

GUIDELINES TO ENHANCE TEACHERS' SATISFACTION WITH  
THE MANAGEMENT DANCE MAJOR OF  
UNIVERSITY IN SHANDONG

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A thesis submitted in partial fulfillment of the requirements  
for the Degree of Doctor of Philosophy Program in Educational Administration  
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Thesis Title Guidelines to enhance teachers' satisfaction with the management  
dance major of university in Shandong

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### ABSTRACT

The objectives of this research were: 1) To study the current situation to enhance the teachers satisfaction with the management dance major of university in Shandong. 2) To develop guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong. 3) To evaluate the adaptability and feasibility of guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong. The sample group of this research was 212 teachers. The Interview group was 9 teachers in Shandong and the evaluate 9 experts from university in Shandong. Research instruments include: questionnaire, semi-structured interview, evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were: the current situation to enhance the teachers satisfaction with the management dance major of university in Shandong was at medium level, guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong in four aspects, which contain 20 articles, there are 5 guidelines for Provide Academic Guidance, 5 guidelines for Create Research Opportunities, 5 guidelines for Expand Academic Resources, and 5 guidelines for Construction Facilities and Resources, adaptability and feasibility of guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong in four aspects were at high level.

**Keywords:** guidelines to enhance satisfaction, dance majors, university of Shandong

ชื่อเรื่อง	แนวทางการเสริมสร้างความพึงพอใจของครูต่อการบริหาร ของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง
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ปีการศึกษา	2566

### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันการเสริมสร้างความพึงพอใจของครูต่อการบริหารของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง 2) เพื่อพัฒนาแนวทางการเสริมสร้างความพึงพอใจของครูต่อการบริหารของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง และ 3) เพื่อประเมินแนวทางการเสริมสร้างความพึงพอใจของครูต่อการบริหารของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูผู้สอน รวมทั้งสิ้น 212 คน ผู้ให้สัมภาษณ์เป็นอาจารย์ในเมืองขางตง จำนวน 9 คน และผู้เชี่ยวชาญประเมินแนวทางเป็นผู้ทรงคุณวุฒิในเมืองขางตง จำนวน 9 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า สภาพปัจจุบันการเสริมสร้างความพึงพอใจของครูต่อการบริหารของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง โดยรวมอยู่ในระดับปานกลาง แนวทางการเสริมสร้างความพึงพอใจของครูต่อการบริหารของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง ทั้ง 4 ด้าน รวม 20 แนวทาง ประกอบด้วย ด้านการแนะแนวทางวิชาการ 5 แนวทาง ด้านแนวทางการสร้างโอกาสทางการวิจัย 5 แนวทาง ด้านการขยายแหล่งวิชาการ 5 แนวทาง และด้านการก่อสร้างสิ่งอำนวยความสะดวกและทรัพยากร 5 แนวทาง และ ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการเสริมสร้างความพึงพอใจของครูต่อการบริหารของสาขาการเดินร่ำของมหาวิทยาลัยในเมืองขางตง ทั้ง 4 ด้านอยู่ในระดับมาก

**คำสำคัญ:** แนวทางการเสริมสร้างความพึงพอใจ สาขาการเดินร่ำ มหาวิทยาลัยในเมืองขางตง

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# Chapter 1

## Introduction

### Rationale

Starting from the in-depth mechanism of education management, based on the ontology of dance, using the methodology of management, sociology, pedagogy, and dance to reveal the basic principles of management dance major in universities and to explore how to use the philosophy of leadership in dance art Gene. The artistic rules and composition methods of dance in the management and operation of universities are sorted out and summarized. Finally, a systematic framework of the essential management theory for dance majors is constructed.

Studying the satisfaction of dance performance teachers with management that the standardized management model of dance majors meets the current educational and teaching needs is an effective way to improve the teaching efficiency of dance majors. A professional institutionalized management model can solve problems such as the need for dance theory courses, the imperfect professional system, and the imperfect management team. The following is a preliminary exploration of the strategy of perfecting the institutionalized management model of the dance profession based on the various materials summarized and consulted by the author through observation and research. Faced with the objective reality of higher education information networking, globalization, university enrollment expansion, diversification of student employment methods, and educational structure adjustments, many new Chinese dance education and teaching topics continue to emerge.

To adapt to the requirements of educational technology progress and economic development in the new century for talent training, as dance teaching managers, how to adjust management concepts, education and teaching methods, management models, and talent training are in front of us. Throughout the development history of university management, from experience management to

scientific management, every development of school education needs to be based on management innovation.

Teachers are not only the key elements to maintain and promote the sustainable development of universities but also affect the organizational behavior preferences and governance behaviors of universities. Teachers are the subject, object, and participant of higher education, and they are also the embodiment of the achievements of higher education. Teachers have a significant say in the higher education they receive and experience. Satisfaction is a direct and essential index group reflecting their participation in higher education, and it is the inevitable result of their involvement in the higher education process as subjects and educational objects. Student satisfaction is a critical evaluation index for universities to judge the degree of realization of their teaching functions, and it provides information resources and directional guidance with practical value for optimizing the teaching environment of universities.

Liu Lin. (2022). president of the China Private Education Association, pointed out that private universities should show new achievements in the new era and new journey and write a new chapter in developing private schools in the process of running education that satisfies the people. According to statistics, there are currently 64 privately-run universities in China, and privately-run general and vocational university teachers account for 24.19% of the national general and vocational university teachers. Private universities are highly dependent on tuition income compared to public universities. Teachers enroll at "full cost." As consumers, they are eager for high-quality education, expect more significant value-added, and are willing to pay a higher price. Therefore, their satisfaction with the learning process and learning results are of great significance to the healthy development of private universities. This study draws on the "expectation-actual effect" model in the theory of customer satisfaction, tries to construct a theoretical model and analysis framework of student satisfaction in private universities, and evaluates the degree of realization of Teachers' expectations, the perception of ability and emotion acquisition, the perception of learning and life, and student satisfaction. , analyzing the current situation of student satisfaction in private universities and its influencing

factors and mechanisms to provide a reference for enhance education, teaching, and management in private universities.

Today, when the information industry has become the primary industry, the networking, and globalization of information will inevitably lead to the modernization of dance teaching methods and methods and the continuous updating of course content, thereby affecting the dance teaching process and talent training mode, as well as dance management. Higher requirements are also put forward for the mastery of subject knowledge structure and modern educational technology. In addition, the expansion of the enrollment scale of dance schools, the diversification of student employment methods, and the adjustment of economic and industrial structures all require changes in the talent training model and education management model, especially in professional schools that focus on dance education, dance education, and teaching. Management must change from a highly planned and unified operating mechanism and model to a more open and flexible one conducive to cultivating innovative talents. The dance education system, education model, and teaching methods will not change. In the context of economic globalization, we can only produce some dance art craftsmen who follow the rules, and it isn't easy to enter the forefront of social trends. Therefore, accelerating the innovation of dance management and building an open, efficient, harmonious, and free teaching model has become urgent for the current reform of Chinese dance education and teaching.

First, adopting a more professional and scientific management method is necessary, combined with the three characteristics of the current dance professional institutionalized management model: prominent process, focus on efficiency, unity of power and responsibility, and continuous revision and improvement in practice. Secondly, we must also pay attention to the construction of the management team, attract outstanding talents to join within a specific range, continuously improve the management experience level of the entire team, form a professional management network, and conduct information exchange promptly. Finally, according to the current situation of the dance professional management system and standardized model, formulate professional management norms, meet the actual requirements,

implement details, strictly enforce, be fair and open, and adapt to the current situation of the dance professional institutionalized management model. Make appropriate updates and adjustments. Guided by scientific methods and based on practice, it is possible to improve the effect of the standardized management model of the dance profession.

In dance, management is neither a theoretical system that can be applied nor a shortcut for speculation and profit. Still, service-oriented management changes the quality concept of dance products and further improves the overall quality of products. In a broad sense, the service objects of the management of the dance major can be Teacher, audiences, dance teachers, and creators. The dance products corresponding here are not limited to artistic creation but radiate to the management practice with dance-related affairs as the main object.

The management model explored through long-term dance education and teaching is relatively standardized and orderly and has positively cultivated talents. However, from the perspective of dance education and teaching reform, due to various reasons, it also needs to be improved the effective operating mechanism, environment, and atmosphere of innovative education.

The purpose of this study is to measure the satisfaction of Teacher in private universities and to explore its influencing factors. According to the "expectation-actual effect" model and considering the particular circumstances of private universities, Teacher' expected realization degree, ability, and emotional acquisition perception, learning, and life are designed. Perception and student satisfaction are four variables. The degree of realization of Teacher' expectations refers to the degree to which individual Teacher believe that education and training activities in universities can promote their knowledge, ability, and quality and then meet their expectations for educational activities. The perception of power and emotional acquisition refers to the feelings and evaluations of Teacher' self-ability growth and emotional investment when they receive higher education services. Learning and life perception relate to the senses and evaluations about learning and life Teacher produce when receiving higher education services. Student satisfaction is

the difference between student expectations and educational service effectiveness. Student loyalty and student complaints are two states of student satisfaction.

Regarding student expectations or expectations, some researchers believe that student expectations are factors that are difficult to adjust, and variable performance is the most influential factor in satisfaction in educational settings; other researchers believe that the more difficult it is to evaluate the quality of educational services, Expectations have a more significant impact on satisfaction formation. Studies have found that the effects of expectations are both direct and indirect, that is, through perceived quality. Therefore, it is still being determined whether this variable affects the formation of student satisfaction, and it is challenging to decide on the nature of this effect. To explore the formation process and influencing mechanism of student satisfaction in private universities, this study takes the degree of student expectation realization as one of the influencing factors. It explains its influencing mechanism through subsequent empirical analysis.

### **Research Questions**

1. What is the current situation to enhance the teachers satisfaction with the management dance major of university in Shandong.
2. How to guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong.
3. How to evaluate the adaptability and feasibility of guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong.

### **Objectives**

1. To study the current situation to enhance the teachers satisfaction with the management dance major of university in Shandong.
2. To develop guidelines to enhance the teachers' satisfaction with the management dance major of university in Shandong.
3. To evaluate the adaptability and feasibility of guidelines tor enhance the teachers satisfaction with the management dance major of university in Shandong.

## Scope of the Research

### Population and the Sample Group

#### Population

The population were 11 universities that ranked in high-level of Shandong, a total 479 administrators and dance teachers. (Shandong University Ratings, 2023).

#### The Sample Group

The sample group were according to the Krejcie and Morgan sampling table (1970), the sample group of this research was 212 administrators and teachers from 11 universities in Shandong. By using proportion random sampling and sampling random sample methods.

#### Interviewees

The interviewees of this research was 11 administrators and dance teachers of universities in Shandong. The qualification of interviewees were: 1) have a master's degree or higher, 2) have been working in universities for more than ten years; 3) they are middle-level and above administration who expertise in dance, 4) the academic title is associate professor or above.

#### Evaluation Expert

The evaluation expert of this research was 11 exports from 11 universities. The qualification of expert were: 1) More than 15 years of working experience in universities, 2) senior leaders, 3) administrators and teachers with senior titles.

### The Variable

According to analyzed and refined the relevant documents, concepts. The researchers selected the corresponding factors according to the standard as the research framework. The researchers selected factors with a frequency of 4 or more, including 4 factors as follows:

#### Variable

- 1) Academic Guidance
- 2) Research Opportunities

3) Academic Resources

4) Facilities and Resources

#### Contents

This study is a survey of satisfaction conducted at the Dance Performance Department of university, located in Shandong Province, China.

### Advantages

1. It helps to reveal the problems, needs, and challenges faced by teachers under the current situation, so as to provide a strong basis for formulating improvement policies.

2. It helps to establish a positive cooperative relationship. This cooperative relationship helps get the active support and participation of teachers when formulating the improvement policy.

3. Determine the specific aspects that need to be improved, so as to formulate guidelines that are more practical and can meet the needs of teachers.

### Definition of Terms

**1. Satisfaction with the Management** refers to the degree of contentment, approval, or fulfillment individuals or groups experience in relation to the way an organization, institution, or entity is governed, directed, and overseen. It focuses specifically on people's perceptions and feelings regarding the effectiveness, fairness, communication, and responsiveness of the managerial practices and decisions within that entity. This concept delves into how well individuals or groups perceive the leadership, coordination, and decision-making processes of the management. It takes into account factors such as clear communication, transparency, accountability, and the alignment of management's actions with the interests and needs of stakeholders. When assessing "satisfaction with the management," researchers often consider various dimensions, including how well the management addresses concerns, provides support, promotes a conducive environment, and ensures effective operations. This measurement helps provide insights into the overall perception of how well the entity is being guided and directed, and it influences individuals' overall



feelings about their experiences within the organization. Evaluating satisfaction with management is crucial for identifying areas of improvement, enhancing organizational effectiveness, and ensuring stakeholder contentment.

**2. Academic Guidance** refers to the support and guidance provided by universities or educational institutions for dance teachers to help them succeed in teaching, research and career development. This guidance aims to promote the academic growth of teachers, improve the quality of teaching, and help them exert greater influence and creativity in the field of dance education. Academic guidance is an important concern in the satisfaction survey of dance professional teachers, because teachers face various challenges and needs in the process of education. The following is some aspects of academic guidance in this context:

**3. Research Opportunities** refer to opportunities for participating research activities, projects and cooperation provided by teachers. These opportunities can cover basic research to application research, aiming to promote the academic and professional development of teachers in the field of dance education. Research opportunities are one of the important ways for teachers to expand their knowledge, enhance skills, accumulate experience, and get influence in the academic community. In the survey of dance professional teachers, research opportunities can have the following aspects:

**4. Academic Resources** refer to the various support and materials required for teachers when teaching, research and professional development. These resources include various tools, information, facilities, and human resources provided by educational institutions to teachers to help them carry out academic work and achieve success. In the survey of satisfactory dance teachers, academic resources may include the following aspects:

**5. Facilities and Resources** refers to the various physical facilities, technical equipment, information resources, and human resources required for teachers when conducting teaching, research and creative activities. These facilities and resources are designed to support the academic and professional development of teachers, and provide them with an innovative and efficient working environment. In the

survey of satisfaction of dance teachers, facilities and resources can include the following aspects:

**6. Dance Major** refers to an academic program or course of study offered at a university that focuses on the art and discipline of dance. Students who pursue a dance major are immersed in various aspects of dance, including technical training, choreography, performance, dance history, theory, and sometimes related subjects like anatomy or kinesiology. The goal of a dance major is to provide students with a comprehensive understanding of dance as a performing art, preparing them for careers in dance performance, choreography, teaching, dance therapy, arts administration, and related fields. Depending on the institution, a dance major may lead to a Bachelor of Fine Arts (BFA), Bachelor of Arts (BA), or another related degree.

**7. University of Shandong** refers to several universities located in the Shandong province of China. Shandong is a province with a rich history and several prominent universities. The Shandong university in this article is a university providing dance performance courses in Shandong Province, China. These universities provide students with the opportunity to develop and cultivate development in the field of dance, covering dance skills, choreography, performances, dance history, theory and other aspects. These universities' dance performances usually provide students with rich stage performance opportunities, cultivate their skills, artistic perception, and theoretical knowledge, and prepare for the future career development of the dance field.

## Research Framework

The research framework of this paper is shown in Figure 1.1

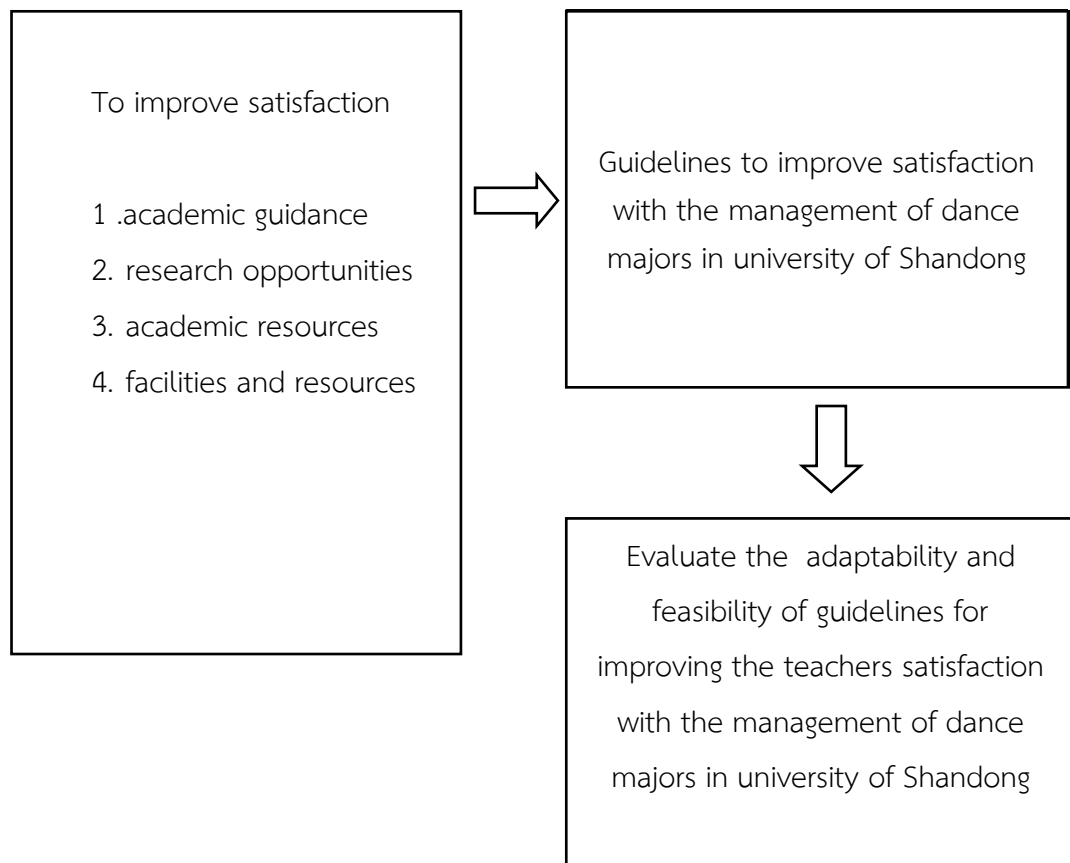


Figure 1.1 Research Framework

## Chapter 2

### Literature Review

Retrieve relevant literature through online databases, classify, organize and analyze the literature combined with the purpose of this research, concepts and theory of education management, education quality, and universities in Shandong, and analyze the current situation of education quality of universities in Shandong and related research. Current and future developments provide a theoretical basis. Surveys have provided certain help to the four and five chapters of this paper. The main theoretical achievements are as follows:

1. Concept of education administration
2. Concept and theory of satisfaction
3. Concept of guidelines
4. Concept of enhance satisfaction
5. Context of university in Shandong
6. Related research

#### **Concept of education administration**

Li Pei. (2020). The current situation and management strategies of Chinese dance management play an essential basis for the research of this paper. Li Pei, a master at Shandong Normal University, published the report "Research on the Development of management of Contemporary Chinese Dance Majors" in 2020, which analyzed the current situation and management strategies for teaching Chinese dance majors. Starting with the connotation, nature, and management methods of the management of the dance major, the paper discusses the teaching methods of the dance major from the macro and micro perspectives. It illustrates the specific management methods of the dance major. Taking dance industry organizations, dance institutions, and dance professional teaching managers as the main body of management, it analyzes the current development status of dance industry organizations and dance institutions. The management team of dance

majors must have professional solid qualities and build bridges between actors, choreographers, dance workers, and audiences in the actual teaching and management activities of dance majors.

Ou Rui. (2021). This article discusses the important part of professional art education in the modern quality education system, that is, dance education. Dance education is not only an artistic aesthetic education, but also contains educational requirements for moral education. It requires learners to reach free levels in terms of emotional control, emotional expression, and morality. However, from the perspective of education, there is still a huge gap in the supply of talents in the field of dance education. Regardless of whether in social education, high education, or folk dance education, the number of education talents has failed to meet the actual needs. This has a certain impact on the inheritance of dance art in my country and the cultivation of dance talents. Therefore, in order to solve the above problems, the article advocates innovative exploration of dance education. This includes a systematic construction of scientific, practical and efficient dance education and teaching models. The purpose of this model is to fill the gaps in the field of talent training and ensure that dance education can meet the growing needs. The article believes that the innovative dance education model can promote the comprehensive development of Teachers in terms of artistic skills, emotional expression and moral literacy, so as to make positive contributions to the progress of the dance field and talent training.

In this context, management dance major is particularly important. Effective management dance major can help optimize the distribution of resources, improve the quality of teaching, and stimulate the innovative potential of teachers and Teachers. At the same time, management dance major also needs to pay attention to curriculum settings, teacher training, and discipline development to ensure the comprehensive and healthy development of dance education. In short, this article also emphasizes the importance of dance education in the modern education system, and calls for innovation and management optimization of dance education to meet the growing needs of talent training and promote the prosperity of dance art.

