and exposing people to them to foster diversity. Institutions, communities, and governments may work together to make dancing more accessible and supportive. These initiatives address resource shortages and create awareness.

2. Literature review

2.1. Engagement with dance training institutes

Dancers' passion, participation, and experiences at dance training facilities are complex and multifaceted. Thomson (2020) has stressed the role of socioeconomic status on dance training facility availability and participation. Course costs, equipment costs, and contest or performance fees might limit a dancer's commitment. Dance schools' studio space, teachers, and choreography and learning tools also affect student involvement. According to Cameron et al. (2021), resources are essential for a pleasant learning environment that fosters student engagement and skill development. Individual goals are crucial for dance training program participation. Dang et al. (2024) say dancers attend classes for self-expression, health, socialization, and career growth. Dance schools must understand these motivations to design programs and services around students' interests. Cultural history influences people's opinions on dance as a hobby or creative outlet. Cultural factors influence dance genres, training methods, and facility utilization, according to Vassallo et al. (2019). To welcome, promote, and adapt to diverse cultural preferences and opinions, these institutions must demonstrate cultural sensitivity and tolerance. Curriculum, coaching, and corporate culture impact dance training facility utilization. Teaching methods that suit varied learning styles and capabilities are crucial to student engagement and skill development. Miranda et

al. (2023) stress student-centred instruction that lets pupils pursue their interests. Dance training facilities' norms, standards, and principles impact students' experiences and belonging. Kolokytha (2022) underlined the importance of inclusive, caring cultures that appreciate diversity and collaborative environments that support personal and innovative growth. Dance training institution involvement may also depend on geography. Urban places have more dance programs and resources than rural ones, which may lack specialized training. Gara et al., (2018) explored urban-rural dance education gaps and underlined the need for quality dance teaching for everybody. Cultural differences may also impact people's excitement and dedication to dance as a career, affecting their chances of getting accepted into dance schools. To solve these geographical differences, governments, schools, and community partners must collaborate to ensure that everyone can dance. This can be done via high-quality, accessible training.

2.2. Role of economic level

Economic status's complex and significant influence on dance training institution enrollment affects dancers' opportunities, access, and experiences. Income and financial resources affect whether people can pursue their dancing interests through dance training programs. Accessibility varies by socioeconomic background, causing affordability issues. Dias et al. (2022) discovered that low-income households may struggle to afford dance classes, equipment, and competitions. Dance training institute engagement may indicate social standing; those with more money may have more opportunities to improve their skills. Dance training centers provide economic benefits including access to specialized equipment. Individuals' capacity to afford dancewear, footwear, and other vital equipment may affect their dance experience. Zhu and Li (2021) emphasize the need for fair and equal access to dance resources and the challenges low-income dancers face. Insufficient tools can restrict participation, exclusion, and skill development. We need scholarship programs, subsidies, and community efforts to assist people to participate in dance training programs despite economic hardship. Performance and contest participation are affected by economic factors. Low-income persons may struggle with admittance, transportation, and other costs. Mang-Benza and Baxter (2021) emphasize that socioeconomic gaps may hamper dancers' ability to showcase their skills and get attention. Financial constraints may also limit dance performance and contest diversity and community viewpoints. Individuals must identify their economic limits to promote diversity and prevent financial restraints from restricting possibilities. The economy also impacts community growth and success. Dou et al. (2021) examine how scholarships and financial aid enhance dance training and minimize economic obstacles. These projects give low-income dancers financial support to improve and impact the dance community. Dance training programs promote cost and diversity to give socioeconomic groups equal access.

2.3. Role of access to resources

Effective resource use affects dance training institute participation and talent development. These institutions' technical equipment, studio space, competent