In summary, the following enlightenment can be drawn from Li Pei's research on the application of management satisfaction in universities specializing in dance: Establishing a professional management team is crucial to enhance teacher satisfaction. By comprehensively considering the needs of different roles in teaching and establishing effective communication and cooperation mechanisms, we can create a positive learning environment and promote the all-round development of Teachers. At the same time, focusing on the development of dance industry organizations and dance institutions helps to provide Teachers with more practical opportunities and industry insights, enhancing their career development prospects. To sum up, reasonable management strategies and team construction are of great significance for enhance the teachers' satisfaction of management in universities specializing in dance as well as the overall experience and development of Teachers.

### **Concept and Theory of Satisfaction**

Yu Daxue. (2006, p.49). proposed that satisfaction with the management dance major means optimizes the admission system for dance majors. This concept is based on the article "Research on the Construction of Dance Teachers' Teaching Innovation Teams," published by Yu Daxue of Capital Normal University in the Chinese Science and Technology Journal Database Education Science propose. This article analyzes the status quo of the construction of young dance teachers and puts forward relevant strategies for building dance teachers. The dance teacher admission system is the crucial premise that affects the quality of the dance teacher team. Based on the improvement of the dance professional admission mechanism emphasizes discipline construction and further improves the dance teacher team mechanism. In the selection of dance teachers, we should not only pay attention to the professional skills and theoretical basis of the teachers but also examine whether they can educate and teach, whether they understand the relevant knowledge of pedagogy and psychology, and whether they can carry out dance teaching according to the actual laws of teacher physical and mental development. Therefore, to enhance the team level of dance teachers and the level of education and teaching reform, the teacher access mechanism should be optimized and strictly

implemented to ensure the structure and quality of the teacher team from the source. An excellent dance teaching team is one of the ways to improve the satisfaction of management dance major in universities.

Yu, Y. (2012, p.133). proposed that satisfaction with the management dance major means one of the ways to improve the satisfaction of management dance major in universities. ,research on the application of the satisfaction of management dance major in universities: By optimizing the enrollment mechanism and ensuring the quality and structure of the faculty team, Teachers can be provided with higher quality education and training, thus enhance teacher satisfaction. To sum up, the construction of excellent dance teaching team is one of the keys to achieve the satisfaction of management dance major in universities.

Zhang Shouhe. (2012). proposed that satisfaction with the management dance major means Exploring the Innovative Ideas in Chinese Dance Education and Management. A professor at Beijing Dance Academy and director of the choreography department, published an article, in the Journal of Beijing Dance Academy. It also pointed out that China's dance management methods still need to break the centralized and unified management concept. Supporting management is rigid management that emphasizes the consistency of specifications and is closed and lacks vitality. This kind of management system can strengthen the standardization of management and is suitable for guaranteeing teaching quality. However, in today's information society, where information dissemination is rapid and the self-creation of university teachers is emphasized, there is no organic environment to support the cultivation of talents' flexibility and active adaptability. The research questions and objectives of this thesis provide a specific research basis.

Smith, L. (2020). proposed that satisfaction with the management dance major means the perspective of ancient dance practice in the third issue of "Art Appraisal". The following questions are raised, such as whether dance art needs management. Does the concept of management exist in ancient dances? And the questions are discussed and answered in the article. This is the one-sided doubt that many people have about the art of dance. It is not the case. As early as ancient times, the development of dance has had an intersection with management that

cannot be ignored. The author starts with this, takes the vertical time axis as the main line, and discusses the management concept behind it from the original dance the historical law between the combination.

Li, X. (2017). proposed that satisfaction with the management dance major means in the relationship theory between satisfaction surveys and teacher learning intrinsic motivation, it is necessary to study teacher inherent learning motivation. from the Teaching Development Center of Shanghai Jiaotong University jointly published "What Does Satisfaction Explain - The Relationship between "Teaching" and "Learning" from the Perspective of teacher Evaluation of Teaching "In the article, teacher learning style is proposed: it is to investigate which learning style Teachers adopt. Among them, the Teachers who adopt the "deep learning method" learn to understand ideas and explore meanings. Teachers have an inherent interest in learning and hope to have fun in the process; Teachers who use the "surface learning method" to learn regard learning as a compulsory task from the outside world, so they try to cope with these requirements. Their learning motivation is practical and instrumental. I want to spend as little effort as possible to complete the study requirements. The specific measurement tool uses John Biggs's revised learning process questionnaire (Re-vised-SPQ-2F) L10], which includes two indicators (10 items each) of deep learning and surface learning.

Observing the regression results, it can be found that the teaching literacy that has a significant impact on teacher deep learning includes "clear lectures," "encourage Teachers to cooperate," "encourage Teachers to learn actively," "respect individual differences" and "give Teachers timely feedback" and so on 5 behavioral dimensions and all the regression coefficients are positive, indicating that the improvement of this teaching literacy can have a significant positive impact on the tendency of Teachers to adopt deep learning. Further look at the size of the standardized regression coefficient, which affects the ranking.

The top three are "encourage Teachers to take the initiative to learn" (0.241), "respect individual differences" (0.201), and "encourage Teachers to cooperate" (0.095), which happen to be the three secondary values of "teachers adopt diverse teaching methods" in the dimension of teaching literacy. Level dimension, this result



well supports the theory behind the "Core Competence Framework," when teachers use more active learning strategies that require more participation from Teachers, such as group work, to carry out teaching, it is easier to stimulate teacher deep learning. And if teachers can provide more appropriate individualized interventions for individual differences in teacher learning, it can also enhance teacher deep learning. The dimension of "lecture clarity" clearly shows that suitable teaching methods and skills can also improve the efficiency of teacher internalization of knowledge and promote deep learning.

enhance teaching quality management is one of the external factors for teacher learning efficiency and efficiency. Strengthening dance teaching quality management will make learning more efficient. They pointed out that it is common for higher education institutions to meet teacher expectations and needs. The provision of education to Teachers by universities is the process of satisfying teacher social needs. The individual's social needs play a decisive role in personality development, and personality is manifested in the integration of ability and emotion. The sense of gain is directly related to the satisfaction of individual needs. The degree and knowledge of teacher expectation realization are associated with the perception of emotional acquisition.

Meier, M. (2017). proposed that dance education efficiency means the highest level of basic needs is self-actualization. Ability and emotional acquisition belong to high-level spiritual and psychological needs. When satisfied, the individual will have a positive emotional experience and show a higher evaluation of the acquired environment. Environmental factors will affect the acquisition of personal social and emotional abilities. When teacher skills and emotions are improved, they will positively evaluate the learning and life of the acquired environment (campus). Therefore, enhance teaching quality management and creating an excellent educational environment will improve teacher dance learning efficiency. The relationship between the satisfaction survey and the external factors of Teachers is closely related and cannot be ignored.

Zhang Linjuan from Qianjiang College of Hangzhou Normal University published an article, "Survey on the Satisfaction of Teaching Work among Teachers

Majoring in Dance in Comprehensive Universities," in the Dance Fashion magazine. Elaborate. It has been verified that strengthening the quality management of dance teaching makes learning more efficient. He believes that university teacher satisfaction with teaching work is their psychological feelings and personal views on university life and study, which have substantial individual differences. By understanding the satisfaction of university teachers with teaching work, we can see the attitude and tendency of Teachers studying in school, and it can also reflect the performance and improvement direction of school-related teaching work from the side. Establishing Teachers as the core of school work is a service for Teachers, so schools should focus on managing teaching satisfaction, measure teacher satisfaction with teaching work, and realize the overall situation of the school's teaching work. Grasp, truly "teacher-oriented," understand the needs of Teachers more deeply, and discover various deficiencies in the teaching work of the school. Therefore, this study aims at the current situation of teaching work, such as teaching quality, management, teaching practice, teaching equipment, teaching services, and living environment, etc., and investigates and studies the teaching job satisfaction of dance significant Teachers, and finally promotes University of Shandong to dance. Improvement of professional teaching work.

The above literature can be summarized from the perspective of the teacher's management satisfaction: as follows: Building an excellent dance teaching team: The basis of the excellent dance teaching team in the literature is to optimize the enrollment system for dance majors. The article highlights the importance of establishing a strong and effective selection and admission dance teacher system. The quality of the system directly affects the overall quality of the dance teacher team, and then affects the quality of education for Teachers. Emphasis on educational literacy: The literature emphasizes that choosing dance teachers should not just evaluate their technical skills and theoretical knowledge. They should also consider their ability to effectively educate and teach. This involves their understanding of the needs of education, psychology, and teacher physical and mental development. This emphasis reflects the overall method of dance education and focuses on art and education. Management concept and flexibility: Discuss the

management concepts in dance education from the perspective of modern teaching methods. Emphasize the importance of flexibility and adaptability in management strategies, and get rid of rigid and centralized methods. The article emphasizes the organic environment required to cultivate teacher creativity and adaptability in the information age. The fit with ancient practice: From the perspective of ancient dance practice, the management concept of dance professional is explained. The article pointed out that even in ancient times, the development and management principles of dance intersect. This view challenges the concept of management is just the concept of modern construction, and highlights the historic relationship between dance and management.

In conclusion, dance education efficiency means, these academic views jointly emphasize the importance of building an excellent dance teaching team, combine them with historical practice and modern education needs, optimize management methods, and place teacher satisfaction priority. The interaction between effective teaching, educational literacy and comprehensive management strategies is the key to enhance the quality of dance education and the overall satisfaction of university dance Teachers.

### **Concept of Guidelines**

Zhao Ni. (2020). proposed that guidelines means teaching supervision is the core strength of conducting quality monitoring, and establishing a scientific and professional teaching supervision team is the core work to maintain teaching quality. She from Beijing Dance Academy expounded on the importance of management and effectiveness in her article "Model Exploration-Thoughts on the Teaching Supervision Work of Beijing Dance Academy." management is an important measure to strengthen the teaching ability of university teachers and an essential part of the school's teaching quality monitoring system. This is of great significance for stabilizing the teaching order and enhance the quality of teaching. Art colleges have certain particularities in management. Through the teaching supervision work, it is the fundamental task of teaching quality monitoring to realize the closed-loop management of "feedback-rectification-acceptance," recognize the cultural education

function, grasp the higher requirements of the particularity of art education, and present a rationalized and perfect teaching supervision mechanism.

Carrying out teaching supervision work in art colleges is to build a platform for serving and educating people so that universities can promote the all-round development of Teachers in cultivating talents and make teaching reform achieve the overall goal of conforming to the development law of art education. Adhering to the correct direction of educating people, adhering to the concept of educating all employees, broadening the platform for cultural education, and optimizing the environment for cultural education are essential ways to strengthen and realize the function of cultural education in universities. In the establishment and practice of serving the education system, teaching supervision should grasp the following points: first, adhere to the core values of socialism; second, inherit the excellent traditional culture and carry forward the spirit of an advanced culture; It is to strengthen the construction of internal supervision teams; art colleges should establish effective teaching quality monitoring systems and work links according to the actual teaching situation. The premise is that based on the characteristics of teachers and Teachers in art colleges, through exploration and innovation, continuous improvement of teaching supervision, and education reform, to achieve the external function of serving and educating people and the internal function of cultural education. Innovate the long-term mechanism of internal supervision of schools.

To sum up, management and supervision play an important role in enhance the teachers' satisfaction of management dance major in universities. By establishing a scientific teaching supervision team and monitoring system, strengthening internal supervision and promoting the overall development of art education will help to improve teacher learning efficiency and effect. At the same time, through continuous innovation and improvement of the teaching supervision mechanism, it can better adapt to the special needs of art education, improve the quality of teaching, and enhance teacher satisfaction with teaching work.

There are some similarities between the teacher satisfaction survey and the customer satisfaction survey model, and this paper makes selective reference to the study. There are many models related to customer satisfaction theory, the most

representative of which is the "expectation-actual effect" model developed by Richard Olshavsky and John Miller. The model consists of six variables: customer expectation (the psychological expectation formed by the customer before the purchase behavior), quality perception (the actual feeling that the customer has when using the product or receiving the service), value perception (the customer completes based on the use value Value judgments for goods and services, namely cost performance), customer satisfaction (difference function between customer expectations and actual results), customer loyalty and customer complaints. In the model, customer satisfaction is the target variable, customer loyalty and complaints are the outcome variables, and customer expectations, quality perception, and value perception are the antecedent variables. In 1994, the scale used in the university teacher satisfaction survey conducted by universities across the United States was designed and completed based on the "expectation-actual effect" model. This theory can also be used for reference in the survey of teaching satisfaction of dance majors in universities and has certain similarities.

Based on the above content, we can draw the following conclusions related to the application of management satisfaction in universities of dance majors: By using this model, we can better understand the relationship between teacher expectations, actual feelings, value judgments and satisfaction. Similarly, this model can be applied to the research on the satisfaction of management in universities specializing in dance, so as to analyze teacher expectations and actual experience of teaching in dance majors, evaluate the value of teaching, and further improve teaching quality and enhance teacher satisfaction and loyalty. The application of this model can provide a powerful reference for the teaching administrators in universities, help them better understand the needs of Teachers, optimize the teaching methods, so as to achieve the teaching objectives and promote the teaching of dance to a new level.

In conclusion, the article underscores the importance of teaching supervision and management in dance education. It suggests that by adopting effective teaching supervision mechanisms and utilizing models from customer satisfaction research, universities specializing in dance can improve teaching quality,

enhance teacher satisfaction, and achieve better educational outcomes. The goal is to create a more conducive environment for both educators and students in the field of dance education.

## **Concept of Enhance Satisfaction**

### **Academic Guidance**

Higgins, A., & Cowan, P. (2012). proposed that enhance satisfaction of academic guidance means the potential of the electronic tutor system to support the professional development of rural school leaders, and how it affects teachers' satisfaction. In this study, the author pays attention to the following aspects: Electronic Tutor System: In the article, it discusses a means of using electronic media as a mentor system, and how to support the professional development of leaders of rural schools. This remote mentor relationship can provide more learning opportunities and resources for leaders in rural areas. Professional development of leaders of rural schools: Study the leaders of schools in rural areas, and explore how they improve their professional development through the electronic tutor system. This may include leadership skills and educational policy understanding. Teacher satisfaction: The author also pays attention to the impact of the electronic mentor system on the satisfaction of teachers. By providing more professional development opportunities, teachers can help teachers feel more motivated and satisfied. Through this research, the author emphasized the potential of the electronic tutor system in the professional development of school leaders in rural areas and the potential of teacher satisfaction. This novel way can support educators through remote resource sharing and interaction, thereby enhance their professional ability and work satisfaction.

Campbell-Whatley, G. D., & Simon, A. P. (2008). proposed that enhance satisfaction of academic guidance means the impact of the instructor system on enhance the retention rate of teachers in a school district in Southeast of the United States, thereby indirectly affecting teacher satisfaction. In this study, the author paid attention to the following aspects: the mentor system and teacher retention rate: The text studied how the mentor system affects the teacher's retention rate. The

mentor system may provide support and guidance, which helps new teachers to better adapt to the school environment, thereby increasing the retention rate. Effects in the school district: This study aims at a school district in southeast of the United States, which examines the impact of the instructor system in the area on the retention rate of teachers in the area. The background and environment of this area may affect the effect of the mentor system. The relationship between retention rate and satisfaction: Although the article does not directly discuss the satisfaction of teachers, it is understandable that enhance the teacher's retention rate is usually related to enhance the teachers' satisfaction of teachers. The success of the mentor system may improve the work satisfaction of new teachers to a certain extent. Through this research, the author presents the impact of the mentor system on the retention rate of teachers, emphasizing how this support measures have positive results in the school district. Although the article does not directly involve satisfaction, the implementation of the mentor system may create a better working environment and experience for teachers, thereby indirectly enhance their work satisfaction.

Nasser-Abu Alhija, F. (2018). proposed that enhance satisfaction means the relationship between teachers' work satisfaction, resignation willingness and school environment, belonging and emotional exhaustion. Research focuses on the following aspects: the relationship between work satisfaction and willingness to resign: in the text, the connection between the teacher's work satisfaction and whether they have the willingness to leave the education industry. This involves whether teachers are satisfied with their work, and whether this satisfaction affects their decisions of continuing to engage in education. The impact of the school environment: The influence of the school environment on teachers' work satisfaction and willingness to leave in the article. The school environment can include management styles, colleagues, and resource support, which has an important impact on the satisfaction of teachers. The role of belonging: Research also explores whether teachers feel that they have a sense of belonging with school or education groups, and how this sense of belonging is related to satisfaction and willingness to leave. Emotional effects: In the article, the influence of emotional exhaustion on

teachers' work satisfaction and willingness to leave. Emotional exhaustion refers to long-term work pressure and emotional consumption, which may affect the work experience of teachers. Through this study, the author discusses the complex relationship between teachers' satisfaction and willingness to leave, and multiple variables that affect these factors. This is of great significance to understand the teacher's work experience in the education environment and how to improve their satisfaction and retention rate.

Ingersoll, R. M. (2001). proposed that enhance satisfaction means The problems of teachers 'departure and teachers' shortages were discussed through the perspective of organizational analysis, and the impact of the internal factors of the organization on the satisfaction and retention rate of organizational factors on the organization of the organization. The main contents of the research include: teachers' resignation and teacher shortage: The phenomenon of teachers' departure and teacher shortage in the article, that is, teachers' loss and the number of teachers are insufficient. This is a common concern in the field of education, which directly affects the quality of education and student learning. Organic factors: In the article, the impact of organizational factors within the school and educational institutions through organizational analysis methods in the article discusses the impact of organizational factors within the school and education institutions on teachers' satisfaction and retention rate. This may involve factors such as education management, leadership style, and working atmosphere. Occupational satisfaction and occupational expectations: Studies also examine the professional satisfaction of teachers and their career expectations, that is, their future planning and expectations of their educational occupation. Through this study, the author provides a way to understand the loss of teachers and shortages. The study is of great significance to understand how the internal factors of education institutions affect the work satisfaction, retention rate, and education quality of teachers.

Teaching support: Academic guidance can include support to provide teachers with support for teachers' curriculum design, teaching methods, assessment strategies and other aspects. This helps teachers to improve the quality of teaching and create a more attractive teaching environment.



Research guidance: Academic guidance can also include research and guidance to teachers to help them innovate and in depth exploration in the field of dance research. This helps enhance the academic reputation and influence of teachers.

Occupational development support: Academic guidance can cover support from teachers' career development, such as participating in academic conferences, publishing papers, applying for research funds, etc. These support measures help teachers to establish a solid professional foundation in the dance field.

Feedback and evaluation: Academic guidance can also provide regular teaching and research feedback to help teachers understand their advantages and improve space. This feedback helps teachers to continuously improve their professional level.

In short, academic guidance plays an important role in the survey of dance professional teachers, because it directly affects teachers' work satisfaction and professional development. Understanding teachers' feelings and needs for academic guidance can help optimize the education environment, improve teacher satisfaction, and provide a strong basis for formulating improvement policies.

In summary, these studies emphasize the importance of academic guidance in the field of education, as well as their impact on teacher work satisfaction and career development. Understanding teachers' feelings and needs for academic guidance will help optimize the education environment, improve teachers' satisfaction, and provide a strong basis for formulating improvement policies.

### **Research Opportunities**

Hill, H. C., Rowan, B., & Ball, D. L. (2005). proposed that enhance satisfaction of research opportunities means Exploring how teachers' dance teaching knowledge affects students' academic achievements, which is indirectly related to the satisfaction of teachers. In this study, the author paid attention to the following aspects: Teachers' dance teaching knowledge: The influence of teachers' dance teaching knowledge on teaching effects in the article. How the knowledge level of teachers in the field of mathematics affects students' academic performance. Students' academic performance: The study focuses on the academic performance

of students, that is, students' learning performance in the field of dance. Teachers' mathematics teaching knowledge may be related to students' academic achievements. The indirect impact of teacher satisfaction: Although the article does not directly discuss the satisfaction of teachers, it is understandable that enhancing students' academic performance usually increases the sense of accomplishment and satisfaction of teachers. When teachers see their teaching positive impact, they may be more satisfied with their work. Through this study, the author presents the impact of teachers' dance teaching knowledge on the academic performance of students, thereby showing the direct impact of teachers on students' achievements. Although there is no direct mention of satisfaction, teachers may have a sense of accomplishment when they see their positive impact on students, and then improve their work satisfaction.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). proposed that enhancing satisfaction means the concept of job burnout is discussed, and how it is related to the work satisfaction and the willingness to leave. The main contents of the paper include: the concept of work burnout: the article introduces the concept of work burnout, that is, the emotional exhaustion, personal sense of accomplishment in the working environment, a reduction of personal accomplishment. This situation is often caused by long-term work pressure and psychological burden. The relationship between work satisfaction and work burnout: Research the relationship between work satisfaction and work burnout. Under normal circumstances, low work satisfaction may be related to higher work burnout. The willingness to leave and work burnout: The paper also studies the relationship between work burnout and the willingness to leave. Teachers may have the willingness to leave when they are burnout, because they may feel unable to continue to endure emotion and pressure at work. Through in-depth discussions on work burnout, the paper reveals the important impact of the working environment on teachers' work satisfaction and retention rate. This concept can help educational institutions recognize the impact of work pressure and emotional exhaustion on teachers, so as to take corresponding measures to improve the working environment and improve the satisfaction of teachers.