instructors, and dance gear greatly impact aspiring dancers' engagement. Parks et al. (2022) study underlines the relevance of well-equipped studios for rehearsals and practical training in fostering creative expression and learning. Lack of studio space may limit people's participation and capacity to progress. Dance schools depend on experienced teachers. Surmeli et al. (2024) emphasize the significance of competent and well-informed educators in directing students, providing meaningful feedback, and establishing a positive learning environment. Skilled teachers affect engagement because they affect technical advancement and creative expression. Academic institutions that prioritize the recruitment and retention of highly skilled instructors boost learning by encouraging dance community participation and growth. Dance training school enrollment rates also depend on dance outfits and equipment availability. Appropriate dancing wear ensures safety, comfort, and professionalism. Shailesh and Judy (2022) stress the necessity of resolving dancewear cost constraints. Not being able to obtain proper apparel may make people feel excluded and less involved. Dance schools might address these issues and encourage diversity by offering affordable dancewear, rental programs, or philanthropic initiatives. Modern dance instruction's emphasis on technical advances has expanded choreography and learning options. Digital platforms, specific dance programs, and video instruction offer new learning tools that boost efficacy. Yoong et al. (2024) examine how dance training uses technology to foster personal growth, creativity, and teamwork. Technology-equipped dance studios accommodate different learning methods, increasing student engagement and proficiency. Dance training schools provide concrete and supporting tools. Inclusive resource allocation prioritizes individual needs, establishing an environment that accommodates a variety of learning styles, skills, and situations. Mah et al. (2023) recommend diversity and inclusion policies in dance training facilities. These rules would ensure fair resource allocation and equal learning opportunities for everybody. Resources affect dance training institution participation, which is linked to education quality, fairness, and inclusion. Resource accessibility advocacy organizations help a vibrant and varied dance community thrive by removing barriers to participation. Technology in the curriculum, scholarship programs, and affordable dancewear can improve dance training schools' inclusion. By addressing these issues, institutions foster significant participation, talent development, and dance fan maturity.

2.4. Role of community and culture

Awareness and familiarity with dance training institutions tend to influence people's investigation, knowledge, and decision to enrol in these educational programs. Awareness is how well people know about dance training facilities, whereas exposure is how they engage with dance education. Dance schools must understand consciousness and visibility to recruit and maintain diverse students. Analyzing how people learn about dance schools might reveal what sparks their interest in dancing. Liu et al. (2018) emphasize the importance of social networks, stating that referrals and informal contact from family, friends, and peers are major information sources. Community meetings, neighbourhood performances, and school activities mould first dancing experiences. These awareness paths reveal how institutions may intentionally

employ community partnerships and outreach to increase their influence and diversity (Bose et al., 2023). Interest and engagement in dance education improve with awareness about dance training institutes. Dhokai et al. (2023) found that persons who have been exposed to dance through various channels are more inclined to join up for dance lessons, seminars, or training programs. Media, including print, web, and TV, shapes opinions and dance interests. Marketing, promotional events, and media ties may help institutions increase exposure and recruit dance students. Educational activities increase awareness and exposure without a doubt. Dance is taught in schools, community centres, and extracurriculars to young children. Millman et al. (2023) state that educational activities aim to raise awareness and promote dance as a physical workout and artistic expression. Dance institutes and academic institutions collaborate to increase exposure, allowing students to enrol in specialized training programs and maybe acquire a lifelong love of dance. Cultural festivals and activities raise dance awareness. Zhao (2022) discovered that cultural events shaped dance forms, practices, and performances. The dynamic mix of dance experiences at these events encourages people from varied cultural backgrounds to discover and enjoy a variety of dance styles. These platforms may let dance training institutions participate in cultural events, increasing their influence, inclusivity, and diversity. After their initial contact with dance training institutes, awareness, and familiarity determine how interested and active people are. Zhu and Li (2021) observed that community engagement and communication maintain interest and awareness. Exhibits, open houses, and community involvement help dance training institutions stay relevant by promoting their programs and encouraging participation.

2.5. Role of cultural background

People choose dancing schools based on their diverse ethnic backgrounds. Personal preferences, habits, beliefs, and cultural history influence dance attitudes and teaching. Dance training institutes must understand cultural heritage to build inclusive environments that recognize and encourage diverse dance views. Cultural history shapes dancers' choices, training techniques, and overall views of dance as a leisure and artistic activity. Cultural history affects dance style choices, according to Darivemula et al. (2021). People from diverse backgrounds might be fascinated by dance traditions with strong cultural links, which signify a profound cultural affinity. By valuing diversity, dance schools can foster an inclusive and intellectually stimulating atmosphere. This setting should accommodate culturally diverse interests and preferences. Individuals' cultural backgrounds can affect their dance training institute preferences. Loo et al. (2019) examine how cultural beliefs and traditions affect dance's instructional usefulness. Dances can be used to tell tales, perform rituals, and celebrate. Dance institutions must grasp these cultural causes to tailor their curriculum to the many reasons people from different cultures try dance. Cultural inheritance also affects dance perception and expression. Chen et al. (2023) examined how culture affects dance movement, interpretation, and emotions. Diversity-focused dance schools foster an inclusive environment that encourages students to express their cultural identities through dance. These institutions respect their members' cultural heritage and help build a vibrant dancing community. Cultural heritage affects the

dance training institute's portrayal as well. Leite et al. (2021) emphasize the need for various ethnic instructors and role models. Representation fosters inclusivity and dance teaching engagement. Teaching staff from varied ethnicities creates a classroom that mirrors the worldwide dance community. Dance schools should teach cultural sensitivity to create an inclusive environment. Recognizing and embracing ethnically significant dance traditions, musical genres, and choreographic methods is required. Du et al. (2023) emphasize the importance of curriculum design that incorporates dancers' diverse cultural expressions. Academic institutions that actively learn and embrace various cultures increase students' awareness and enjoyment of global dance. Understanding collaborative preferences, culturally affected communication styles and interpersonal conventions helps people communicate effectively and politely. Chen et al. (2023) stresses the need to foster collaborative, communicative, and interculturally aware environments. Culturally competent dance schools provide an inclusive environment that values and learns from each dancer's unique perspective.

2.6. Role of geographic location

The accessibility, options, and experiences of dance training institutes depend on geography. Individuals' dancing training options depend on their locality. Urban-rural gaps affect specialist training programs, cultural influences, and dance education environments. City centres often have substantial dance training alternatives. Metropolitan areas feature many dance studios, educational institutions, and cultural groups that offer a variety of events and courses. Urban areas provide many dance resources, allowing students to specialize, study from a variety of instructors, and perform. The many cultural influences in urban areas strengthen the vibrant dance environment, allowing people to experience and enjoy a wide range of dance traditions and creative expressions. Specialist dance training programs may be scarce in remote areas. Previous studies examined rural dancers' challenges, including a lack of dance schools, alternative programs, and professional trainers. Geographical limits may limit access to resources, training opportunities, and a dance community for advanced dance education. Cultural influences in certain locations considerably increase dance education variation. Due to their cultural diversity, cities offer a vast variety of dance genres from throughout the world. Urban dance locations that incorporate different cultures strengthen the learning experience and inspire students to explore and appreciate global dance repertory. However, rural residents may have little cultural exposure, limiting their dancing forms and customs. Rural towns may have diversity issues, but they may build a strong sense of community among their citizens, who can create unique dance forms that reflect their cultural heritage and respect local customs. Geography also affects dance training facilities' availability and accessibility. Metropolitan dance venues have more visibility and marketing options due to their larger population density and diversified cultural offerings.

3. Methods

3.1. Participants

This qualitative research selected Chinese students and teachers carefully to

reflect a diversity of dance community viewpoints (**Table 1**). A wide range of experiences was included to ensure a full examination of dance training institute engagement. Purposive sampling was used to choose participants from social media, dancing forums, and local dance studios. Beginners and experts in dance training institutes were prioritized. Numerous precautions were made to ensure age, ethnic, regional, and dance style diversity. Students and teachers in dance training programs were included in the study. Students and teachers of different ages and abilities attended, providing a broad view of dance training facilities. Dancing institutes asked teachers with different teaching and dancing backgrounds to share their student engagement and learning strategies. Exclusion criteria were narrowed to reflect the dancing community fully. Dancers without expertise were barred. To reflect China's dance community's variety, the study's findings were adjusted to avoid the overrepresentation of any demographic group.

Table 1. Profile of participants.

Participant ID	Gender	Age	Geographic location	Level of engagement
P001	Female	28	Urban	Advanced
P002	Male	35	Rural	Intermediate
P003	Female	20	Urban	Beginner
P004	Female	40	Urban	Advanced
P005	Male	32	Rural	Intermediate
P006	Female	25	Urban	Beginner
P007	Male	45	Rural	Advanced
P008	Male	22	Urban	Intermediate
P009	Female	30	Urban	Advanced
P010	Male	28	Rural	Beginner
P011	Female	38	Urban	Intermediate
P012	Male	23	Urban	Beginner
P013	Female	27	Rural	Advanced