Academic research: Provide teachers to participate in academic research opportunities, from exploring new theories, methods and practices in the field of dance, to solving practical problems and promoting dance education innovation.

Cross-disciplinary cooperation: Create opportunities for teachers to cooperate with other disciplines, such as cooperation with experts in the fields of psychology, education, and cultural research to enrich the diversity and depth of dance education.

Creative projects: Provide teachers' opportunities to participate in creative projects, so that they can play their creativity in creative dance production and expand dance expression forms.

Education research: Encourage teachers to participate in education and research, in -depth understanding of the effectiveness of different teaching methods and curriculum design strategies, thereby enhance the quality of teaching.

Social participation: Provide opportunities for cooperation with social organizations and cultural institutions, such as cooperation with community dance projects and performance groups to promote the influence of dance in society.

By providing research opportunities for dance teachers, educational institutions can motivate teachers to continue to progress in their own fields and achieve personal and professional growth. These opportunities can also enhance the teachers' investment and satisfaction of work, thereby positive impact on enhance the overall teaching quality and student experience. The availability and satisfaction of investigating research opportunities help understand the research interests and needs of teachers, so as to provide more rich development opportunities in a targeted manner.

In summary, providing research opportunities can motivate teachers in the field of education to continue to improve in their own fields and achieve personal and professional growth. These opportunities can also enhance teachers' investment and satisfaction with work, thereby actively affecting the overall teaching quality and student experience. Understanding the availability and satisfaction of research opportunities can help understand the research interests and needs of teachers, so as to provide richer development opportunities in a targeted manner.

### Academic Resources

Darling-Hammond, L. (2017). proposed that enhance satisfaction of research resources means explore the practice of teachers' education globally, and pay attention to how the resources of teachers' education affect teacher satisfaction. In this study, the author pays attention to the following aspects: International Teachers' Education Practice: In the article, teachers' educational practice in different countries and regions has been studied, so as to explore how different places invest in academic resources to cultivate and develop teachers. The impact of academic resources on teachers' education: The author may discuss the role of academic resources in teachers' education practice in different countries, and how these resources promote the professional development of teachers and improve teacher satisfaction. The enlightenment of international practice in local education: The article may also explore the lessons that can be learned from international education practice, and how to apply these lessons to improve local teachers' education and improve teacher satisfaction. Through this study, the author presents the impact of teachers' education practice on teachers worldwide globally. Academic resources may play an important role in teachers' education in different countries, affecting the professional development and satisfaction of teachers.

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). proposed that enhance satisfaction of research resources means exploring how the teaching conditions affect the departure rate of teachers in the California school, thereby indirectly affecting the satisfaction of teachers. In this study, the author pays attention to the following main aspects: the relationship between teaching conditions and teacher resignation rate: The relationship between the teaching conditions and the teacher's departure rate in the text. The quality of teaching conditions may affect the teacher's work experience and satisfaction, thereby affecting their resignation decision. Case study of California school: The article may explore the relationship between teaching conditions and teachers through the study of cases of some schools in California, and how this relationship affects the satisfaction of teachers. The connection between teacher satisfaction and resignation rate: Although the article does not directly discuss the satisfaction of teachers, it is understandable that good teaching

conditions may increase the teacher's work satisfaction and reduce their resignation rate. Through this study, the author presents how the teaching conditions affect the teacher's resignation rate. The improvement of teaching conditions may reduce the departure of teachers, thereby enhance their work satisfaction.

Hill, A. D., Mellon, M. J., & Laker, D. R. (2018). proposed that enhance satisfaction of research resources means the content of the recent literature systematically described the content of the Teacher Resilience, and discussed how teachers responded to challenges and stress, and how toughness was related to work satisfaction. The main contents of the paper include: the concept of toughness of teachers: the text introduces the concept of teachers' toughness, that is, the ability of teachers to actively cope, adapt to and maintain mental health when facing the pressure, setbacks and difficulties of teachers. This toughness helps teachers to maintain a positive attitude and work efficiency in an unfavorable environment. The relationship between the toughness and work satisfaction of the teacher: The thesis explores the relationship between the toughness and the satisfaction of the teacher. Teachers' toughness may help them better cope with the pressure and challenges in work, thereby enhancing their work satisfaction. Cultivation and development of toughness: The article also explores how to cultivate and develop teachers' toughness, and how to provide support and resources for teachers in order to cope with difficulties and pressures in work. By reviewing the toughness of teachers, the paper provides a perspective of understanding how teachers deal with work challenges and maintain psychological health. Toughness has an important impact on teachers' work satisfaction, emotional exhaustion, and career development.

Skaalvik, E. M., & Skaalvik, S. (2014). proposed that enhance satisfaction means discuss the relationship between the Teacher Self-Efficacy and Perceived Autonomy and the teacher input, work satisfaction, and emotional exhaustion. The main contents of the paper include: Teacher Self-efficacy: The article introduces the concept of teachers' self-efficacy, that is, teachers' confidence in their ability in education work. Teachers with high sense of self-efficacy are more likely to believe that they can effectively complete educational tasks. Perception autonomy: The paper also introduces the concept of perception autonomy, that is, the degree and

control of the teacher's feelings in work. When teachers feel higher autonomy, they may be more satisfied with work. Teacher Input: Study and discuss the degree of input of teachers, that is, the active and investment attitude of the teacher in his work. Teachers' self-efficacy and perception autonomy may be related to the teacher's investment. Work satisfaction and emotional exhaustion: The dissertation also studies the work satisfaction and emotional exhaustion of teachers. High self-efficacy and perception of autonomy may be related to higher work satisfaction and lower emotional exhaustion. Through the study of teachers' self-efficacy and perception of autonomy, the paper reveals how the teacher's confidence and autonomy at work affect their work input, satisfaction, and emotional state. This is of great significance to understand how to improve the work experience of teachers and how to improve the working environment.

Klassen, R. M., & Chiu, M. M. (2010). proposed that enhance satisfaction means discuss the relationship between Teacher Teacher Self-Effical, work satisfaction, and the relationship between teachers' gender, educational experience and work pressure. The main contents of the paper include: Teacher Self-efficacy: The thesis introduces the concept of the teacher's self-efficacy, that is, the teacher's confidence in his ability in education. Teachers with high self-efficacy are more likely to believe that they can successfully complete various educational tasks. Work satisfaction: In the text, the teacher's work satisfaction is studied, that is, the teacher's feelings and attitudes of their work. Work satisfaction may be affected by a variety of factors, including self-efficacy. Teachers 'gender and educational experience: Study and examine the impact of teachers' gender and educational experience on self-efficacy and work satisfaction. Teachers with different gender and education experience may have differences in these areas. Work pressure: The paper also studies how the work pressure of teachers is related to self-efficacy and work satisfaction. Work pressure may affect teachers' emotions and attitudes. Through the research on self-efficacy, work satisfaction, and teacher gender, educational experience and work pressure, the paper discusses how these factors affect each other and how they are related to the teacher's work experience. This is of great

significance for understanding the emotion, attitude and career development of teachers.

Library and databases: Provide books, journals, thesis databases, etc. in areas such as dance science, performing arts, etc. to help teachers carry out academic research and teaching preparation.

Laboratory and studio: Provide dance studios, rehearsal venues, and stage facilities to support teachers' needs in teaching and creation.

Technical equipment: Provide audio and video equipment, video equipment, and stage lighting to help teachers show the content of the curriculum and dance performance.

Research funds and rewards: Provide research funds, scholarships and rewards, and encourage teachers to carry out innovative research and projects in the dance field.

Education and training: Provide teachers' training, workshops and academic seminars to improve the education level and professional knowledge of teachers.

Guidance and support: Provide guidance and support, including the mentor system, teaching tutoring, and academic consultation to help teachers solve the problems in teaching and research.

Cooperation opportunities: Provide cooperation opportunities with other teachers, scholars, experts, and related fields to promote exchanges and cooperation.

Academic resources are very important for the work of dance teachers. They directly affect the academic growth, teaching quality and professional satisfaction of teachers. When conducting a teacher satisfaction survey, understanding the teacher's feelings and needs for academic resources can help educational institutions optimize the distribution of resources, improve the efficiency and satisfaction of teachers' work, and then have a positive impact on the development of the entire dance professional.

In summary, research resources plays an important role in enhance teachers' satisfaction. Understanding teachers 'feelings and needs for academic resources can help optimize the distribution of resources, improve the efficiency and satisfaction of

teachers' work, and thus have a positive impact on the development of the entire education field.

### **Facilities and Resources**

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). proposed that enhance satisfaction of facilities and resources means discuss how the working conditions of teachers affect their professional satisfaction and students' achievements in high demand schools. This paper may involve the impact of school facilities and resources on teachers' satisfaction. In this study, the author pays attention to the following aspects: High -demand school environment: The educational environment in high demand schools is studied in the text. These schools may face more challenges, so the working conditions of teachers may be affected to differential. Teachers' working conditions and satisfaction: This study focuses on how the teacher's working conditions affect their professional satisfaction. It may include factors such as teaching facilities, resources, and support. The relationship between student achievements and teacher satisfaction: The article may explore the relationship between how teachers' satisfaction is with the achievement of student achievements. Good working conditions may improve the professional satisfaction of teachers and affect their teaching effects. Through this research, the author presents how the working conditions of teachers are related to the satisfaction of teachers and student achievements in high demand school environment. The school's facilities and resources may affect the satisfaction of teachers, which will affect the teaching quality of teachers and the achievements of students.

Ingersoll, R. M., & Strong, M. (2011). proposed that enhance satisfaction of facilities and resources means a review of research criticism on the impact of new teachers and the influence of the mentor plan may include how to use these plans to provide appropriate facilities and resources, thereby enhance teacher satisfaction. In this study, the author paid attention to the following aspects: the impact of new teachers and the impact of the mentor plan: a criticism of criticism of the impact of new teachers and the influence of the mentor plan in the article. These plans may provide support, guidance and resources for new teachers. Teachers' satisfaction and development: The study focuses on how these employment and mentor programs



affect the satisfaction and development of teachers. It may involve how to enhance the professionalism and satisfaction of new teachers by providing appropriate facilities and resources. Research review method: The article may describe the methods they use to review research, including the method of comprehensive analysis of multiple studies. Through this study, the author presents how new teachers' entry and mentor program affect teacher satisfaction. These plans may help them better adapt to the school environment by providing facilities and resources such as facilities and resources, thereby enhance their work satisfaction.

Ladd, H. F. (2011). proposed that enhance satisfaction of facilities and resources means it discusses how the teachers' perception of their working conditions affect their plans and actual career flow, which is related to the satisfaction of teachers. In this study, the author pays attention to the following aspects: the perception of the work conditions of teachers: study the text in the article how the teacher perceives his working conditions. Teachers' working conditions may involve factors such as facilities, resources, and support. Teacher plan and actual career flow: The study focuses on how the teachers' perception of their working conditions affect their plan and actual career flow, that is, whether to choose to stay in the current school or transfer to other schools. The connection between teacher satisfaction and career flow: The article may explore how the teacher satisfaction is connected with the career flow. If teachers have poor working conditions, they may affect their satisfaction and affect their professional decisions. Through this study, the author presents the relationship between the teacher's perception of the work conditions and the relationship between the professional flow and satisfaction of the teacher. If the teacher perceives the work conditions, they may be more likely to choose to stay in the current school and be more satisfied with their career.

Taken together, these literatures all emphasize the importance of providing teachers to support, developing and good working environment to improve their satisfaction and professional growth. These factors jointly affect teachers' emotional investment, work effects and long-term occupational satisfaction.

Studio and rehearsal venues: Provide professional studios and venues suitable for dance teaching and rehearsal, and support teachers to conduct dance creation and teaching demonstrations.

Stage device: Provides stage equipment suitable for performances, including audio systems, lighting equipment, etc. to support teachers' performances and performances.

Technical equipment: Provide technical equipment such as audio and video equipment, video equipment, and computer to help teachers conduct curriculum display, research and analysis and other tasks.

Library and databases: provide books, journals, academic databases, etc. in the fields of dance, performance, etc. to support teachers' research and teaching.

Research funds: Provide research funds and rewards, and encourage teachers to carry out research projects and creative activities in the dance field.

Education and training: Provide teachers' training, seminars and workshops to help teachers improve education level and professional ability.

Tutor and expert guidance: Provide the instructor system or expert guidance, help teachers solve problems in teaching and research, and promote professional growth.

Cooperation opportunities: Provide opportunities for cooperation with other teachers, scholars, and experts to promote cross-disciplinary cooperation and exchanges.

Facilities and resources are critical to the work and development of dance teachers. They can not only improve the teaching quality and research level of teachers, but also increase the teacher's work satisfaction and professionalism. By understanding teachers' feelings and needs for facilities and resources, educational institutions can better allocate resources and create a better working environment, thereby enhance the work efficiency and satisfaction of teachers, and then promoting the development of the entire dance professional.

**Table 2.1** Results of enhance satisfaction

Author	Higgins, A., & Cowan, P. (2012)	Campbell-Whitely, G. D., & Simon, A. P. (2008)	Nasser-Abu Alhija, F. (2018)	Ingersoll, R. M. (2001)	Hill, H. C., Rowan, B., & Ball, D. L. (2005)	Darling-Hammond, L. (2017)	Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001)	Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012)	Ingersoll, R. M., & Strong, M. (2011)	Ladd, H. F. (2011)	Total
Professional Development	√	√	√	√	√	√	√	√	√	√	10
Teaching Practice	√	√	√	√		√	√	√	√	√	9
School Culture	√	√		√	√	√	√	√		√	8
Learning outcomes	√	√	√	√	√		√	√	√	√	9

In summary, according to Table 2.1, these documents emphasize the importance of providing teachers to support, developing and good working environment to improve their satisfaction and professional growth. These factors jointly affect teachers' emotional investment, work effects and long-term occupational satisfaction. These studies reveal the importance of providing facilities and resources to teachers' work and development. This can not only improve the teaching quality and research level of teachers, but also improve the work satisfaction and professional literacy of teachers. By understanding teachers' feelings and needs for facilities and resources, educational institutions can better allocate resources and create a better working environment, thereby enhance the work efficiency and satisfaction of teachers, and then promoting the development of the entire dance professional.

## Context of University in Shandong

Yang Shuming. (2016). In the study of university dance professional education, the management of dance disciplines is an important category of education. Communication is of great significance. Therefore, as a special discipline, this kind of education should have its accurate professional positioning, and each of our dance educators should fully recognize the value of such dance professional education and give full play to its role in the training of dance talents. Essence Shandong university dance majors have achieved outstanding results in the work of teachers, but the development of society has put forward increasing requirements for our education. Cultivating high -quality dance talents should be the responsibility and direction of such dance professional education. It is intended to study and analyze the training of dance teachers in Shandong universities, and propose a feasibility plan for enhance the current dance education. Four suggestions for enhance suggestions on these issues: (1) Strengthen discipline construction and improve teachers' teaching skills; (2) focus on teacher training; (3) improve teaching methods and develop teachers' creative thinking; (4) to improve the teaching of teachers' teaching environment.

Zheng Shuwen. (2012). This document studies that with the expansion of the special students of the university entrance examination in recent years, the team's dance teachers have continued to expand. It pays attention to the academic qualifications, teaching ability and occupational literacy of university dance teachers, as well as the impact of these factors on the training of high -quality dance talents. The study emphasizes the importance of the professionalization of university dance teachers in today's educational background, as well as its impact on the quality of dance education and overall development. In terms of research methods, the literature uses a variety of research methods such as the literature and data method, expert interview method, questionnaire survey method, mathematical statistics method, and logical analysis method. Through the questionnaire survey of dance teachers and dance students in 10 universities in Shandong Province, researchers discussed the current status of the professional level of dance teachers.

Studies have found some problems, including the level of dance teachers unreasonable, the level of scientific research is not high, the course settings are not rich enough, and the teaching methods are single. At the same time, it also emphasizes that the professional literacy of dance teachers needs to be strengthened and improved. Based on these findings, research puts forward some suggestions, including the study of the knowledge of dance theoretical knowledge, strengthening teachers 'study and learning, enhance teachers' education and scientific research level, enriching curriculum settings, and enhance teaching methods. These suggestions are designed to improve the professional level of dance teachers, thereby enhance the overall quality of dance education. Taken together, the study of this literature discussed the professionalism of dance teachers in Shandong Province from multiple perspectives, and provided valuable suggestions on how to improve the dance education of universities. This study not only helps the academic community's in -depth understanding of the status of dance education, but also has positive practical significance for the improvement and development of actual dance teaching.

Zhang Xinhui, Xu Juan. (2022). This document research is based on the investigation of the status of science and technology workers in Shaanxi universities in 2020, focusing on the teaching development of teachers in universities. The study aims to explore the difficulties facing university teachers in teaching, as well as the differences between these difficulties and the differences between gender, age, school level and titles. The results of the study show that university teachers face many difficulties in the teaching process, including issues such as handling teaching management, low enthusiasm for student learning, limited teaching improvement methods, insufficient teaching exchanges and training, and occupational diseases.

The study further analyzed the differences between gender, age, school - level, and titles, and found that teaching management is an important factor affecting the teaching of teachers in universities. In addition, there are certain differences in gender and age in teaching difficulties, and there are also differences between teachers' teaching needs and universities. Based on the interaction between people and the environment, some suggestions have been put forward. First of all,

pay attention to the health of university teachers and provide them with health support. Secondly, support university teachers are willing to participate in teaching and learning, and encourage them to continue to improve in teaching development. In addition, research emphasizes the need to create a positive policy environment and support the overall development of teachers. Finally, we must attach importance to the characteristics of the differences between the teachers of universities and provide targeted support for different types of teachers. Taken together, this literature study put forward suggestions for enhance the development of teachers in universities through analysis of the actual situation of teachers in Shaanxi universities. The results of the research have important inspiration and guiding significance for the career development and teaching improvement of university teachers.

The research on the above literature focuses on the development strategies and teaching issues of university dance teachers. In general, they provide a series of key insights that help improve the professional level and teaching quality of dance teachers in universities: Yang Shuming. (2016). Studies: This study emphasizes the importance of education for education in universities. It believes that dance education in universities needs to be clearly positioned, and dance educators should fully recognize the value of dance professional education and give full play to their role in the training of dance talents. Research suggestions to strengthen discipline construction, improve the teaching skills of teachers, focus on teacher training, improve teaching methods, and improve the teaching environment to promote the improvement of the professional level and overall teaching quality of university dance teachers. Zheng Shuwen. (2012). research: This study focuses on issues such as academic qualifications, teaching ability and professional literacy of university dance teachers. Studies have emphasized the importance of the professionalization of dance teachers in universities and their impact on the quality of dance education and overall development. Studies have put forward suggestions for enhance teachers' education, including strengthening the learning of dance theoretical knowledge, enhance the education of teachers and scientific research levels, and enhance teaching methods. It aims to improve the professional level and overall

teaching quality of dance teachers. The study by Zhang Xinhui and Xu Juan. (2022). This study is based on the investigation of the status of science and technology workers in Shaanxi universities in 2020, and pays attention to the teaching development of university teachers. Studies have found that university teachers face many difficulties in teaching, such as in response to teaching management and low enthusiasm for student learning. Study and analyze the differences between different gender, age, school-level and professional titles, and put forward a series of suggestions, including paying attention to the health status of teachers, supporting teachers' teaching and learning, creating a positive policy environment, etc., to improve the teaching development level of university teachers

In summary, the above research emphasizes the professionalization of university dance teachers and the importance of teaching development, and puts forward specific suggestions for improvement. These studies provide useful guidance for the training and development of university dance teachers, which helps improve the quality of teaching and overall education.

### **Related Research**

There are not many academic papers involved in the investigation and research on the satisfaction of management of the entire dance major. Currently, more relevant research papers have been collected: the management of dance teacher teams, the management process of dance majors, the content of dance teaching in universities, and other disciplines A survey of teaching satisfaction.

#### **1. Management of Dance Teacher Team**

Hao Yongfu. (2023). In the article "Strengthening Team Management and enhance Teachers' Quality," published by Hao Yongfu in the Governance Magazine, he summarized the following aspects of the management and planning of the teacher team: First, we must do an excellent job in the performance appraisal of team teachers and formulate personnel management. KPI, there are rewards and punishments for the behavior of teachers; second, we must do an excellent job in training team teachers. Through overseas training or the introduction of collective training for talents, we should increase the movement of the existing teacher team

and continuously improve their quality. Professional level and teaching ability, through the continuous introduction of new things, broaden the horizons of teachers and spread the thinking of teachers; third, do an excellent job in supervision and management, encourage teachers to supervise each other, establish telephone reporting centers, or network A communication platform to encourage parents and Teachers to participate in leadership; fourth, to formulate a reward system, to give certain financial rewards or free travel rewards for new ideas and new actions that have achieved results or are recognized, and encourage everyone to continue to innovate.