3.2. Data collection

Semi-structured interviews were conducted to investigate participants' dance training institution experiences thoroughly. Interviews were carefully prepared to include cultural heritage, geographic location, resource accessibility, knowledge and exposure, and economic effects (**Table 2**). The participants' interests and locations determined whether they were interviewed in person or by video conference. Due to its unstructured and conversational approach, semi-structured interviews allowed participants' experiences and perspectives to be fully explored. By spending 45–60 minutes on each interview, participants' dance instruction journeys were fully explored. The interview guide encouraged participants to express their dance training institution experiences, problems, and triumphs in open-ended questions. Based on study aims and academic literature, these questions were created. The interviews probed crucial issues with careful inquiry. Data saturation indicated that more interviews were unlikely to yield new insights. By ending interviews at saturation, the research was rigorous and beneficial in obtaining varied opinions and making data collection

efficient. The iterative and reflective interview style allowed participants to revisit their experiences and contribute new perspectives. This helped clarify what factors affect dance training institution participation. Participant-focused in-depth inquiries and conversations were utilized to collect data on all elements of their engagement in China’s active dance community.

Table 2. Interview guidelines.

Variable	Interview questions
Economic level	<ol style="list-style-type: none"> 1. Can you describe any financial considerations that influenced your decision to engage with a dance training institute? 2. How do you perceive the affordability of dance classes and related expenses? 3. Have you faced any financial barriers that impacted your participation in competitions or performances?
Access to resources	<ol style="list-style-type: none"> 1. What resources, such as studio space or trained instructors, do you find essential for a positive dance training experience? 2. How has the availability of dancewear and equipment influenced your engagement with dance training institutes? 3. In your opinion, how do technological tools for learning and choreography enhance or hinder your dance education experience?
Awareness and exposure	<ol style="list-style-type: none"> 1. How did you first become aware of dance training institutes? 2. Can you describe the role of social networks, media, or community events in shaping your awareness of dance opportunities? 3. How has exposure to different dance styles and traditions influenced your interest in engaging with training institutes?
Cultural background	<ol style="list-style-type: none"> 1. How does your cultural background influence your preferences for specific dance styles or training methods? 2. In what ways does your cultural identity impact your attitudes towards dance as an art form or recreational activity? 3. Can you share any experiences where your cultural background played a role in your engagement with dance training?
Geographic location	<ol style="list-style-type: none"> 1. How has your geographic location affected your access to dance training institutes? 2. What differences do you perceive in dance opportunities between urban and rural areas? 3. In what ways does the cultural environment of your location contribute to your engagement with dance training?

3.3. Data analysis

The three-step thematic analysis method identified recurrent themes, patterns, and links in the huge semi-structured interview collection. The study examined the numerous factors that influence dance training facility participation. Transcribing and evaluating interview material introduced the study team to the data. This method helped researchers understand participants’ stories and identify patterns and themes. The different participant perspectives were thoroughly evaluated through regular team meetings to debate and compare codes. Codes were sorted into initial topics in the second stage to identify data trends and themes. Themes have to be compared and revised throughout the process to reflect the participants’ various perspectives. Debate and iterations helped build a solid thematic foundation. The third phase created a thematic framework to synthesize the investigation’s primary findings. Themes were carefully selected, refined, and organized to form a tale. The iterative process improved theme analysis validity and reliability via thought, debate, and improvement. Cross-referencing codes and themes and comparing and triangulating data helped the

researchers understand the dataset consistently. The study team tried to represent the dataset's many perspectives via theme analysis—the inclusion of diverse backgrounds, involvement levels, and experiences enriched and deepened the emergent themes. Peer debriefings debated and confirmed theme interpretations, encouraging collaborative and introspective data processing. Reflexivity helped reduce biases and improve study rigour. To ensure impartiality, researchers discussed their prejudices and perspectives in reflective interactions. Differences in topic classification or identification were resolved by debate and consensus within the study team. The topic analysis sought to explain dance training facility enrollment determinants in detail. The study examined the complex interplay of economic, cultural, geographical, and resource-related factors that affect Chinese dance instruction's changing field using a methodical and repeated approach.

4. Results

The study examines the link between socioeconomic status and dance training facility participation. Financial variables, resource availability, cultural history, and geographical location all affect our knowledge of socioeconomic status and dance community engagement. This extensive study analyzes how these factors affect dance training institution participation. The next sections will thoroughly analyze the data to determine how financial factors affect participation. This will illuminate the issues, solutions, and larger implications for inclusive dance education. The research shows that economic considerations filter other factors, exposing a complex network of events that shape dance training school students' educational pathways.