## 2. Management Process of Dance Major

Yu Yangyang. (2012). The process of management dance major was first proposed by Yang Yang in the Journal of Changchun Institute of Education. This article discusses the process of management from the perspective of management in dance majors in universities, and expounds the importance of management process construction in dance universities. effect. The process of management for dance majors includes changing clothes before class, teaching process during class, and communication after class, etc. However, in modern dance teaching, the front and rear parts have been ignored and gradually disappeared. Therefore, the process of dance management should conform to the development requirements of the times, adhere to the requirements of combining theory with practice, and do a series of preparatory work before class. Teaching is the central work of the school, and management is the core content of school management and an important guarantee for the school to maintain and improve the quality of teaching.

Fu Jing, (2019). In the process of management dance major, teachers need to conduct research and formulation of teaching syllabus from the perspective of practicality and pertinence according to the goal of cultivating talents, and complete the compilation of teaching materials, which is also a new objective market for dance education in universities. The management process that must be followed under the demand. Fu Jing from the School of Dance of Shenyang Conservatory of Music proposed in the "Analysis of the management Process Construction of Dance Majors in Universities" published in the artist magazine: universities should actively introduce



advanced process management concepts, update the management concepts of universities, and improve management of universities Level, fully implement the management process of dance majors in universities, standardize the management workflow, optimize the allocation of teaching resources for dance majors in universities, improve the management level of universities, improve the quality of dance major teaching, and comprehensively promote the development of dance majors in universities . On the one hand, the management dance major should fully reflect the characteristics of dance teaching, aim at cultivating teacher comprehensive ability, build a framework of dance teaching in universities, and realize the innovation of dance teaching. On the other hand, we must adhere to the goal of cultivating practical and capable talents to make specific arrangements for teaching plans and teaching progress. In the process of compiling teaching materials, we must pay attention to the actual needs of Teachers for dance knowledge, and let Teachers understand the new connotation of multi-dance culture to the greatest extent, so that they can learn new skills, new knowledge, new methods, and new aesthetics in dance.

### 3. Contents of Dance Teaching in Universities

Zang Xiaoqi. (2023). Dance teaching in universities can be gradually specialized in teaching content. In addition, dance teaching should be combined with humanities education. My country's dance teaching needs to be in touch with the humanities and society, which hinders teacher in-depth understanding of dance art. In terms of teaching content, teachers should strengthen the explanation of dance movements' style characteristics and cultural heritage, deepen teacher memory, and learn dance skills more systematically. In addition, teachers should create opportunities for Teachers to improve their appreciation ability, accurately evaluate some dance works, and learn to distinguish good or lousy dance works. Modern means can be used to let Teachers appreciate famous works, and teachers can make professional comments for Teachers to learn; Teachers can also perform performances with each other and then comment on each other, and teachers can give their own opinions on teacher comments. For teacher reference and study. As for the cultivation of teacher ability, it needs to be carried out according to the

requirements of education reform, and the course content with strong applicability should be the leading factor to achieve the joint improvement of comprehensive quality and comprehensive ability. In addition, in the course setting process, teachers must abandon the idea of partial generalization, pay attention to each person's creativity, and keep Teachers motivated to learn dance.

Li Jiangmei. (2019). The traditional teaching method of dance is the "oral teaching method," the dance movements are taught through the teacher's oral narration and movement simulation. The oral presentation introduces the basic knowledge of dance so that Teachers can learn the theoretical basis of dance teaching. The simulation demonstration process of movements can vividly display dance movements and allow Teachers to observe and learn directly. The public has consistently recognized this teaching method. Strengthening the management of dance teaching methods can make some innovations in this method. For example, when explaining the basic knowledge, the teacher can give a concentrated explanation before imitating the action and comprehensively guide the important explanation content of this lesson so that Teachers can be aware of the basic knowledge in the course. When explaining, you can use interactive teaching to mobilize the enthusiasm and initiative of Teachers by asking questions; when teaching actions by imitation, you can use the team teaching method-forms of mutual supervision, mutual learning, and standard progress. On the one hand, this can increase the cooperation ability among Teachers and enhance everyone's communication ability. On the other hand, it can increase the harmonious atmosphere and improve learning efficiency.

#### 4. Management of Dance Teaching Mode

Zheng Xue, Zang Saiting, Xu Kehong. (2022). Dance teaching is constantly enhance with the rapid development of the economy, but, affected by the historical influence of the traditional exam-oriented education system, most of its teaching models follow the "cramming" teaching model in conventional teaching. Therefore, in the new era, with the national education, With the continuous change of the system, dance teaching should also pay attention to the innovation of teaching models, create interactive teaching, make outdoor activity teaching, and let dance teaching

return to nature and simplicity. In addition, dance teaching can also break away from traditional classroom teaching, follow the development of the information age, run modern and advanced network information technology, and conduct teaching through network platforms. This is not only a change in teaching mode but also in teaching methods. With the in-depth reform of China's education system, the relevant departments of national education began to focus on art education. In the higher education system, dance teaching, as an important content of art education, plays an important role in strengthening the comprehensive quality of Teachers. However, the traditional teaching and training methods of dance performance simply cannot meet the requirements of current social education development, which requires teachers to reform and innovate their teaching methods based on reality. This is also the primary subject that dance teachers need to solve in their teaching. The integration of humanistic management concept and dance performance class has become the internal need of innovative dance teaching system, so the majority of teachers must take humanistic management as the guiding ideology, and actively explore the effective method of teaching and training of dance performance under the humanistic management mode.

To sum up, all aspects involved in the research are of great significance to improve the satisfaction of management dance major in universities. By optimizing teacher team management, teaching process management, teaching content design and teaching model innovation, we can better meet the needs of Teachers, improve teaching quality and promote the development of dance major. These research results provide useful guidance for university education administrators and dance teachers, so that the teaching work can better adapt to the requirements of The Times, achieve teaching goals, and improve teacher satisfaction and comprehensive quality.

### **Summary Research**

Based on the above research literature content, the following conclusions can be drawn about the application of satisfaction degree in management dance major in universities:

1. Academic guidance: In their research, the impact of the mentor system on the impact of the departure rate of teachers in a region in the United States. Studies have found that teachers participating in the instructor system performed better, which shows that the mentor system can improve the satisfaction and professional investment of teachers. It also studies the relationship between teachers' self-efficacy and perception of autonomy and teacher investment, satisfaction and emotional exhaustion. The research results show that teachers are more likely to experience higher teachers' investment and satisfaction with academic guidance and support. It also discussed the education practice of teachers from all over the world, and proposed the mentor system and training methods of different countries. Studies have emphasized the role of the mentor system to help teachers develop professional ability and improve satisfaction.

2. Research opportunities: The discovery in the comprehensive literature, teachers have more research opportunities and professional development opportunities, which are related to higher satisfaction with students' academic performance. Teachers' gender, work experience, and work pressure have a greater impact on teachers' self-efficacy and satisfaction. More research opportunities and support can enhance teachers' self-efficacy and improve satisfaction. It also studies the relationship between teachers' self-efficacy and perception of autonomy and the relationship between teachers' input, satisfaction and emotional exhaustion. The research results show that when there are more research opportunities, teachers are more likely to experience higher investment and satisfaction.

3. Academic resources: The academic support of university dance teachers may involve their contribution to dance research. The literature may quote their research papers, publications, speeches, etc. to show their position in the academic world. These teachers may put forward their opinions on the development trend, theoretical framework and practical innovation in the current dance field, and participate in academic exchanges and cooperation.

4. Facilities and resources: The literature of university dance teachers may describe their teaching environment and resource conditions. This includes teaching venues, dance studios, audio equipment, lighting facilities, etc. The literature may

explore how these environments affect teaching and creation, and how to use these resources to support students' learning and performances to the greatest extent.

To sum up, all aspects involved in the research are of great significance to improve the satisfaction of management dance major in universities. By optimizing teacher team management, teaching process management, teaching content design and teaching model innovation, we can better meet the needs of Teachers, improve teaching quality and promote the development of dance major. These research results provide useful guidance for university education administrators and dance teachers, so that the teaching work can better adapt to the requirements of The Times, achieve teaching goals, and improve teacher satisfaction and comprehensive quality. Through the summary of these four aspects, readers can deeply understand key information such as professional literacy, management concepts, academic influence, and teaching environment of university dance teachers, so as to better understand their roles and contributions in the dance field.

# Chapter 3

## Research Methodology

To satisfaction survey on the management dance major in universities the researchers have the following procedures;

1. The population / the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

### The Population / Sample Group

#### The Population

The population group of dance professional teachers in Shandong University includes management and teaching positions, with a total of 479 teachers.

#### The Sample Group

1. Sample group: The sample group were according to the Krejcie and Morgan sampling table. (1970), the sample group of this research was 212 administrators and dance teachers from 11 universities in Shandong. By using proportion random sampling and sampling random sample methods.

2. Participants characteristics:

Working age: 212 participants come from different working years. This shows that they have a different teaching environment and experience.

Dance learning experience: Participants have dance learning experience, which means they have similar backgrounds and skills in the dance field.

Education level: Participants have at least graduate degree or above, which shows that they have similar performance and ability in their professional ability.

#### Interviewees

The interviewees of this research was 11 administrators and dance teachers of universities in Shandong. The qualification of interviewees were: 1) have a

master's degree or higher, 2) have been working in universities for more than ten years; 3) they are middle-level and above administration who expertise in educational, and 4) the academic title is associate professor or above.

#### Evaluation Expert

The evaluation expert of this research was 11 exports from 11 universities. The qualification of expert were : 1) More than 15 years of working experience in universities, 2) senior leaders, 3) administrators and teachers with senior titles.

For detailed example group information, see Table 3.1 below:

**Table 3.1** Sample Distribution Table

No.	University	City	Population	Sample Group
1	Shandong University Of Arts Dance Academy	Jinan	40	24
2	Shandong University Of Music Academy	Weihai	62	22
3	Shandong Youth University Of Political Science	Jinan	56	30
4	Qingdao University Of Music Academy	Qingdao	30	15
5	Shandong Normal University Of Music Academy	Jinan	25	18
6	Linyi University Of Music Academy	Linyi	40	22
7	Liaocheng University Of Music Academy	Liaocheng	45	21
8	Jinan University Of Music Academy	Jinan	35	12
9	Shandong Women's University	Jinan	20	10
10	Qingdao Hengxing University	Qingdao	52	27
11	Qingdao Art University	Qingdao	30	11
<b>Total</b>			<b>479</b>	<b>212</b>

## Research Instruments

The tools used in this study include questionnaires, interview forms and model applicability assessment forms.

### Design Research Instruments

1. Design a questionnaire, divided into two parts, as follows:

Part I: Personal information, including gender, age, highest education level, professional title, position, educational management experience, etc.

Part II: Using the Likert five-grade scale to conduct a questionnaire survey on the current situation of education management of universities in Shandong. The evaluation is divided into 5 points very satisfied, 4 points satisfied, 3 points general satisfaction, 2 points dissatisfied, and 1 point very dissatisfied.

The contents of the questionnaire are arranged in order of the four variables of academic guidance, research opportunities, academic resources, facilities and resources.

2. Structured interview format

Based on the questionnaire survey and data analysis, this paper summarizes the status quo of management dance major of universities in Shandong, designs an interview outline, and forms a structured interview form.

3. Evaluation Form

Based on the results of questionnaires and interviews, this paper proposes the guideline for enhance the teachers satisfaction with the management dance major of university in Shandong, designs an evaluation form for the implementation of the model, and invites experts to evaluate the adaptability and feasibility of the implementation of the model.

### Research Methods and Steps

This study combines qualitative research with quantitative research, and uses a variety of data collection and statistical analysis methods to collect, analyze and count relevant data. A questionnaire survey on the current situation of education management of universities in Shandong was designed, and a survey was conducted on the administrators and dance teachers of 11 universities in Shandong. Designed a structured interview outline, selected Shandong University Of Arts Dance



Academy, Shandong University Of Music Academy, Shandong Youth University Of Political Science, Qingdao University Of Music Academy, Shandong Normal University Of Music Academy, Linyi University Of Music Academy, Liaocheng University Of Music Academy, Jinan University Of Music Academy, Shandong Women's University, Qingdao Hengxing University, Qingdao Art University. The 11 relatively high-level schools of Shandong University were used as interview schools. The 11 interviewees all have a master's degree or above and have worked in universities for more than 10 years. They are middle-level and above managers in charge of management dance major and dance teachers with associate senior titles and above. The guideline for enhance the teachers satisfaction with the management dance major, and invited 5 management dance major experts, middle-level leaders, teachers and managers with intermediate and above professional titles who have worked in universities for more than 7 years to test the research tools, and invited 11 people who have worked in universities for 15 years. The above education management experts, senior leaders, managers and teachers with senior professional titles will evaluate the adaptability and feasibility of guideline for enhance the teachers satisfaction with the management dance major of university in Shandong. The research steps are as follows:

Step 1: Set research ideas. Read and sort out relevant literature at home and abroad, be familiar with the relevant theories and concepts of education management and total dance management theory in universities, and understand the four variables related to academic guidance, research opportunities, academic resources, facilities and resources, clarify the purpose of the research, formulate the research plan and ideas.

Step 2: Design and distribute the questionnaire. On the basis of sorting out the relevant literature at home and abroad, through the predecessors' research on issues related to the management dance major of university in Shandong, the corresponding questionnaires were designed and compiled, and the questionnaires were distributed to the managers and teachers of universities in Shandong. Through factor analysis, the reliability and validity of the four variables in the questionnaire are compared, and the feasibility of the research on the satisfaction with the

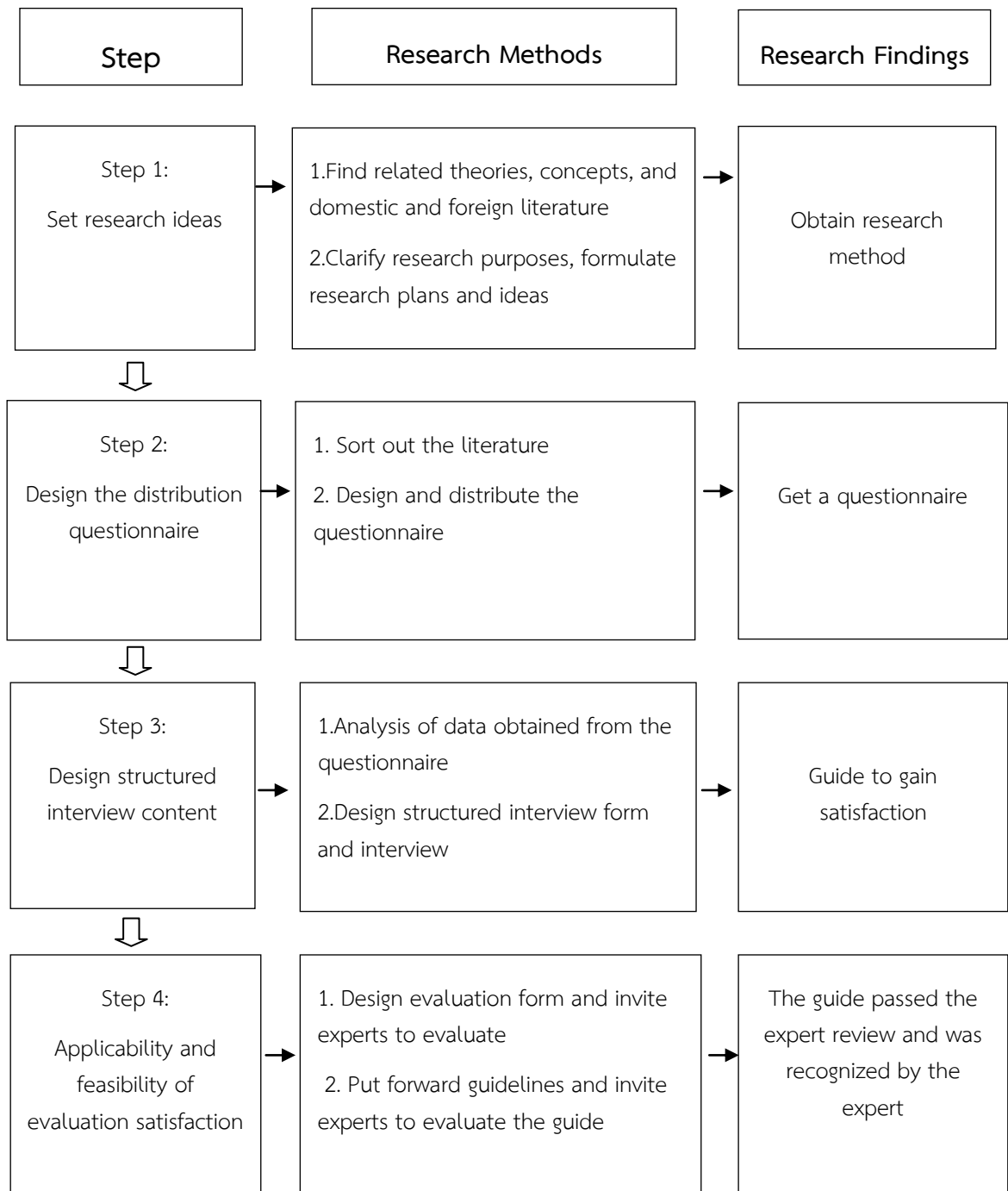
management dance major of university in Shandong is verified, so as to analyze and understand the current situation for satisfaction with the management dance major of university in Shandong.

The third step: designing structured interview content. Questions and suggestions were collected through structured interviews, and the influencing factors of Shandong university education management improve satisfaction were analyzed and summarized.

#### Step 4: Evaluate satisfaction suitability and feasibility

Eleven education management dance major experts, senior leaders, managers with senior professional titles and teachers who have worked in universities for more than 15 years were invited to evaluate the applicability and feasibility of the implementation of the education management dance major improve satisfaction of universities in Shandong. They evaluated the content of influencing factors of improve management collected through interviews, and evaluated the appropriateness of implementing improve management, and the evaluation results provided a basis for optimizing the improve management dance major university education management in Shandong.

The research steps are shown in Figure 3.1:



**Figure 3.1** Summary of Research Steps

## Data Collection

Researchers collect data according to the type and procedure of research tools. as follows:

### Questionnaire

Step1. Questionnaire design: The researchers design the research questionnaire according to the first research purpose, accept the guidance of the tutor, and then submit it to the School of Graduate Studies for approval.

Step2. Questionnaire distribution: The researchers distributed questionnaires in 11 universities in Shandong from July 12 to July 26, 2023, and asked respondents to fill in the questionnaires.

Step3. Questionnaire follow-up: Follow up the sample size of the questionnaire, stop the questionnaire when the sample size is satisfied, and proceed to the next step of questionnaire data analysis.

Step4. Questionnaire data collation: sort out the collected questionnaires, check the completeness of the questionnaires, and use SPSS to analyze the complete and valid questionnaire data.

### Interview

Step1. Summarize the analysis results of the Shandong University management satisfaction Discovery Questionnaire, and formulate the interview outline.

Step2. Respondents in structured interviews selected Shandong University Of Arts Dance Academy, Shandong University Of Music Academy, Shandong Youth University Of Political Science, Qingdao University Of Music Academy, Shandong Normal University Of Music Academy, Linyi University Of Music Academy, Liaocheng University Of Music Academy, Jinan University Of Music Academy, Shandong Women's University, Qingdao Hengxing University, Qingdao Art University. The 11 relatively high-level schools of Shandong University. The 11 regional high-level schools and above are used as interview schools. The 11 interviewees all have a master's degree or above and have worked in universities for more than ten years. They are middle-level and above managers in charge of education management and teachers with associate senior titles or above.

Step3. Screen the interviewees who meet the requirements and be invited by the researcher.

Step4. Conduct an interview. The researchers distributed an interview outline to 11 interviewees.

Step5. Interview data analysis. After the interview, organize the content of the interview.

#### **Evaluation Expert**

Step1. Design an evaluation form and check its correctness, feasibility and applicability.

Step2. Invite experts to participate in the strategy evaluation.

Step3. After the evaluation, analyze the evaluation content and data.

#### **Collection time**

The entire data collection time is shown in Table 3.2:

**Table 3.2** Data Collection for Qualitative Schedule

Data collection method	Finish time	Remarks
Telephone interview	In December, 2022	Experts in the field of professional management system and practice have been contacted for targeted consultation and visit
Face interview	In March, 2023	Conduct face-to-face interviews with relevant personnel of management of dance major to obtain professional evaluation and analysis
Email feedback	In April, 2023	Send an email to other experts in the field of dance professional management system and practice, and receive their feedback and opinions

Table 3.2 (Continued)

Data collection method	Finish time	Remarks
Literature reading and analysis	In February-June, 2023	Check and carefully read the relevant literature of the management of dance major to understand the improve background and the latest theoretical results We plan to analyze relevant literature at home and abroad, and deeply study the historical background and latest research methods of management of dance major
Analysis of the domestic and foreign literature	In May-June, 2023	According to the collected data and literature, we organized, analyzed and studied, and obtained the qualitative evaluation and analysis of the management of dance major
Data collation and study analysis	In June, 2023	

## Data Analysis

### Questionnaire

Before analyzing the data, the researcher first checks the validity and completeness of the data. If the data is found to be incorrect, invalid or incomplete, it will be deleted first, and completed and summarized to select valid questionnaires for sorting. Then analyze the data according to the two steps of preliminary analysis of data and in-depth analysis of data. Details are as follows:

Step1. Preliminary data analysis, mainly analyzing the statistical data in line with the research purpose; and analyzing the characteristics of each research variable data. The analysis in this step is to analyze the background of the sample, including gender, age, highest education level, professional title, position, educational management experience, etc. The basic statistical analysis uses frequency distribution

and percentage, while the basic statistical analysis of variables uses the mean and standard Difference.

Step2. In-depth analysis of the data, in order to achieve the purpose of the research, research and analysis of the current situation of management satisfaction of dance majors of university in Shandong, and use the mean and standard deviation for analysis.

### **Interviews**

In order to achieve the purpose of the research, formulate the guideline for enhance the teachers' satisfaction with the management dance major of university in Shandong, and analyze the data collected from interviews with managers and dance teachers of higher education management.

### **Evaluation Expert**

In order to achieve the purpose of the study, the current situation of management dance major satisfaction of university in Shandong is studied, the guideline for enhance management satisfaction of universities in Shandong is formulated, and the basic statistical analysis of the mean and standard deviation of the variables is carried out. Calculate the average value ( $\bar{X}$ ) of the actual possibility, use the statistical average value ( $\bar{X}$ ) and standard deviation (SD) of data analysis, analyze the applicability and feasibility of the evaluation content, and determine the high applicability and feasibility.

### **Statistical Data Analysis**

The statistics used for data analysis in this study are as follows:

Using frequency distribution and percentage to analyze the distribution of samples, including gender, age, highest education, professional title, position, educational management experience, etc.; using mean analysis and standard deviation to analyze the impact of four variables on academic guidance, research opportunities, academic resources, facilities and resources on the enhance teachers' s atisfaction with them anagementd ancemajor of university in Shandong.

### Data Interpretation

In the mean value analysis of the guideline for enhance teachers' satisfaction with them anagementd ancemajor of university in Shandong, the researchers clarified the criteria for data interpretation.

As follows.

4.51 - 5.00	Refers to the highest level
3.51 - 4.50	Refers to means high level
2.51 - 3.50	Refers to medium level
1.51 - 2.50	Refers to low level
1.00 - 1.50	Refers to the lowest level

After evaluating the adaptability and feasibility of guideline for enhance the teachers satisfaction with the management dance major of university in Shandong, the criteria for data interpretation were determined.

As follows.

4.51 - 5.00	Refers to the highest level
3.51 - 4.50	Refers to the high level
2.51 - 3.50	Refers to medium level
1.51 - 2.50	Refers to low level
1.00 - 1.50	Refers to the lowest level



## Chapter 4

### Results of Analysis

This research was to study guidelines to enhance teachers' satisfaction with them anagementd ancemajor of university in Shandong. Teacher satisfaction can be measured through various methods and techniques of collecting feedback and insights about their experiences. These surveys can include quantitative (Rating scales, multiple choice questions) and qualitative (Open-ended questions) sections. The problem may involve aspects such as course content, teaching methods, facilities, resources, and overall experience. The data analysis result can be presented as follows:

In this chapter, researchers mainly present research results in the following five aspects.

Section I. Personal information of school administrators, divided into gender, work experience in graduate education, educational level and position

Section II. Analysis of the current situation for satisfaction with the management dance major of university in Shandong

Section III. Analysis results of enhance the teachers' satisfaction with the management dance major of university in Shandong

Section IV. The adaptability and feasibility assessment of the quality development strategy of higher education dance management in Shandong

Section I. Personal information of school administrators, divided into gender, work experience in graduate education, educational level and position

Table 4.1 Personal Information

	Personal Information	Population	Percent
Gender	Male	100	47.17%
	Female	112	52.83%
	<b>Total</b>	<b>212</b>	<b>100</b>
Age	Under 35 years' old	70	33.02%
	Between 36-45 years' old	60	28.30%
	Between 46-55 years' old	45	21.23%
	Over 56 years old	37	17.45%
	<b>Total</b>	<b>212</b>	<b>100</b>
Highest Education	Bachelor	50	23.58%
	Master	90	42.45%
	Ph.D. Postdoctoral	72	33.96%
	<b>Total</b>	<b>212</b>	<b>100</b>
Professional Title	Coach	82	38.68%
	Lecturer	60	28.30%
	Associate Professor	50	23.58%
	Professor	20	9.43%
	<b>Total</b>	<b>41</b>	<b>100</b>
Position	Senior administrators	40	18.87%
	Middle administrators	70	33.02%
	Teachers	102	48.11%
	<b>Total</b>	<b>212</b>	<b>100</b>
Experience in Education Management	Less than 10 years	70	33.02%
	11-15 years	58	27.36%
	More than 15 years	84	39.62%
	<b>Total</b>	<b>212</b>	<b>100</b>

This form provides data on personal information, gender, age, the highest academic qualifications, titles, jobs, and education management experience.

Gender and age distribution: The gender distribution of samples is basically balanced, and the ratio of men and women is 47.17% and 52.83%. The age distribution is relatively uniform, mainly concentrated in the two ages of less than 35 and 36-45 years old, accounting for 33.02% and 28.30% of the total number. The age of 56 is relatively small. Academic qualifications and titles: Most of the people have a master's degree (42.45%) or a doctorate (33.96%) degree, with a high degree of education. In the distribution of professional titles, the number of professors (9.43%) and associate professors (23.58%) are relatively small, while the number of coaches (38.68%) and lecturers (28.30%) are relatively large. Distribution of jobs and education management experience: Among the sample groups, teachers account for 48.11%, intermediate management personnel account for 33.02%, and senior managers account for 18.87%. Education workers occupy the main position. In terms of education management experience, the number of more than 15 years of experience accounted for 39.62%, less than 10 years of experience and 11-15 years of experience accounted for 33.02% and 27.36%, respectively. There are many people with rich experience.

In summary, the education workers in this sample crowd are generally higher, and the number of professors and associate professors is relatively small. The age is mainly distributed between under 35 and between 36-45 years old. many. This information reflects the talent structure and characteristics of this specific field.

## **Section II. Analysis of the current situation for satisfaction with the management dance major of university in Shandong**

On the basis of collecting questionnaires, this study analyzed the current status of education management dance major in Shandong universities from academic guidance, research opportunities, academic resources, facilities and resources. The average value and standard deviation are used to analyze the current status of each variable in this study. The exploratory factor analysis method is used to test the reliability and validity of each variable. Through factor analysis, the data variables in the questionnaire have been analyzed.

### 1. Analysis of Factors Affecting the Academic Guidance of Management Dance Major of University in Shandong

**Table 4.2** Factor Analysis of the Current Situation for Satisfaction with the Academic Guidance of University in Shandong

(n=375)

Educational Quality		$\bar{X}$	SD	Level	Order
1	Academic Guidance	3.49	0.55	medium	1
2	Research Opportunities	3.48	0.59	medium	2
3	Academic Resources	3.25	0.51	medium	4
4	Facilities And Resources	3.46	0.47	medium	3
<b>Total</b>		<b>3.42</b>	<b>0.53</b>	<b>medium</b>	

According to Table 4.2, in terms of the current situation for satisfaction with the academic guidance of university in Shandong, the average score of respondents is distributed between 2.51 ~ 3.50. According to the median theory, above 2.51 and below 3.50 are classified as intermediate levels, while above 3.50 or more is considered a high level. Therefore, these four factors of the current situation for satisfaction with the academic guidance of university in Shandong are at a medium level, indicating that the enhance the teachers' satisfaction with the management dance major has further room for further space. According to the results of the analysis, the academic guidance obtained the highest score (Average score = 3.49), followed by research opportunities (Average score = 3.48), academic resources (Average score = 3.25), and facilities and resources (Average score = average score = average scoring = 3.46). The average score of overall satisfaction is 3.42, and the standard difference is 0.53, which is a medium level. These results reveal the current situation for satisfaction with the academic guidance of university in Shandong.

## 2. Analysis of the Current Situation of Academic Guidance

**Table 4.3** Current Situation of Academic Guidance

(n=375)

	Academic Guidance	$\bar{X}$	SD	Level	Order
1	I have a positive attitude towards the academic guidance and training of dance majors.	3.48	0.28	medium	2
2	Academic guidance improved my dance teaching skills.	3.24	0.38	medium	6
3	Academic guidance enhances my self-confidence in dealing with the professional challenge of dance.	3.49	0.35	medium	1
4	I think academic guidance has a positive impact on the professional development of dance teachers.	3.31	0.42	medium	4
5	I am willing to participate or recommend more academic guidance activities about dance teaching.	3.36	0.39	medium	3
6	I think academic guidance should be an important strategy to improve the overall satisfaction of dance professional teachers.	3.25	0.41	medium	5
<b>Total</b>		<b>3.36</b>	<b>0.37</b>	<b>medium</b>	

According to Table 4.3, The academic guidance of the respondents' dance majors enhanced the self-confidence of the respondents when they responded to the dance professional challenge. The average score was 3.49, and the standard difference was 0.35, which belonged to the medium level (ranked 1). Academic guidance and training hold a positive attitude, with an average score of 3.48 and a standard difference of 0.28, which belongs to the medium level (ranked 2nd). The effect of academic guidance in enhance dance teaching skills is relatively limited.

The interviewees have low satisfaction, with an average score of 3.24, and a standard difference of 0.38, which is a medium level (the last ranking).

### 3. Analysis of the current situation of research opportunities

**Table 4.4** Current Situation of Research Opportunities

(n=375)

	Strategy	$\bar{X}$	SD	Level	Order
1	I have the opportunity to participate in educational research related to dance education.	3.36	0.51	medium	4
2	In my teaching, I can apply research results or innovative methods to actual teaching.	3.33	0.44	medium	5
3	I have the opportunity to cooperate with other professional teachers to carry out educational research projects.	3.38	0.53	medium	3
4	Participating in education research has a positive impact on enhance my teaching effect and professional growth.	3.42	0.51	medium	1
5	Research opportunities help me understand the latest development and trends of dance education.	3.41	0.52	medium	2
6	Education research plays an important role in enhance the teachers' satisfaction of dance professional teachers.	3.31	0.57	medium	6
7	I am willing to apply my educational experience and insights to education research.	3.29	0.57	medium	7
8	I think the school should provide more support and encourage teachers to participate in educational research activities.	3.25	0.49	medium	8
<b>Total</b>		<b>3.34</b>	<b>0.52</b>	<b>medium</b>	

According to Table 4.4, The most satisfied factor for interviewees for research opportunities is "Participating in Education Research Has A Positive Impact on enhance My Teaching Effect and Professional Growth", which is scored 3.42. The secondary factor is "Research Opportunities Help Me Unders Tand the Latest Development and Trends of Dance Education". Its average score is 3.41. The lowest factor is "Education Research Plays An Important Role in enhance the teachers' satisfaction of Dance Professional Teachers", with an average score of 3.31. The satisfaction of the interviewees for research opportunities is also at a medium level, because the average score is about 3.34, and the standard difference is 0.52. Interviewees' opportunities and impact on education research holding medium satisfaction. They believe that participating in education research can help improve the effect of teaching and professional growth. At the same time, they also hope that the school can provide more support and encourage teachers to participate in educational research activities. In summary, from the perspective of research and analysis, the satisfaction of management dance major in Shandong universities is at a medium level, and there is also room for improvement. Understanding these results help formulate further improvement and improvement strategies to promote the continuous improvement of management dance major.

#### 4. Analysis of the Current Situation of Academic Resources

**Table 4.1** Current Situation of Academic Resources

(n=375)					
	Stakeholder focus	$\bar{X}$	SD	Level	Order
1	The school provides rich academic resources for dance teachers.	3.36	0.55	medium	3
2	Academic resources are very helpful for your teaching and research work.	3.31	0.39	medium	6
3	The school provides rich academic literature and journal resources for dance teachers.	3.33	0.47	medium	5

Table 4.2 (Continued)

(n=375)

	Stakeholder focus	$\bar{X}$	SD	Level	Order
4	Academic resources have played an important role in enhance dance teaching methods and content.	3.29	0.48	medium	7
5	Academic resources have a positive impact on your in -depth understanding of the development and trend of the dance field.	3.42	0.51	medium	2
6	Academic resources make your dance teaching more innovative and diverse.	3.2	0.64	medium	8
7	You think that schools should provide more academic resources to support the teaching and research of dance teachers.	3.35	0.58	medium	4
8	Academic resources are one of the important factors to improve the satisfaction of dance teachers.	3.48	0.49	medium	1
<b>Total</b>		<b>3.34</b>	<b>0.51</b>	<b>medium</b>	

According to Table 4.5, In the satisfaction of interviewees for academic resources, the highest factor is "Academic Resources Are One of the Important Factors to Improve the Satisfaction of Dance Teachers", with an average score of 3.48. The secondary factor is "Academic Resources have a positive impact on your in-depth understanding of the development and trend of the dance field. The lowest factor is "Academic Resources Make Your Dance Teaching More Innovative and DIVERSE", which is scored 3.20. In summary, interviewees generally have high satisfaction with academic resources, especially that academic resources are one of the important factors to improve the satisfaction of dance teachers. At the same time trend. However, some interviewees may think that academic resources need to be improved in making dance teaching more innovative and diversity.



### 5. Analysis of the current situation of facilities and resources

**Table 4.3** Current Situation of Facilities and Resources

(n=375)

	Measurement and Evaluation	$\bar{X}$	SD	Level	Order
1	The school provides advanced teaching facilities and venues for dance teaching.	3.31	0.44	medium	6
2	The school provides appropriate dance teaching tools and equipment for dance teachers.	3.5	0.58	medium	1
3	The school provides sufficient support for the resources and clothing required for dance courses.	3.21	0.61	medium	7
4	The arrangement and layout of dance classrooms and rehearsal venues are reasonable to meet the needs of teaching and rehearsal.	3.35	0.73	medium	5
5	The school provides sufficient time and venue for dance teachers to create and rehearse.	3.38	0.58	medium	4
6	The maintenance and management of dance classrooms and rehearsal places can maintain a good teaching environment.	3.42	0.72	medium	3
7	The school provides more facilities and resources to support dance teaching and creative activities	3.47	0.66	medium	2
8	The adequacy of facilities and resources is one of the key factors to improve the satisfaction of dance teachers.	3.21	0.53	medium	7
<b>Total</b>		<b>3.37</b>	<b>0.62</b>	<b>medium</b>	

According to Table 4.6 in the satisfaction of the respondents for facilities and resources, the highest factor is "The SCHOOL Provides Appropriate Dance Teaching Tools and Equipment for Dance Teachers", with an average score of 3.50. The secondary factor is "The School Provides More Facilities and Resources to Support Dance Teaching and Creative Activities", which scores a average score of 3.47. The lowest factor is "The School Provides SUFFICIENT Support for The Resources and Clothing Required For Dance Courses", which is scored 3.21. In summary, the interviewees provide a high satisfaction with the school with appropriate tools and equipment for the school. It also believes that it is important to provide more facilities and resources to support dance teaching and creative activities. However, some interviewees may think that it needs to be improved in providing sufficient resources and clothing support for dance courses.

### **Section III. Analysis Results of Enhance the Teachers' Satisfaction With the Management Dance Major of University in Shandong**

This study adopted the interview outline designed by the researcher for this study and presented the information provided by the interviewees through structured interviews. Respondents were members of the sample group for this research, and selected Shandong University Of Arts Dance Academy, Shandong University Of Music Academy, Shandong Youth University Of Political Science, Qingdao University Of Music Academy, Shandong Normal University Of Music Academy, Linyi University Of Music Academy, Liaocheng University Of Music Academy, Jinan University Of Music Academy, Shandong Women's University, Qingdao Hengxing University, Qingdao Art University. The 11 relatively high-level schools of Shandong University. The 11 regional high-level schools and above are used as interview schools. The 11 interviewees all have a master's degree or above and have worked in universities for more than ten years. They are middle-level and above managers in charge of education management and teachers with associate senior titles or above.

The list of respondents is as follows:

Table 4.7 List of Respondents

No	Title	Post	Years of university work	University
1	Professor	Senior administrators	31	Shandong University Of Arts Dance Academy
2	Associate Professor	Senior administrators	19	Shandong University Of Music Academy
3	Associate Professor	Teacher	12	Shandong Youth University Of Political Science
4	Associate Professor	Teacher	15	Qingdao University Of Music Academy
5	Associate Professor	Teacher	11	Shandong Normal University Of Music Academy
6	Professor	Teacher	31	Linyi University Of Music Academy
7	Professor	Teacher	25	Liaocheng University Of Music Academy
8	Associate Professor	Teacher	20	Jinan University Of Music Academy
9	Professor	Middle administrators	30	Shandong Women's University
10	Professor	Senior administrators	22	Qingdao Hengxing University
11	Professor	Middle administrators	28	Qingdao Art University

#### The Interviewee Detail are as Follows:

##### Interviewee 1

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

The academic director provided by the school has a positive impact on my teaching and professional development. By participating in academic guidance, I can

contact the latest educational concepts and methods, which allows me to better adjust my teaching strategy and improve teaching quality.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Yes, academic supervisors helped me when I was facing dance teaching challenges. I remember once I encountered some difficulties in the class and could not convey the teaching content well. Academic supervisors suggested that I try some interactive teaching methods, Stimulate learning interest through students' participation. This proposal is very effective, not only improves my teaching effect, but also enhances my self-confidence.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic director plays an important role in enhance the overall satisfaction of dance teachers. Through continuous learning and communication, we can better cope with teaching challenges and continuously improve our professional level. This progress and growth will make us more satisfied with ourselves to ourselves. Education.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

In school, I have the opportunity to participate in dance education research. By participating in the research project, I can integrate the research results into my teaching and innovate my teaching methods and content. This not only enriches my course, but also improves my Teaching effect. In terms of career development, research experience has also increased my academic qualifications, and paving the way for my future development.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

Of course, I hope that there are more opportunities to participate in the field of dance education. Because this allows me to continue to learn and grow, and also allow me to communicate with other colleagues and inspire each other. I believe this opportunity can bring more to my education. Big development space.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Yes, research opportunities have an impact on my teaching methods and content innovation. For example, I have participated in a research project and explore how to integrate modern dance into traditional dance courses. Through this research, I tried new teaching strategies, Let students participate more actively, thereby enhance the attractiveness and practicality of the course.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with rich academic resources, including textbooks, journals and curriculum information. These resources help me prepare the teaching content better and improve my teaching effect. But sometimes I also feel that if I can provide more and dance with dance Teaching related resources will help our teaching work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

Yes, the academic resources provided by the school help me understand the latest development and trends in the dance field. I can read some cutting -edge research and perspectives, which helps me to guide students better and keep them pace with the times.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think rich academic resources can improve the overall satisfaction of dance teachers. With sufficient resources, we can be more confident in teaching and research, so as to achieve greater achievements in education.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

School dance classrooms, rehearsal venues and equipment really meet my teaching and creative needs. These facilities provide a good teaching environment so that I can better organize courses and rehearsal activities.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

Yes, the adequacy of facilities and resources has affected my teaching and students' learning experience. For example, if the classroom facilities are not perfect, it may affect the smooth progress of teaching. Therefore, I think enhance facilities and resources can improve dance teachers The management satisfaction also improves the teaching effect.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I think the improvement of facilities and resources can indeed improve the management satisfaction of dance teachers. First of all, good facilities and resources can provide better support for our teaching and creation.

### **Interviewee 2**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

The academic director provided by the school has a positive impact on my teaching and professional development. By participating in academic guidance, I can expose new teaching methods and concepts. This helps me better adjust my teaching strategy and enhance my Students' learning effects. In addition, academic director also provided me with opportunities to communicate with peers, allowing me to continue to learn and grow.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director did helped me when I was facing dance teaching challenges. Once, I met a problem in the classroom, and students had difficulty in understanding a move. I consulted the academic supervisor. She gave me some targeted suggestions. And teaching methods to help me better explain and demonstrate, so that students can better grasp the movements.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is very important for enhance the overall satisfaction of dance teachers. It not only provides us with the update of professional knowledge and skills, but also stimulates our innovative thinking. Through academic guidance, we can better cope with the challenges in teaching and improve the challenges of teaching, improve the improvement of teaching, improve the challenges of teaching, improve the improvement of teaching, improve the challenges and improve Your own teaching level, so he is more confident and satisfied into education work.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

Yes, I have the opportunity to participate in dance education research at school. This has a positive impact on my teaching and career development. Participating research allowed me to continuously study the field of dance education, which not only improved my teaching level, but also for me Provide some new teaching methods and ideas. This is not only good for my personal development, but also provides more support for the school's education quality.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

Of course, I hope that there are more opportunities to participate in the field of dance education. I think constantly participating in research and exchanges can broaden our horizons and allow us to better understand industry trends and development directions. At the same time, I can also let me meet more Passing and learning and sharing experience with each other is good for me and the entire field of dance education.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Yes, research opportunities have an impact on my teaching methods and content innovation. For example, I have participated in a research project and explore how to integrate modern dance elements into traditional dance courses. Through this research, I tried some new ones Teaching methods make students participate more proactively, thereby enhance the attractiveness and practicality of the course.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with some academic resources, but sometimes I feel that it is not enough. Especially some of the latest research and materials, sometimes it is difficult to find. If you can provide more academic resources, especially for the field of dance education, you can provide it. It is more helpful for our teaching and research work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

Yes, the academic resources provided by the school help me better understand the latest development and trends in the dance field. By reading some cutting-edge research, I can better guide students and let them understand the changes in the industry and the future development direction.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think the richer academic resources can indeed improve the overall satisfaction of dance teachers. With more resource support, we can carry out teaching and research work more confidently to achieve better results and improve satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

The school's dance classroom, rehearsal venue and equipment basically meet my teaching and creation needs. These facilities provide us with a good teaching environment, so that I can better carry out teaching and rehearsal activities.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

The adequacy of facilities and resources does affect my teaching and students' learning experience. Sometimes, if the classroom facilities are not perfect, it may affect the effect of teaching. Therefore, I think enhance facilities and resources can improve the quality and quality of teaching and the quality and resources of teaching. Student satisfaction.