4.1. Economic level influences engagement with dance training institutes

P002 agrees with the statement that financial constraints impact dance course costs. In addition to coaching, P008 assessed wardrobe and other needs. Participants discussed how money affects dance community decisions in a lengthy discussion. P002 said isolated communities may not be able to afford expert lectures or training. This idea promoted inclusive dance training to overcome economic constraints. Economics affects class dance contests and performance attendance. P011 shows how dress, transportation, and entry costs affect performers' decisions. The tales show dancing platforms may be financially constrained. P006 noted how money impacts performance attendance. Economic difficulties may discourage dancers and limit their expression. Goldsmith and Kokolakis (2021) discovered that financial constraints may limit performance participation, emphasizing dance art's economic importance. The study validated the claim that finances inhibit dance teaching. Participant P002 acknowledged financial restrictions may limit dance classes. Its significance to dance teaching studies reveals its endurance and potential. Mang-Benza and Baxter (2021) noted that finances impact performance and contest participation. The cases of P011 and P006 revealed how economic concerns affect all dance community engagement. After hearing about economic issues via storytelling, participants adapted. P004 sponsored scholarships and activities to reduce access gaps. Dance training institutes should aggressively reduce the economic gap and create possibilities for the impoverished, according to this perspective. P010 underlined the need for honest

dance school pricing.

4.2. Access to resources influences the relationship between economic level and engagement with dance training institutes

Participant P003, stressed resource availability at dance training institutes. P003 stressed the necessity of having dedicated studio space and experienced instructors. However, economic variables can affect resource availability. Some may afford specialty studios or private training, while others must make do. P007 said: “Rural areas have little resources. Economic constraints may limit access to qualified teachers and facilities”. Dance training is challenging without urban tools. Participants also examined how socioeconomic status impacts dance clothing, technical equipment, and performance and training materials. P009, remarked, “Certain individuals may find the expense of dance attire and specialized gear to be beyond their means”. Cost may preclude buying expensive dancewear or employing technology for customized practice and choreography. Technology enhances learning but is too expensive for everyone, said P012. Economic constraints may limit online seminars, video lectures, and dance software, limiting skill development. Economic difficulties affect resource availability outside of direct dance training, underlining the necessity to recognize economic factors that affect participation. The socioeconomic status and dance apparel and equipment accessibility may hinder low-income dancers. P009 and P012’s stories verified this study’s findings on economic restrictions affecting dance resource accessibility. Economic limits limit resource access, causing problems. According to P005, “In remote areas, specialized training programs and high-quality dancewear are harder to find”. Economic constraints may limit resource access. P011 suggested various solutions: “To increase the availability of resources, dance institutions should consider providing subsidized dancewear or forming partnerships with local studios”. Preventive interventions can yield significant results, and cost should not limit performance.

4.3. Awareness and exposure influence the relationship between economic level and engagement with dance training institutes

Participants shared their various experiences and stressed the need-to-know dance training facilities to improve their engagement. P004 stressed about “awareness”. People must know their dance business possibilities. Economic constraints can limit exposure, especially in places with minimal information availability. P008 agreed that exposure to many dance genres and training programs shapes an individual’s dancing preference. However, economic circumstances can limit access to these opportunities”. Limited exposure may deter individuals from exploring dance education”. Awareness and exposure were acknowledged as crucial to dance teaching interest and engagement. After learning about several genres through community participation and media exposure, P010 became passionate about dancing. Due to minimal childhood dance experience, his interest was sparked. However, money restrictions prevented him from actively participating in training programs. P013 said, “My inclinations were shaped by my familiarity with dance customs and genres from diverse nations”. Budgetary restrictions limit her participation in seminars

and specialist training programs. The tales showed how economic considerations affect people's dance training program interest and participation. The study verified that exposure and awareness influence creative endeavours. Du et al. (2023) indicate that economic factors may limit exposure to arts alternatives like dance training. The study expected that restricted access, especially in poorer places, would explain creative participation discrepancies. This discovery matches the present research participants' accounts. Participants acknowledged the issues of budgetary constraints and lack of information and experience. P005 said that economic factors limit opportunities in remote areas with few dance types and events. Finding one's dancing specialty might be difficult. P011 suggested, "Enhancing visibility can be achieved through partnerships among dance institutions, media outlets, and community organizations". Economic concerns should not hamper dance events and instruction marketing. Strategic alliances may bridge gaps and increase knowledge availability.