12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

Of course, sufficient facilities and resources can provide better working conditions and environment for dance teachers, so that we are more focused on teaching and creation, and improved satisfaction. For example, with advanced equipment and dance studios, we can allow us to allow us Be better for teaching and rehearsal, thereby enhance management satisfaction.

### **Interviewee 3**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

I think the academic director provided by the school has a positive impact on my teaching and professional development. Through academic guidance, I can learn the latest teaching methods and research results, which helps me better improve my teaching level And professionalism.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director did help me better deal with the challenges in dance teaching. Once, I encountered a complex arrangement problem, but after discussing with academic supervisors, I got a lot of useful suggestions and guidance, so that I could be able to be able More confidently solve the problem, and finally succeed.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic director is very important for enhance the overall satisfaction of dance teachers. It can not only improve our teaching level, but also promote us to continue to innovate, so as to better meet the needs of students and improve the satisfaction of students and teachers.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

In school, I have the opportunity to participate in some dance education research. This has a positive impact on my teaching and career development. By

participating in research, I can better understand the trends and problems in the field of dance education, so as to better guide me Teaching and research work.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

Of course, I hope that there will be more opportunities to participate in the field of dance education. Continuous participation in research and exchanges can keep me constantly updating my knowledge and skills, better cope with teaching and research challenges, and improve satisfaction.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have indeed affected my teaching methods and content innovation. By participating in research, I tried some new teaching methods, such as how to better guide students to feel the emotions of dance, which makes my teaching more attractive and influential force.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with some academic resources, but I think there is still room for improvement. Sometimes I need some specific information and documents, but it is difficult to find. If you can provide richer academic resources, it will help me more helpful to me Teaching and research work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school really helped me understand the latest development and trends in the dance field. By reading some cutting-edge research, I can better guide students and let them understand the changes in the industry and the future development direction.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think richer academic resources can improve the satisfaction of dance teachers. With more resource support, we can carry more confidence in teaching and research, achieve better results, and improve satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

The school's dance classroom, rehearsal venue and equipment basically meet my teaching and creative needs. These facilities provide us with a good teaching environment, allowing me to better carry out teaching and creative activities.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

The adequacy of facilities and resources does affect my teaching and students' learning experience. When we have enough facilities and resource support, I can better organize teaching and rehearsal activities, so that students have a sense of participation and experience.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I think the improvement of facilities and resources can improve the management satisfaction of dance teachers. When we have better facilities and resources, we can carry out teaching and creation more smoothly, so that we can manage our educational work more satisfied.

#### **Interviewee 4**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

The academic director provided by the school has a positive impact on my teaching and professional development. Through academic guidance, I can continuously update my teaching methods and knowledge, improve the quality of teaching, and make students more gain.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director helped me a lot in dance teaching. Once I was facing a teaching problem, but in the exchange with academic supervisors, I got some suggestions and methods to help me better solve the problem. This made me make me. I am full of confidence in academic guidance.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is very important for enhance the overall satisfaction of dance teachers. It can not only improve our teaching level, but also stimulate our creative thinking, so that we can better cope with education challenges and improve satisfaction.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I have the opportunity to participate in some dance education research. This allows me to learn more deeply about the development and trend of the dance field, and at the same time, I can apply the research results to my teaching and improve the teaching effect.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

Of course, I hope that there are more opportunities to participate in the field of dance education. By participating in research and exchanges, I can continuously improve my professional level and better guide students to improve satisfaction.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have affected my teaching methods and content innovation. Through participation in research, I tried some new teaching strategies, such as teaching in combination with science and technology, which made my classroom more interesting and interactive.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with some academic resources, but I think there is still room for improvement. Sometimes I need some specific information and documents, but it is difficult to find. If you can provide richer academic resources, it will help me more helpful to me Teaching and research work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school really helped me understand the latest development and trends in the dance field. By reading some cutting-edge research, I can better guide students and let them understand the changes in the industry and the future development direction.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think richer academic resources can improve the satisfaction of dance teachers. With more resource support, we can carry more confidence in teaching and research, achieve better results, and improve satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

The school's dance classroom, rehearsal venue and equipment basically meet my teaching and creative needs. These facilities provide us with a good teaching environment, allowing me to better carry out teaching and creative activities.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

The adequacy of facilities and resources does affect my teaching and students' learning experience. When we have enough facilities and resource support, I can better organize teaching and rehearsal activities, so that students have a sense of participation and experience.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I think the improvement of facilities and resources can improve the management satisfaction of dance teachers. Successful facilities and resources can create a better teaching environment for us, let us focus more on teaching and creation, thereby enhance satisfaction.

### Interviewee 5

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

The academic director provided by the school has a positive impact on my teaching and professional development. Through academic guidance, I can constantly update my teaching methods and knowledge, improve my teaching quality, and benefit my students.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director really helped me a lot in dance teaching. Once I encountered a problem, and I communicated with the academic supervisor. He gave me some valuable suggestions and methods to help me better solve the problem. This Let me have a deeper understanding of the value of academic guidance.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is critical to enhance the overall satisfaction of dance teachers. It not only helps us to continuously improve the teaching level, but also stimulates our innovative thinking, allows us to face education challenges more confidently and improve our satisfaction.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I have the opportunity to participate in some dance education research. This has a positive impact on my teaching and career development. By participating in research, I can deeply understand the latest developments in the industry and apply research results to my teaching. enhance my teaching effect.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

I very much hope to have more opportunities to participate in the field of dance education. Participating in research and exchanges not only keeps me continuously improve, but also provides more inspiration and innovative ideas for my teaching, thereby enhance satisfaction.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have indeed influenced my teaching methods and content innovation. Through participation in research, I tried some new teaching strategies, such as introducing new teaching technologies in the classroom, making my courses more attractive and effective.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with some academic resources, but I think there is still room for improvement. Sometimes I need more academic documents and materials, but it is not always able to find it. If we can provide richer academic resources, it will be more than providing more academic resources. It helps my teaching and research work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school really helped me understand the latest development and trends in the dance field. Through reading academic papers and research reports, I can better guide students and let them understand the development direction and trend of the dance industry.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think richer academic resources can improve the satisfaction of dance teachers. With more resource support, we can carry more confidence in teaching and research work, achieve better results, and improve satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

School dance classrooms, rehearsal venues and equipment can basically meet my teaching and creative needs. These facilities provide me with a good teaching environment, so that I can carry out teaching and creative activities more effectively.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

The adequacy of facilities and resources does affect my teaching and students' learning experience. With sufficient facilities and resources, I can better organize teaching and rehearsal activities, provide a better teaching experience, and improve satisfaction.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I think the improvement of facilities and resources can definitely improve the management satisfaction of dance teachers. When we have better facilities and resource support, I can focus more on teaching and creation, improve the quality of teaching, and increase satisfaction.

#### **Interviewee 6**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

Through academic guidance, I can continuously expand my teaching skills and knowledge, improve the teaching effect, and benefit my students.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director really helped me in dance teaching. Once, I faced a problem. After discussing with the academic supervisor, he shared some practical methods to help me better cope with the challenges. This made me feel academic academics. The substantial help of guidance.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is crucial to enhance the overall satisfaction of dance teachers. By continuously accepting guidance, I feel more confident and better cope with the problems in education. At the same time, it can continuously improve and improve the teaching level, thereby enhance Satisfaction.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?



At school, I have the opportunity to participate in some dance education research. This has a positive impact on my teaching and career development. Participating research not only understands the latest education trends, but also integrates research results into my teaching. Improve my teaching quality.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

Research opportunities have affected my teaching methods and content innovation. Through research, I tried some new teaching strategies, such as introducing new teaching tools and technologies to make my courses more creative and attractive.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

The school provides us with some academic resources, but I think there is still room for progress. Sometimes I need more academic documents and materials to support my teaching and research. If we can provide richer resources, it will be more helpful Work in my job.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with some academic resources, but I think there is still room for progress. Sometimes I need more academic documents and materials to support my teaching and research. If we can provide richer resources, it will be more helpful Work in my job.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school really help me understand the latest development trends in the dance field. Through reading academic articles, I can better understand the changes and development of the industry, so as to better guide my students and improve the quality of teaching.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think rich academic resources can improve the overall satisfaction of dance teachers. With more resource support, we can better cope with education challenges, improve teaching level, and increase satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

The school's dance classroom, rehearsal venue and equipment basically meet my teaching and creative needs. These facilities provide me with a good teaching environment, so that I can better carry out teaching and creative activities.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

The adequacy of facilities and resources will indeed affect my teaching and students' learning experience. With better facilities and resources, I can carry more confidence in teaching and creation, provide a better learning environment, thereby enhance satisfaction with satisfaction.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I believe that enhance facilities and resources will definitely improve the management satisfaction of dance teachers. When we have better facilities and resource support, we can carry out teaching and creative work more smoothly and improve satisfaction and teaching effects.

#### **Interviewee 7**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

I think the academic director provided by the school has a positive impact on my teaching and career development. Through academic guidance, I can continuously improve my teaching skills and knowledge level, thereby enhance the teaching effect and allowing my students to benefit the bandits shallow.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Directors did help me respond to challenges in dance teaching. In a dance project, I faced difficulties. Academic supervisors provided me with useful

suggestions and allowed me to better solve the problem. This allowed me With a deeper understanding.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is very important for enhance the overall satisfaction of dance teachers. Through academic guidance, I can continuously improve my professionalism and teaching quality, thereby enhance satisfaction, and at the same time, it can better cope with the challenges in education.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I have the opportunity to participate in some dance education research. This has a positive impact on my teaching and career development. By participating in research, I can better understand the industry's dynamics, apply research results to teaching practice, improved, and improved it. teaching ability.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

I very much hope to have more opportunities to participate in the field of dance education. By participating in research, I can broaden my horizons and gain more knowledge and experience, thereby enhance my teaching and research ability, and enhance satisfaction.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have a positive impact on my teaching methods and content innovation. I participated in a research project. By exploring different teaching methods, I successfully improved my curriculum content and allowed students to participate more actively.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

I think the school still has room for progress in providing academic resources. Sometimes, I need more academic documents and materials to support

my teaching and research. If the school can provide richer resources, it will help me Work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school help me better understand the latest development in the dance field. Through reading academic articles, I can better understand the industry trends, so as to better guide students and enhance the teaching effect.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I believe that richer academic resources can improve the overall satisfaction of dance teachers. With more resource support, we can better cope with challenges, improve teaching level, and increase satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

The school's dance classroom, rehearsal venue and equipment basically meet my teaching and creation needs. These facilities provide me with a good working environment, so that I can better carry out teaching and creative work.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

I think the adequacy of facilities and resources will affect my teaching and students' learning experience. With better facilities and resources, I can carry more confidence in teaching work, provide a better learning environment, and improve satisfaction.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I firmly believe that enhance facilities and resources will improve the management satisfaction of dance teachers. When we have better facilities and resource support, we can make teaching and creative work more smoothly, thereby enhance satisfaction and teaching effects.

### Interviewee8

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

I think the academic director provided by the school has a positive impact on my teaching and career development. Through academic guidance, I can continuously improve my teaching skills and knowledge level, thereby enhance the teaching effect and allowing my students to benefit the bandits shallow.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Directors did help me respond to challenges in dance teaching. In a dance project, I faced difficulties. Academic supervisors provided me with useful suggestions and allowed me to better solve the problem. This allowed me With a deeper understanding.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is very important for enhance the overall satisfaction of dance teachers. Through academic guidance, I can continuously improve my professionalism and teaching quality, thereby enhance satisfaction, and at the same time, it can better cope with the challenges in education.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I have the opportunity to participate in some dance education research. This has a positive impact on my teaching and career development. By participating in research, I can better understand the industry's dynamics, apply research results to teaching practice, improved, and improved it. teaching ability.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

I very much hope to have more opportunities to participate in the field of dance education. By participating in research, I can broaden my horizons and gain more knowledge and experience, thereby enhance my teaching and research ability, and enhance satisfaction.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have a positive impact on my teaching methods and content innovation. I participated in a research project. By exploring different teaching methods, I successfully improved my curriculum content and allowed students to participate more actively.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

I think the school still has room for progress in providing academic resources. Sometimes, I need more academic documents and materials to support my teaching and research. If the school can provide richer resources, it will help me Work.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school help me better understand the latest development in the dance field. Through reading academic articles, I can better understand the industry trends, so as to better guide students and enhance the teaching effect.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I believe that richer academic resources can improve the overall satisfaction of dance teachers. With more resource support, we can better cope with challenges, improve teaching level, and increase satisfaction.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

The school's dance classroom, rehearsal venue and equipment basically meet my teaching and creation needs. These facilities provide me with a good working environment, so that I can better carry out teaching and creative work.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

I think the adequacy of facilities and resources will affect my teaching and students' learning experience. With better facilities and resources, I can carry more confidence in teaching work, provide a better learning environment, and improve satisfaction.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

I firmly believe that enhance facilities and resources will improve the management satisfaction of dance teachers. When we have better facilities and resource support, we can make teaching and creative work more smoothly, thereby enhance satisfaction and teaching effects.

#### **Interviewee9**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

I think the academic director provided by the school has a positive impact in my teaching and career development. Through academic guidance, I not only improved my teaching ability, but also learned from the professional knowledge of the dance field. More handy.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director gave me a lot of help in dance teaching. Once, I encountered a complex dance technical problem. He provided me with unique insights and solutions, so that I was more confident in teaching, and at the same time made me more confident, and at the same time, I also made me confidently, and at the same time, I also made me confidently, and at the same time, I also made me more confident, and at the same time, I also made me confidently, and at the same time, I also made me more confident, and at the same time, I also made me more confident, and at the same time, I also made me more confident, and at the same time, I also made me more confident and made me. I feel the importance of academic guidance.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is very important for enhance the overall satisfaction of dance teachers. It not only allows us to be more handy in teaching, but also allows us to keep in contact with the industry's cutting -edge and continue to improve. This will undoubtedly improve our sense of satisfaction with education.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I was fortunate to participate in some dance education research projects. Through these studies, I deeply learned about the development trends in the field of dance education and applied the research results to my teaching practice. Get more opportunities in career development.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

I am very eager to have more dance education research opportunities. Through research, I can continuously broaden my knowledge and vision, provide students with better education, and can also build it in the academic field. This will greatly improve me Satisfaction.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have a significant impact on my teaching methods and content innovation. I have participated in a research project and explored a new teaching method. As a result, I have achieved unexpected results in the classroom. Believe in the value of teaching for teaching.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

Schools do have room for improvement in providing academic resources. Sometimes, I need more academic documents and materials to support my teaching and research. If I can get more resource support, I believe my work will be better.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school have greatly helped me understand the latest development in the dance field. Through reading academic



articles, I can better grasp the industry trends, so as to better guide students and enhance the teaching effect. This is very helpful for me.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I think more abundant academic resources can greatly improve the satisfaction of dance teachers. When we have more resources, we can better prepare for teaching content and provide more in-depth education, which will inevitably make us more satisfied with education.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

School dance classrooms, rehearsal venues and equipment can meet my teaching and creation needs in most cases. Of course, if you can further provide more advanced equipment and larger creative space, it will be more helpful to my work. Positive effect.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

I firmly believe that the adequacy of facilities and resources affects my teaching and students' learning experience. Adequate facilities and resources make me more confidently carry out teaching activities, and can also provide students with a better learning environment, thereby enhancing satisfaction.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

Improving facilities and resources will definitely improve the management satisfaction of dance teachers. When we have better facilities and resource support, we can teach and create more smoothly. This will undoubtedly increase our satisfaction and help with teaching. Improvement.

### Interviewee 10

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

The academic director provided by the school has a profound impact on my teaching and career development. Through academic guidance, I can continuously deepen my professional knowledge in the dance field, which not only enhances my teaching ability, but also helps me in academics. Research has achieved higher achievements.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Director gave me valuable support in responding to the challenge of dance teaching. He used to provide me with unique solutions in a problem, so that I saw another perspective of the problem. This not only helped me better solve the problem. It also enhanced my self-confidence in teaching.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic guidance is very important for enhance the overall satisfaction of dance teachers. It can not only allow us to maintain our attitude of learning and growth, but also provide us with more cutting-edge information in the education field, so that we can feel more fulfilling and more fulfilling in education. satisfy.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I have the opportunity to participate in multiple dance education research projects. These research projects not only enrich my teaching experience, but also broaden my academic horizons and have a positive impact on my career development.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

I am very eager to have more dance education research opportunities. Through research, I can explore deeper teaching issues and provide students with

richer educational resources. This will make my teaching more depth and connotation.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have a profound impact on my teaching methods and content innovation. I have explored a new teaching strategy by studying and achieved amazing results in the classroom, which has inspired me to further explore more innovative methods. interest.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

Schools have room for progress in providing academic resources. Although there are currently certain resource support, with the continuous development of the dance field, more academic resources can better meet our growing teaching and research needs.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school have played a vital role in understanding the latest development and trends in the dance field. These resources allow me to keep up with industry dynamics, so as to better guide students and improve my teaching quality.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

I firmly believe that more abundant academic resources can greatly improve the satisfaction of dance teachers. This can not only improve our teaching level, but also make us more influential and competitive in the field of education.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

School dance classrooms, rehearsal venues and equipment have already met my teaching and creative needs. Of course, if you can further provide more advanced technical equipment and larger creative space, it will further improve my teaching effect and creative results.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

I think the adequacy of facilities and resources has greatly affected my teaching and students' learning experience. Better facilities and resources not only improved my teaching effect, but also provided students with a better learning environment. This is very important for teachers and students.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

Improve facilities and resources will definitely improve the management satisfaction of dance teachers. Pinded facilities and resources can make us more focused on teaching and creation, improve the quality of teaching, and thus get more opportunities and sense of accomplishment in career development.

#### **Interviewee 11**

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?

The academic director provided by the school has a profound impact on my teaching and career development. Through academic guidance, I can integrate my professional knowledge and dance experience to create more creative and deep teaching content, which makes me my Teaching is more attractive and influential.

2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.

Academic Directors played a vital role in responding to the challenge of dance teaching. I used to face a complex choreography problem once. His suggestions made me re-examine the problem and finally found a surprising solution. I have a deep understanding of the value and strength of academic guidance.

3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

Academic director plays a key role in enhance the overall satisfaction of dance teachers. It not only provides us with opportunities for continuous learning, but also allows us to communicate with peers and share the best practice and

innovation concepts. This kind of communication and cooperation is enhance for improvement. Satisfaction is crucial.

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?

At school, I actively participated in multiple dance education research projects. This not only allowed me to better integrate practice and research, but also allowed me to provide students with a deeper education experience. At the same time, these studies also enriched me Professional development path.

5. Do you want to have more opportunities to participate in the field of dance education? Why?

I want to participate in the field of dance education more. Through research and communication, I can understand the nature of dance more deeply, so as to provide students with more innovative and in -depth education. This will have a positive impact in my career.

6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

Research opportunities have achieved obvious results on my teaching methods and content innovation. I have found a new teaching model through research and achieved outstanding results in practice. This experience not only makes me more confident to try new methods to try new methods. , Also prompted me to continue to explore more innovative channels.

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?

The school provides us with certain academic resources, but in the changing dance field, there is room for improvement. More resources support can help us dig more deeply and provide students with a richer learning experience.

8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?

The academic resources provided by the school have played a key role in letting me understand the latest development and trend of the dance field. They

allow me to keep up with industry dynamics and provide students with more forward-looking educational content.

9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

Rich academic resources will definitely improve the overall satisfaction of dance teachers. They not only provide us with updated teaching materials, but also allow us to be more influential and competitive in the field of dance education.

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?

School dance classrooms, rehearsal venues and equipment have largely met my teaching and creative needs. But if you can further provide more advanced technical equipment and more creative space, it will help me explore dance more deeply Innovation of art.

11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.

The adequacy of facilities and resources directly affects my teaching effect and students' learning experience. Better facilities and resources not only improve my teaching quality, but also create a more inspiring learning environment for students.

12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

Improve facilities and resources can absolutely improve the management satisfaction of dance teachers. Better conditions can allow us to focus more on teaching and creation, further enhance teaching effects and student satisfaction, thereby enhance overall management satisfaction.