4.4. Cultural background influences the relationship between economic level and engagement with dance training institutes

Participants' views on how culture affects dance genres and training techniques varied. P006 said, "An individual's cultural background exerts influence over their preferred style of dance. My early exposure to cultural customs sparked my interest in traditional dance methods, which needed training". P009, said, "The cultural milieu in which a person grows up not only influences their preferred artistic styles but also determines the training methods that are suitable". Economic issues may affect culturally appropriate training, which can affect diversity involvement. These examples showed how economic and cultural variables influence dancing genres and training techniques. Cultural history has affected people's attitudes and motivations for dancing, whether recreational or artistic. P012 said his culture views dancing as a frivolous activity. This cultural perspective shapes his engagement, while economic restrictions limit his dance instruction time and money. P005 concurred that cultural attitudes regarding dance affect the perceived value of systematic teaching and the desire to dance. Economic considerations can foster or hinder goal alignment. The reports showed the intricate relationship between social class, cultural tradition, and dancing reasons. This study confirms Chen et al.'s (2023) results on cultural context and dancing preferences and attitudes. Butz and Hancock (2019) noted that cultural factors might shape how people view dancing as a leisure or artistic activity. This matches the research participants' statements. The study found that economic difficulties may affect cultural heritage and creative activity and training. This supports the study's main goal of investigating how economic class and culture affect dance teaching. Participants observed dancing activity economic and cultural convergence issues. P010 said, "Specific cultural environments may provide limited support or understanding for the pursuit of dance as a profession". Financial constraints may prevent people from completely committing to their work. P013 said, "Implementing cultural awareness programs in dance organizations helps to bridge the gap". Recognizing and valuing many cultures may make academic institutions more inclusive. By helping financially strapped people, accessibility can be improved.

4.5. Geographic location influences the relationship between economic level and engagement with dance training institutes

Participants noticed differences in dance training accessibility across locales. P002, said rural areas lack specialized training programs and well-equipped studios. “These problems are worsened by economic factors, which limit the extent to which people living in these areas can participate”. Metropolitan regions provide more alternatives, according to P008. Budget restrictions may prevent an individual from enrolling in prestigious training programs or taking classes at renowned studios. Regional norms and culture affect dance participation. As stated by P011, female performers believe that urban areas provide many cultures, making it simpler to explore diverse dance forms. Conversely, economic restrictions may prevent the research of rural dance cultures. P006 said regional cultural factors might affect dance exposure. Economic considerations restrict participation in regional dances. These instances showed how economic, cultural, and geographical issues affect dancing choices. Dhoki et al.’s (2023) study on how geography affects arts education confirmed the prior findings. Smith and Johnson noted that isolated people may have trouble accessing various arts programs. This discovery matches the research participants’ stories. Zhao (2022) examined how cultural involvement in the arts affects economic inequity in different regions. According to their research, metropolitan residents may have more participation opportunities, but economic worries may still deter them. This confirmed the participants’ views and highlighted the necessity to include economic and geographical factors while studying dance engagement. Participants worried about how geography impacts engagement, especially financially. P009 said that rural areas’ lack of metropolis dancing venues may cause loneliness. Economic restrictions make it harder for people to dance. P013 recommended virtual dance instruction platforms to circumvent geographical barriers. It streamlines educational resource distribution and fosters rural fellowship. Scholarships for financially disadvantaged people can also encourage inclusivity.

5. Discussion

The delicate link between social position, dance training, and resource accessibility is discussed. This study illuminates the numerous dynamics that determine dance education attendance, supporting academic studies. The study’s main conclusions and scholarly disputes are summarized below. The study found that economic considerations greatly affected dance training facility enrollment. Financial variables, contests and performances, resources, cultural awareness, geography, and knowledge impact dance education involvement. Due to the complex relationships between economic issues and dancers’ lives, a complete study is needed. Loo et al. (2019) discovered that economic considerations greatly impact dance education availability by drawing parallels with previous research. Research participants’ perceptions of class fees and how they affect competitions and performances support the idea that financial restrictions significantly impact dance participation. Participants’ challenges and responses illuminate dance education’s fiscal constraints. Research on how resources impact socioeconomic status and dance training institute enrollment is significant (Zhu and Li, 2021). The study found that a shortage of studio space, skilled

teachers, dancewear, and technology may limit people from fully engaging in dance lessons. The stories highlighted how resource availability affects the experience in subtle ways. Mang-Benza and Baxter (2021) found comparable wealth disparities in dance material accessibility. Participants’ skill improvement and engagement remarks help explain the complex relationship between economic difficulties and dance education resources. Participants’ worries show dance education institutions’ limited resources’ practicality. Scholarships, clear pricing, and joint resource accessibility reduce economic inequality and promote inclusion.