**Table 4.8** The guidelines for enhance the teachers' satisfaction with the management dance major of university in Shandong

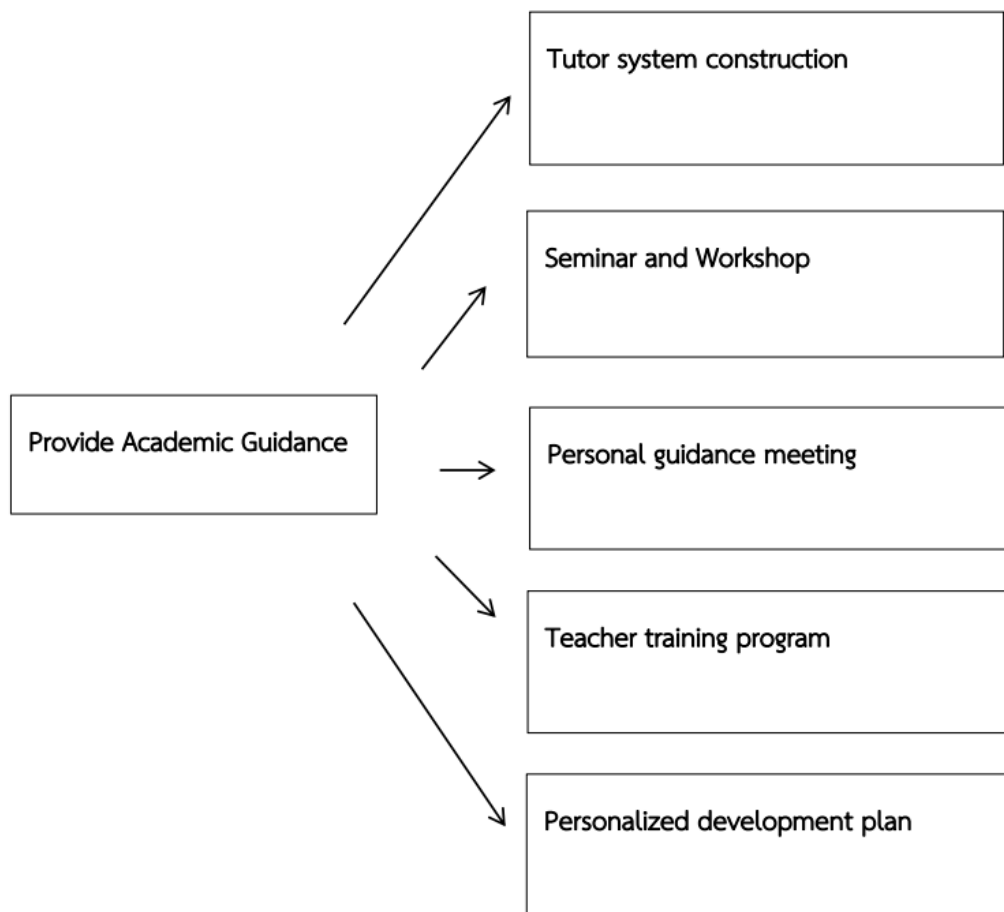
Guidelines	How
<b>Provide Academic Guidance</b>	1 Construction instructor system to provide guidance, answer questions, and provide support throughout the process.
	2 Regularly organize seminar and seminar, experts and experienced educators sharing insights, new methods and research results in the field of dance education.
	3 Arrange a one -to -one meeting to discuss personal goals, challenges and progress with academic supervisors. To provide guidance opportunities according to the needs of each teacher.
	4 Develop a comprehensive teacher training program to help teachers continue to improve their skills and keep up with the latest teaching methods.
	5 Clarify short -term and long -term goals so that teachers can track their progress and achievements.
<b>Create Research Opportunities</b>	1 provide funding support for teachers, encourage participation in educational research, such as participating in research projects or applying for research funds.
	2 Create a multidisciplinary cooperation research project to provide teachers with opportunities to cooperate with experts in other fields.
	3 Regularly organize research forums or academic display to encourage teachers to share research results and discovery.
	4 cooperate with the community to promote cooperation with teachers and external institutions and experts to carry out research projects.
	5 Provide independent research space for teachers and students to carry out independent or cooperative research.

Table 4.8 (Continued)

Guidelines	How
<b>Expand Academic Resources</b>	1 Establish a wealth of libraries and database resources for teachers to obtain academic data and research documents.
	2 Establish a textbook library to provide teachers' textbooks and teaching resources.
	3 Subscribe to professional journals so that teachers can obtain the latest academic development and research results.
	4 Regularly organize academic resource seminars to allow teachers to share the experience and methods of how to effectively use academic resources.
	5 Establish a research guidance team to provide teachers with guidance and support for research directions and methods.
<b>Construction Facilities and Resources</b>	1 Building modern facilities, including advanced classrooms, rehearsal venues and audio equipment, providing a superior environment for teaching and creating.
	2 Increase the number and scale of dance studios, and meet the needs of teaching and rehearsal.
	3 Provide creative rooms or studios for teachers and students to perform independent or cooperative creation.
	4 Introducing innovative technologies, such as virtual reality, interactive teaching aids, etc., enrich teaching methods and content.
	5 Cooperate with external institutions and experts to promote cooperation and exchanges in the field of dance teaching.

The guideline for enhance the teachers' satisfaction with the management dance major of university in Shandong shown below figure:





**Figure 4.1** Guideline of Provide Academic Guidance

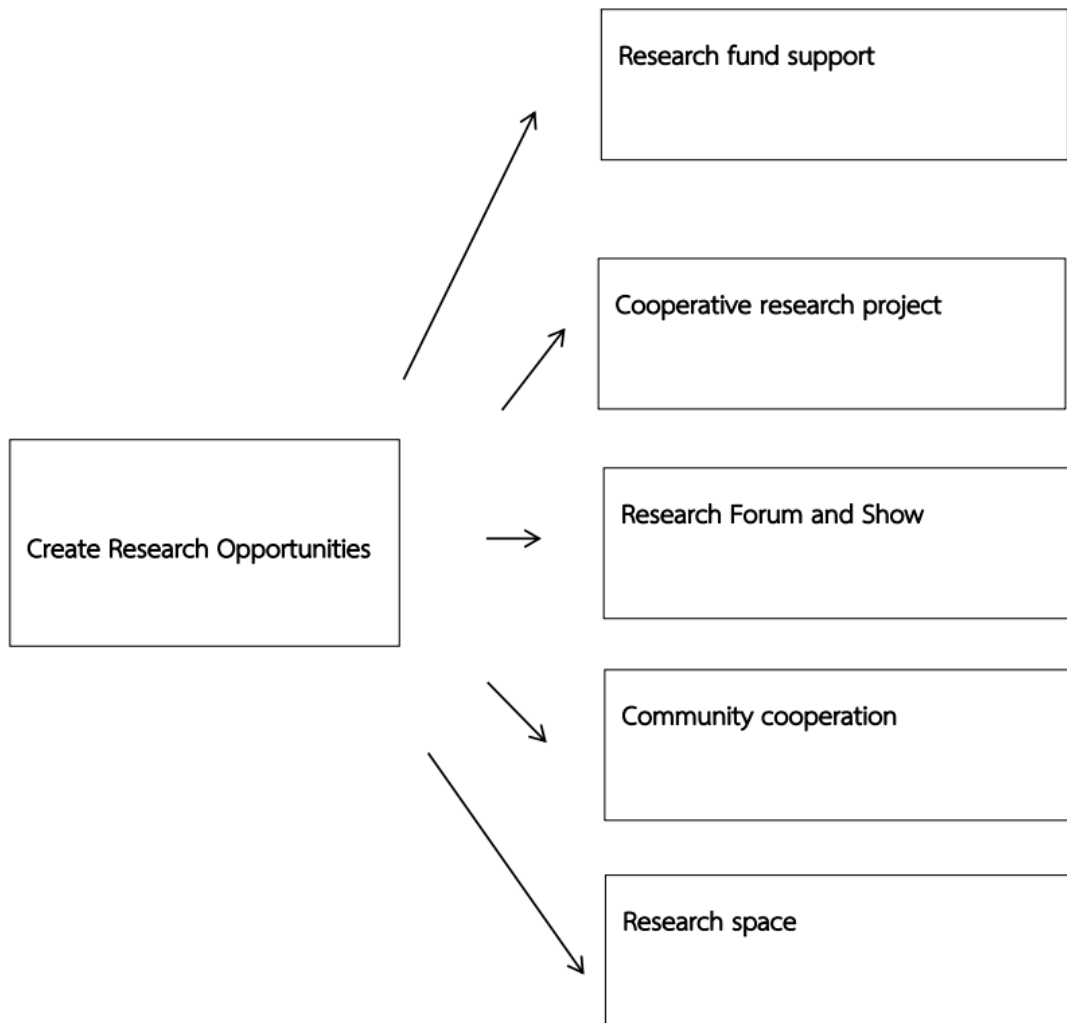
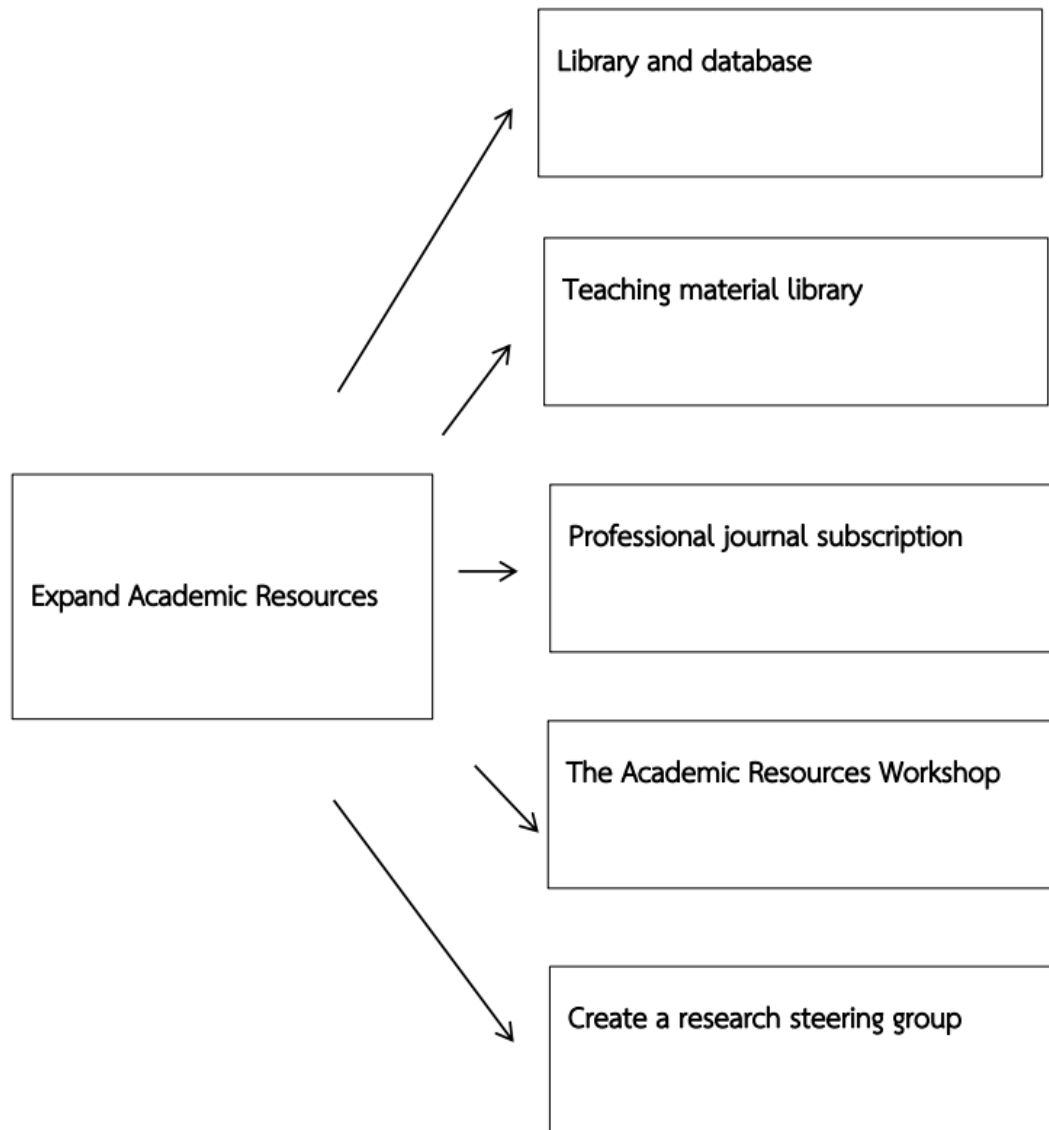
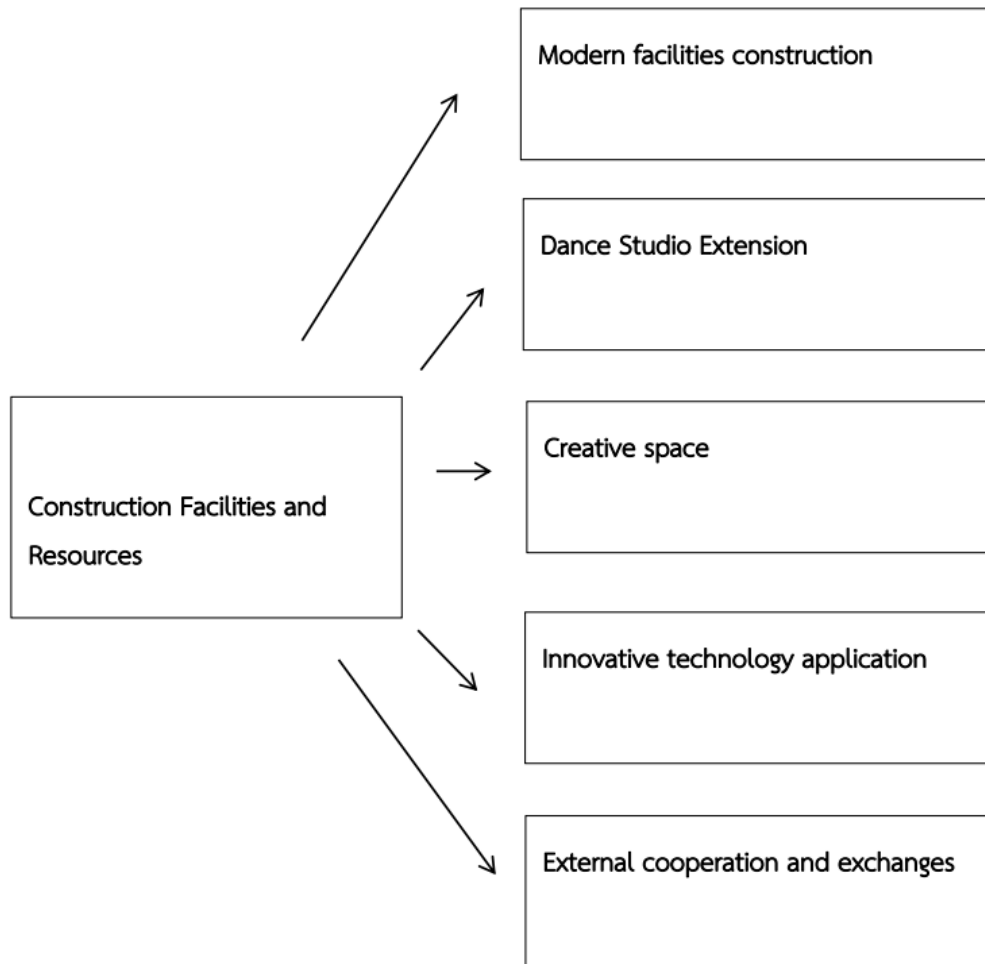


Figure 4.2 Guideline of Create Research Opportunities



**Figure 4.3** Guideline of Expand Academic Resources



**Figure 4.4** Guideline of Construction Facilities and Resources

Based on the above analysis, the researchers put forward the "Guide to Promoting the Satisfaction of management dance major Satisfaction in Shandong University" from 4 aspects, and a total of 20 guidelines were proposed. There are 5 guidelines to improve academic guidance, 5 guidelines to improve research opportunities, 5 guidelines to improve academic resources, and 5 guidelines to improve facilities and resources.

#### Section IV. The Adaptability and Feasibility Assessment of the Quality Development Strategy of Higher Education Dance Management in Shandong

The analysis results of this section are reviewed by 5 experts. The expert group consists of Shandong University Education Management professionals, middle - level managers and senior titles teachers in Shandong University. The evaluation adopts the level of high, high, medium, low, and ultra -low level. Interviewees can only choose one level.

**Table 4.9** List of Evaluation Experts

No.	Title	Post	University
1	Professor	Middle level administrators	Shandong University Of Arts Dance Academy
2	Associate Professor	Teacher	Shandong University Of Music Academy
3	Associate Professor	Teacher	Shandong Youth University Of Political Science
4	Associate Professor	Teacher	Qingdao University Of Music Academy
5	Professor	Middle level administrators	Shandong Normal University Of Music Academy
6	Professor	Teacher	Linyi University Of Music Academy
7	Associate Professor	Teacher	Liaocheng University Of Music Academy
8	Associate Professor	Middle level administrators	Jinan University Of Music Academy
9	Associate Professor	Teacher	Shandong Women's University
10	Professor	Middle level administrators	Qingdao Hengxing University
11	Professor	High level administrators	Qingdao Art University

**Table 4.10** Summary Table of Evaluation Data Analysis

Strategy	Adaptability			Feasibility		
	$\bar{X}$	SD	Result	$\bar{X}$	SD	Result
1 Academic Guidance	4.33	0.66	high	4.20	0.49	high
2 Research Opportunities	4.38	0.67	high	4.28	0.70	high
3 Academic Resources	4.41	0.63	high	4.28	0.70	high
4 Facilities And Resources	4.44	0.61	highest	4.20	0.72	high
<b>Total</b>	<b>4.39</b>	<b>0.64</b>	<b>high</b>	<b>4.24</b>	<b>0.65</b>	<b>high</b>

The assessment of adaptability and feasibility of four variables is as follows: In terms of adaptability, the average scores of all variables (Academic Guidance, Research Opportunities, Academic Resources and Facilities and Resources) are higher than 4.0. It shows that interviewees are universal. It is believed that these strategies have high adaptability in the implementation process and help adapt to the changes and needs of the educational environment. Among them, in terms of Facilities and Resources, the score is the highest, indicating that the strategy has the best adaptability to meet the needs of educational needs. In terms of feasibility, the standard deviation of all variables is relatively small, indicating that the feasibility assessment of the respondents is more consistent with the feasibility assessment of these strategies. At the same time, the feasibility assessment of all variables is higher than 4.0, indicating that interviewees generally believe that these strategies have high feasibility in the implementation process and can be effectively implemented and implemented. Overall, the feasibility assessment of Facilities and Resources is slightly lower than other variables, but it is still at a high level.

In summary, according to the results of the interviewees, the strategies of these four variables show a high level in terms of adaptability and feasibility, and it is expected to achieve good results in the implementation process.

**Table 4.11** Evaluation Data Analysis

Strategy	Adaptability			Feasibility			
	$\bar{X}$	SD	level	$\bar{X}$	SD	Level	
<b>Provide Academic Guidance</b>							
1	Construction instructor system to provide guidance, answer questions, and provide support throughout the process.	4.39	0.54	high	4.61	0.66	highest
2	Regularly organize seminar and seminar, experts and experienced educators sharing insights, new methods and research results in the field of dance education.	4.62	0.59	high	4.39	0.55	High
3	Arrange a one -to -one meeting to discuss personal goals, challenges and progress with academic supervisors. To provide guidance opportunities according to the needs of each teacher.	4.40	0.55	high	4.20	0.84	high
4	Develop a comprehensive teacher training program to help teachers continue to improve their skills and keep up with the latest teaching methods.	4.24	0.83	high	4.01	0.71	High
5	Clarify short -term and long -term goals so that teachers can track their progress and achievements.	4.20	0.84	high	4.40	0.55	high

Table 4.11 (Continued)

Strategy	Adaptability			Feasibility			
	$\bar{X}$	SD	level	$\bar{X}$	SD	Level	
<b>Create Research Opportunities</b>							
1	provide funding support for teachers, encourage participation in educational research, such as participating in research projects or applying for research funds.	4.38	0.53	high	4.40	0.55	high
2	Create a multidisciplinary cooperation research project to provide teachers with opportunities to cooperate with experts in other fields.	4.60	0.55	highest	4.20	0.84	high
3	Regularly organize research forums or academic display to encourage teachers to share research results and discovery.	4.40	0.90	high	4.20	0.84	high
4	cooperate with the community to promote cooperation with teachers and external institutions and experts to carry out research projects.	4.80	0.45	highest	4.60	0.55	highest
5	Provide independent research space for teachers and students to carry out independent or cooperative research.	4.60	0.55	highest	4.40	0.71	high



Table 4.11 (Continued)

Strategy	Adaptability			Feasibility			
	$\bar{X}$	SD	level	$\bar{X}$	SD	Level	
<b>Expand Academic Resources</b>							
1	Establish a wealth of libraries and database resources for teachers to obtain academic data and research documents.	4.40	0.55	high	3.80	0.84	high
2	Establish a textbook library to provide teachers' textbooks and teaching resources.	4.60	0.55	highest	4.20	0.84	High
3	Subscribe to professional journals so that teachers can obtain the latest academic development and research results.	4.80	0.45	highest	4.60	0.55	highest
4	Regularly organize academic resource seminars to allow teachers to share the experience and methods of how to effectively use academic resources.	4.40	0.89	high	4.00	0.71	high
5	Establish a research guidance team to provide teachers with guidance and support for research directions and methods.	4.60	0.55	highest	4.20	0.84	High

Table 4.11 (Continued)

Strategy	Adaptability			Feasibility			
	$\bar{X}$	SD	level	$\bar{X}$	SD	Level	
<b>Construction Facilities and Resources</b>							
1	Building modern facilities, including advanced classrooms, rehearsal venues and audio equipment, providing a superior environment for teaching and creating.	4.20	0.84	high	3.60	0.89	high
2	Increase the number and scale of dance studios, and meet the needs of teaching and rehearsal.	4.40	0.89	high	3.80	0.84	high
3	Provide creative rooms or studios for teachers and students to perform independent or cooperative creation.	4.75	0.43	highest	4.81	0.43	highest
4	Introducing innovative technologies, such as virtual reality, interactive teaching aids, etc., enrich teaching methods and content.	4.77	0.41	highest	4.37	0.87	high
5	Cooperate with external institutions and experts to promote cooperation and exchanges in the field of dance teaching.	4.58	0.58	highest	3.78	0.81	high

According to table 4.11, the average adaptability of the four factors of the satisfaction with the management dance major of university in Shandong is between 4.00 and 4.80, and the average value of the feasible items is between 3.60 and 4.80, all of which are at a high level. It shows that this research strategy has high adaptability and feasibility.