Understanding the relationship between socioeconomic position and dance training facility attendance requires knowledge and expertise, according to research. Participants stressed the need for exposure to a variety of dance genres and training to encourage involvement. Participants’ descriptions, especially those of curiosity and motivation, match previous studies and demonstrate how economic circumstances impact dance exposure. According to guidelines for overcoming financial barriers to arts engagement, financial aid and collaboration helped participants increase awareness. This study examines how socioeconomic class and culture impact dance training enrollment. The participants’ tales showed how culture affects dancers’ choices, intents, and attitudes. These findings support the previous study on how cultural history impacts people’s views of dance as a creative or leisure activity. The participants’ data shows how cultural attitudes and economic situations affect dance community involvement, who studied cultural involvement in the arts and economic disparity, found that participants’ cultural norms and dance attitudes were impediments. Financial assistance and cultural sensitivity programs are proposed coping techniques that align with the current discourse on dance education facilities’ inclusive and culturally sensitive environments. This study analyzes how location affects socioeconomic position and dance training institute attendance. Participants reported uneven opportunities across urban and rural locations and regional dance styles. Participants’ narratives, especially about cultural past and local customs, show how location impacts economic aspects. The recommended coping methods, such as using online platforms to overcome regional disparities, address cultural participation gaps. The study suggests considering economics and location while trying to boost dance training facility enrollment (**Figure 1**).

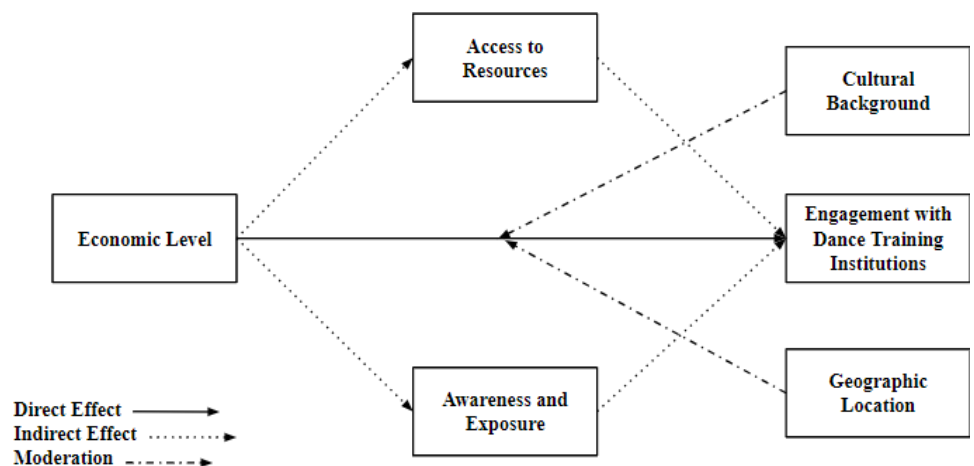


Figure 1. Proposed framework.

6. Conclusion

This study reveals that financial restrictions, resource availability, cultural background, and geography confound socioeconomic status and dance training school enrollment. Economic considerations greatly impact engagement in dance classes and other activities, according to the study. Studio space, qualified trainers, dancing clothing, and technology were difficult to get. These findings complement previous studies that showed socioeconomic status may alter resource availability. Research shows that resource accessibility modulates the socioeconomic status-dance training connection. Yoong et al. (2024) said limited finances made dancing tough for some. Scholarships and cooperatives can help dance groups cope with economic inequity and diversity. Awareness and exposure affect involvement. Exposure to numerous dance forms and training alternatives boosted passion and ambition, participants indicated. The practical repercussions of economic disparity include restricted exposure in certain economic situations, and driving accessibility measures. The study found that cultural background greatly affected dancing choices, reasons, and attitudes. Cultural impacts on engagement were stressed by the interviewees, supporting Butz and Hancock (2019) results on cultural heritage and dance preferences. Dance training institutes must use a well-informed strategy that considers several cultural perspectives due to cultural expectations problems. Inequality in opportunity and regional dance traditions compounded the relationship between socioeconomic status and participation. Digital platforms as coping mechanisms show how technology may foster inclusion in numerous locations. This research sheds light on the complex dance community and emphasizes the need to integrate economic, cultural, and geographical factors to make dance education more accessible.

6.1. Implications

6.1.1. Theoretical implications

This research advances dance instruction, social dynamics, and cultural studies theory. This research illuminates the intricate relationships between socioeconomic position and dance training institutions, improving theoretical frameworks that aim to explain socioeconomic variables in the arts. This study challenges established views and shows how economic issues impact dance community experiences, contributing to the topic of making dance education more accessible. The study explores theoretical ideas of how cultural heritage, geography, and resources affect dance teacher engagement. Examining how cultural factors affect dancers' choices, motives, and attitudes might help explain cultural dynamics in the arts. The theoretical framework also includes spatial inequalities, focusing on how urban-rural boundaries and regional dance traditions affect participation. This study acknowledges the interconnection of economic, cultural, and geographical factors on dancers' paths, contributing to theoretical frameworks.

6.1.2. Practical implications

The study's practical findings affect dance education institutions, legislators, and teachers. Financial hurdles and their impact on access to possibilities underscore the need for specific approaches to improve dance education's financial sustainability.

Community participation projects, scholarship programs, and open price structures can help aspiring dancers from different socioeconomic backgrounds join more training programs. The research also analyzes resource availability and its practical effects on dance institutions. Understanding the value of well-equipped studios, knowledgeable teachers, and technology resources, universities should take proactive steps to promote resource accessibility. Participants suggested that institution-community cooperation may establish a supportive environment that addresses resource limitations and promotes inclusive learning. The findings on awareness and exposure also affect marketing and educational communication tactics. Focused awareness efforts can help dance groups reach newcomers. Fundraising, community participation, and educational collaborations may boost dance schools' visibility and diversity. Cultural heritage and cultural sensitivity in dance training are highlighted by the study. Cultural awareness campaigns and incorporating different dance styles into schools may help create an inclusive, respectful environment. These statistics might help policymakers promote dance education diversity and inclusivity. The study on geographical location also emphasizes the necessity for technology in online dance instruction platforms. Dance schools may reach more people by teaching in rural regions. The adaptable approaches used by the participants demonstrate how technology may transcend geographical limits and increase inclusivity.

6.1.3. Limitations

This study provided valuable insights, but its many constraints limit its applicability. Semi-structured interviews make the study qualitative, therefore subjectivity is inevitable. Qualitative research provides valuable insights, but its interpretive nature may limit its applicability. The incredibly tiny sample size, consisting of only one site, may not fully represent the dance community's diverse experiences. Expanding study findings beyond participants takes careful consideration. Cross-sectional studies only record participants' experiences at a given moment, which is another drawback. Dance is always evolving due to social, personal, and organizational developments. The temporal linkages between economic forces and other variables can be better understood using a longitudinal approach. The research focused on dance teachers' and students' perspectives, ignoring institutional or systemic factors that contribute to the complicated link between socioeconomic status and dance involvement. The research's focus on urban and suburban settings may limit its application to rural or culturally diverse locations. Rural residents' unique challenges and opportunities may not be captured by an urban-centric perspective. Thus, the study's findings must be understood in light of their socio-cultural context.

6.1.4. Future research

Building on this study's foundation, more research is needed. A more diverse participant cohort from different economic, regional, and cultural origins is needed to increase the study's external validity. Analyzing several socioeconomic factors can help us understand the complicated dance community. An extended longitudinal study of individuals' developmental trajectories would reveal the dynamic association between socioeconomic status and dance training facility membership. A longitudinal method may reveal how people handle economic issues or opportunities. This will help us understand how socioeconomic concerns affect dance participation over time.

Future studies might examine the structural and institutional factors that cause income imbalance in dance schools. Dance organizations' policies, practices, and structures can reveal how they affect economic issues. Understanding the institutional context may help build fair and inclusive dance education environments. To determine how technology changes dance involvement, further research is needed. The study showed that internet platforms may transcend geography. However, studying technology-assisted dance training's usefulness, challenges, and results may provide important insights. Understanding how technology, economy, culture, and location affect dance education may assist design inclusive learning platforms. Finally, future research may examine socioeconomic links. An analysis of how socioeconomic status, gender, ethnicity, and educational accomplishment affect dance participation would help understand the challenges and opportunities faced by different groups. An intersectional approach can help dancing subgroups get personalized treatments.

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