## Chapter 5

### Discussion Conclusion and Recommendations

According to the research goal of enhance the teachers' satisfaction of management dance major of Shandong universities:

1. To study the current situation for satisfaction with the management dance major of university in Shandong.
2. To guideline for enhance the teachers' satisfaction with the management dance major of university in Shandong.
3. To evaluate the adaptability and feasibility of guideline for enhance the teachers' satisfaction with the management dance major of university in Shandong.

Based on the theory of education management, researchers have studied and analyzed the status quo of Shandong and collected data for the existing problems of school education management, and proposed that the four kinds of university management dance major measures are based on academic guidance, research opportunities, academic resources, facilities and resources. It has played a positive role in enhance the teachers' satisfaction of management dance major in Shandong universities.

#### Conclusion

The purpose of this study is to guidelines for enhance teachers' satisfaction with them anagementd ancemajor of university in Shandong. Through the research and analysis of the four factors of academic guidance, research opportunities, academic resources, facilities and resources. The researcher summarizes the conclusion into 3 parts, details as follows:

1. According to the first research goal, the main influencing factor of the satisfaction of management dance major in Shandong University is academic guidance, research opportunities, academic resources, facilities and resources. Through the statistical analysis of questionnaire data, it is found that the academic

guidance, research opportunities, academic resources, facilities and resources of the management dance major of Shandong universities are at the middle level, and there is still room for improvement.

2. According to the second research purpose, the researchers designed an outline of the interview, and established the satisfaction guidelines for Shandong higher education management through the abstract and analysis of the interview results. The details are as follows:

Provide Academic Guidance: 1) Construction instructor system to provide guidance, answer questions, and provide support throughout the process. 2) Regularly organize seminar and seminar, experts and experienced educators sharing insights, new methods and research results in the field of dance education. 3) Arrange a one-to-one meeting to discuss personal goals, challenges and progress with academic supervisors. To provide guidance opportunities according to the needs of each teacher. 4) Develop a comprehensive teacher training program to help teachers continue to improve their skills and keep up with the latest teaching methods. 5) Clarify short-term and long-term goals so that teachers can track their progress and achievements.

Create Research Opportunities: 1) provide funding support for teachers, encourage participation in educational research, such as participating in research projects or applying for research funds. 2) Create a multidisciplinary cooperation research project to provide teachers with opportunities to cooperate with experts in other fields. 3) Regularly organize research forums or academic display to encourage teachers to share research results and discovery. 4) cooperate with the community to promote cooperation with teachers and external institutions and experts to carry out research projects. 5) Provide independent research space for teachers and students to carry out independent or cooperative research.

Expand Academic Resources: 1) Establish a wealth of libraries and database resources for teachers to obtain academic data and research documents. 2) Establish a textbook library to provide teachers' textbooks and teaching resources. 3) Subscribe to professional journals so that teachers can obtain the latest academic development and research results. 4) Regularly organize academic resource seminars

to allow teachers to share the experience and methods of how to effectively use academic resources. 5) Establish a research guidance team to provide teachers with guidance and support for research directions and methods.

Construction Facilities and Resources: 1) Building modern facilities, including advanced classrooms, rehearsal venues and audio equipment, providing a superior environment for teaching and creating. 2) Increase the number and scale of dance studios, and meet the needs of teaching and rehearsal. 3) Provide creative rooms or studios for teachers and students to perform independent or cooperative creation. 4) Introducing innovative technologies, such as virtual reality, interactive teaching aids, etc., enrich teaching methods and content. 5) Cooperate with external institutions and experts to promote cooperation and exchanges in the field of dance teaching.

3. Based on the third research purpose, experts are invited to evaluate the adaptability and feasibility of enhance the adaptive and feasibility of enhance the teachers' satisfaction of management dance major. The results of data analysis show that the model has high adaptability and feasibility, and theoretically improves the satisfaction of management dance major in Shandong universities.

## Discussion

It aims to enhance teachers' satisfaction with their management dance major of university in Shandong. It is of great significance to shape a good teaching environment and improve the quality of education. This discussion will explore the impact of these guidelines on teachers and related potential effects. By analyzing the average value and standard value of 4 variables by the four variables that affect the management of dance education in Shandong universities: academic guidance, research opportunities, academic resources, and facility resources. Studies have found that academic guidance, research opportunities, academic resources, and facility resources, the general average average ( $\bar{x} = 3.31$ ) is at a medium level and needs to be improved further.

### **Discussion on Academic Guidance**

The discussion on enhance teachers' satisfaction with them anagement d ancemajor of university in Shandong setting necessitates a closer examination of the role of academic guidance in achieving this objective. Academic guidance serves as a fundamental pillar in enhancing the overall experience and satisfaction of both students and educators within a dance program. By offering effective academic guidance, universities can foster a conducive learning environment that aligns with the goals of the dance department.

The guidance provided to dance majors can significantly impact their academic journey and overall satisfaction. The discussion on academic guidance highlights the importance of personalized and targeted support to help students navigate their coursework, projects, and career aspirations. A well-structured academic guidance system can address individual needs, provide timely advice, and promote a sense of belonging within the dance community.

Furthermore, academic guidance extends beyond course selection and academic planning. It encompasses mentorship, professional development, and career pathways. A comprehensive approach to academic guidance can empower dance students with the necessary tools to excel in their chosen field. This includes guidance on research opportunities, performance experiences, and networking within the dance industry.

The discussion also emphasizes the need for collaboration between academic advisors, faculty members, and students. Effective communication channels between these stakeholders can ensure that academic guidance remains relevant, adaptable, and aligned with the evolving needs of the dance program. This collaborative approach fosters a sense of mutual respect and shared responsibility for the success of dance majors.

The integration of technology and digital resources in academic guidance cannot be overlooked. Modern platforms provide opportunities for virtual mentorship, online resources, and instant communication, all of which contribute to an enriched academic experience. This aligns with the objective of enhance

satisfaction by leveraging contemporary tools to enhance the effectiveness of academic guidance.

In conclusion, the discussion on academic guidance as guidelines for enhance teachers' satisfaction with them anagementd ancemajor of university in Shandong underscores the pivotal role it plays in shaping the educational journey of students. Effective academic guidance goes beyond routine advice; it encompasses mentorship, career development, and tailored support. By recognizing the significance of academic guidance and implementing strategies to enhance its quality, universities can create an environment where dance majors thrive academically, artistically, and professionally.

#### **Discussion on Research Opportunities**

The discussion on enhance teachers' satisfaction with them anagement d ancemajor of university in Shandong context extends to exploring the critical aspect of research opportunities available to students. Research opportunities serve as a pivotal avenue for enhancing the overall educational experience, fostering intellectual growth, and promoting a sense of engagement and satisfaction among dance majors.

Research opportunities in dance majors can encompass a range of activities, including participation in research projects, collaborations with faculty, and engagement in creative endeavors. The discussion highlights the profound impact that research opportunities can have on students' personal and professional development. Engaging in research enhances critical thinking, problem-solving skills, and the ability to explore dance concepts deeply.

Moreover, research opportunities bridge the gap between theoretical knowledge and practical application within the dance field. By actively participating in research projects, students can explore innovative teaching methodologies, choreographic techniques, and performance analysis. This aligns with the objective of enhance satisfaction by empowering students to actively contribute to the advancement of dance education and practice.

The discussion emphasizes the significance of mentorship in research opportunities. Faculty guidance and mentorship play a crucial role in guiding



students through the research process, refining research questions, and providing valuable feedback. This mentorship not only enriches students' research experiences but also cultivates a strong sense of support and collaboration within the dance program.

The incorporation of interdisciplinary research is also highlighted in the discussion. Collaborations between dance majors and students from other disciplines can lead to innovative insights and cross-pollination of ideas. Such interdisciplinary research opportunities contribute to a holistic educational experience that prepares students to tackle complex challenges in the dance world.

Furthermore, the discussion underscores the importance of disseminating research findings through presentations, publications, and exhibitions. Engaging in these activities not only boosts students' confidence but also exposes them to the broader academic and artistic community. This aligns with the objective of enhance satisfaction by fostering a sense of accomplishment and recognition for students' contributions.

In conclusion, the discussion on research opportunities as enhance teachers' satisfaction with them anagementd ancemajor of university in Shandong underscores the transformation potential of research engagement. By offering diverse and meaningful research opportunities, universities can cultivate a culture of inquiry, innovation, and continuous learning within the dance program. This not only enhances students' satisfaction but also equips them with the skills and mindset to excel in the dynamic landscape of dance education and performance.

### **Discussion on Academic Resources**

The discussion surrounding the enhancement of satisfaction with the management dance major in university context extends to the critical aspect of academic resources. Academic resources are pivotal in shaping the quality of education, fostering student engagement, and ultimately contributing to the overall satisfaction of dance majors.

Academic resources in the realm of dance encompass a wide range of assets, including library materials, research databases, teaching tools, and access to professional journals. The discussion highlights the significant role that these

resources play in enriching the educational experience for dance majors. Adequate academic resources facilitate in-depth research, support curriculum development, and empower students to explore diverse dimensions of the dance discipline.

The importance of a well-equipped library and research databases cannot be understated. These resources enable students to access a wealth of scholarly articles, historical references, and contemporary research in the field of dance. Such access not only enhances their academic pursuits but also nurtures a culture of inquiry and critical thinking.

The availability of a comprehensive teaching material library is another key aspect discussed. A rich repository of teaching materials facilitates instructors in delivering engaging and relevant content to students. This directly contributes to the improvement of teaching effectiveness and, subsequently, the satisfaction of both students and instructors.

Moreover, the discussion emphasizes the impact of access to professional journals. Exposure to the latest research findings, trends, and debates in the dance discipline equips students with up-to-date knowledge and encourages them to think critically about their chosen field. This engagement with the scholarly community elevates the quality of education and promotes a sense of belonging within the academic realm.

The integration of academic resources workshops also finds prominence in the discussion. These workshops provide students with practical guidance on utilizing library resources, navigating databases, and effectively sourcing information. The development of information literacy skills not only enhances students' academic pursuits but also fosters a sense of self-efficacy in their research endeavors.

In conclusion, the discussion on academic resources as a guideline for enhance the teachers' satisfaction of dance majors in a university underscores the transformative impact of well-curated resources. By ensuring the availability of diverse and relevant academic assets, universities can create an environment conducive to learning, research, and personal growth. This not only enhances student satisfaction but also equips them with the tools to excel as informed and empowered dancers and scholars.

### **Discussion on Facilities and Resources**

The discussion on enhance the teachers' satisfaction with the management dance major in university context encompasses the critical aspect of facilities and resources. The availability and quality of facilities and resources are integral to creating an environment conducive to effective teaching, learning, and artistic exploration within the field of dance.

Modern facilities construction plays a pivotal role in shaping the learning experience for dance majors. The discussion emphasizes the significance of well-designed dance studios, rehearsal spaces, and performance venues. These spaces provide students with the physical infrastructure required for training, practicing, and showcasing their talents. Modern facilities not only enhance the practical aspects of dance education but also contribute to the overall ambiance and inspiration within the learning environment.

The extension of dance studios further underscores the commitment to providing ample creative spaces for students. The discussion highlights the importance of spacious and versatile studios that cater to various dance genres and creative endeavors. These extended spaces foster collaborative learning, improvisation, and choreography, allowing students to fully express their artistic visions.

The integration of innovative technology within dance facilities is another essential aspect discussed. Embracing technology such as state-of-the-art sound and lighting systems, recording equipment, and digital platforms enhances the learning experience and provides students with tools to explore new dimensions of dance expression. This integration not only reflects the evolving nature of the dance field but also prepares students for the contemporary dance landscape.

External cooperation and exchanges are also discussed as a valuable avenue for expanding facilities and resources. Partnerships with professional dance companies, cultural institutions, and community organizations can provide students with access to additional performance venues, workshops, and masterclasses. These external collaborations enrich students' exposure to diverse dance practices and broaden their perspectives.

The discussion concludes by acknowledging that the adequacy of facilities and resources directly influences the satisfaction of dance majors. Well-equipped spaces and resources not only facilitate effective learning but also contribute to students' confidence and motivation. The availability of suitable facilities enables students to develop their skills, explore their creativity, and prepare for future careers in dance.

In summary, the discussion on facilities and resources as a guideline for enhancing the satisfaction of dance majors in a university context emphasizes the essential role of physical spaces, technology, and external collaborations. By investing in modern facilities, creative environments, and technology integration, universities can empower dance majors to thrive as artists and professionals, ultimately leading to increased satisfaction and fulfillment within their academic journey.

## **Recommendations**

### **Academic Guidance**

Through the analysis of the mean and standard deviation of academic guidance data, the minimum average score of dance teaching technology was found. The level of overall satisfaction is low.

Establish a mentor system to provide full guidance, answer questions and support: The school should establish an effective mentor system to designate experienced dance teachers as mentors to provide continuous guidance and support for novice teachers. This includes regular meetings, discussing in teaching, research and career development, and ensuring that teachers can get personalized professional advice.

Regularly organize seminars and seminars to share expert insights and latest research results: Schools should hold regular seminars and lectures, invite experts and experienced educators in the field of dance education to share their opinions, new methods, and research results. This provides teachers with the opportunity to understand the latest trends and innovative teaching methods.

Arrange a one-to-one meeting to discuss personal goals, challenges and progress with academic mentors: The school should regularly organize one-on-one meeting to allow dance teachers to discuss personal professional goals, challenges and progress in their academic mentors. In these conferences, the instructor can provide targeted suggestions to provide support and guidance according to the needs of each teacher.

Formulate comprehensive teacher training programs to help teachers continue to improve their skills: Schools should develop comprehensive teacher training programs including teaching skills, curriculum design, evaluation methods, etc. This will help teachers to continuously improve their professional skills and master the latest teaching methods and tools.

Clarify short-term and long-term goals, so that teachers can track progress and achievement: Schools should help teachers to clarify their short-term and long-term goals, which helps teachers understand their progress and inspire them to continuously improve. Schools can provide guidance to help teachers formulate strategies and plans to achieve these goals.

Through these specific measures, schools can create a more powerful academic guidance framework to ensure that dance teachers can get effective support, guidance and development opportunities, thereby enhance their teaching and occupational satisfaction.

### **Research Opportunities**

Provide teachers with funding support, encourage participation in education research: Schools can provide teachers with funding support, encourage them to participate in educational research, such as participating in research projects or applying for research funds to promote teachers' research activities.

Create cross-disciplinary cooperation research projects: Schools can create cross-disciplinary cooperation research projects to provide teachers with opportunities to cooperate with experts in other fields. This helps expand the research horizon of teachers and promote knowledge exchanges and cooperation between different fields.

Regularly organize research forums or academic exhibitions: Schools can regularly organize research forums or academic display to encourage teachers to share their research results and discovery. This will provide teachers with a platform to show their research results, and also promote academic exchanges and cooperation.

Cooperation with community: Schools can cooperate with the community to promote cooperation with teachers and external institutions and experts to carry out research projects. This cooperation can enrich the content and actual application areas of research, and improve the actual value of research.

Provide independent research space for teachers and students: Schools can provide independent research space for teachers and students for independent or cooperative research. This helps create a good research environment and stimulate research innovation and development.

Through the above measures, schools can provide more research opportunities for dance teachers, promote their participation in research activities, expand horizons, and improve teaching quality and career development.

### **Academic Resources**

Establish a rich library and database resources: Schools can establish rich libraries and database resources for teachers to obtain academic data and research documents. This will provide teachers with rich knowledge and information, support their research and teaching activities.

Establishing textbook library: Schools can establish textbook libraries to provide teachers' textbooks and teaching resources. This helps teachers more conveniently obtain textbooks and support their teaching work.

Subscribe to professional journals: Schools can subscribe to professional journals so that teachers can obtain the latest academic development and research results. This helps teachers understand the latest developments in the industry and promote their academic research.

Regularly organize academic resource seminars: Schools can regularly organize academic resource seminars to allow teachers to share the experience and

methods of how to effectively use academic resources. This will help teachers better apply academic resources in teaching and research.

Establish a research guidance team: Schools can establish a research and guidance team to provide teachers with guidance and support for research directions and methods. This will help teachers better plan and carry out research activities.

Through the above measures, schools can provide rich academic resources for dance teachers and promote their academic research and improvement of teaching quality.

### **Facilities and Resources**

Construction of modern facilities: including advanced classrooms, rehearsal venues, and audio equipment to provide a superior environment for teaching and creation. This will enhance the teaching effect of teachers and students' learning experience.

Extending dance studio: Increase the number and scale of dance studios, and meet the needs of teaching and rehearsal. This will provide teachers and students with more creation and practice space.

Provide creative space: provide creative rooms or studios for teachers and students for their independent or cooperative creation. This will promote the development of dance creation and artistic practice.

Introduce innovative technologies: such as virtual reality, interactive teaching auxiliary tools and other innovative technologies to enrich teaching methods and content. This will make teaching more innovative and diverse.

Cooperation and exchanges with external institutions: cooperation with external institutions and experts to promote cooperation and exchanges in the field of dance teaching. This will provide teachers and students with more resources and cooperation opportunities.

Through the above measures, schools can provide advanced facilities and resource support for dance teachers, improve their teaching quality and creative ability, thereby enhance their satisfaction with management.

### Future Researches

This study focuses on the guidelines to enhance teachers' satisfaction with them anagementd ancemajor of university in Shandong. However, there are still many future research directions that can further explore in depth to further improve the quality and effect of dance professional education. Here are some possible future research directions:

1. Education technology and innovation: study how to integrate education technology and innovation methods, and improve the teaching effect of dance majors. It can explore the applications of online learning, virtual reality and other technologies in dance education, as well as its impact on satisfaction and learning results.

2. Cross-cultural education: Examine how to adapt and respond to cross -cultural education challenges in the context of multiculturalism. Study how to integrate dance elements of different cultures into courses to promote cultural exchanges and understanding.

3. Education quality assessment: Carry out a deeper education quality assessment research, and discuss how to scientifically evaluate the education quality of dance majors, including curriculum design, teacher level, student performance and other aspects.

4. Student participation and feedback: Study how to better promote the decision -making process of students 'participation in dance education, listen to the students' voice in order to better meet their needs and expectations.

5. Teachers 'development and training: In-depth exploring how to design effective teacher training programs to enhance teachers' teaching skills, innovation skills and educational concepts.

6. Research on interdisciplinary disciplines: Study the cross -integration of dance majors and other disciplines, such as the joint teaching and research of disciplines such as dance and psychology, medicine, and technology.

7. Academic research and practice: Further promote the integration of academic research and practice, encourage students to participate in creation,



performance and art research projects, and improve the comprehensive literacy of dance professional talents.

8. Educational policy and reform: Study the formulation and reform of dance professional education policies, and explore how to promote the innovation and development of dance education at the policy level.

9. Social impact and community participation: Study the influence of dance majors in society, discuss how to encourage students to actively participate in community art projects and contribute to society.

10. Comparison of cross -regional comparative research: Carry out research on dance professional education in cross -region, understand the educational models and practice of different regions, and provide a reference for the reform of dance professional education in Shandong University.

These future research directions will help deepen the understanding of dance professional education management, promote the innovation and development of dance education, and provide more support and guidance for cultivating excellent dance professional talents.

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## Appendixes

Appendix A  
List of Specialists and Letters of Specialists Invitation  
for IOC Verification



## List of Specialists and Letters of Specialists Invitation for IOC Verification

Name of Experts	Position/Office
Professor Mr.Wang Fuyin	Academic Leader of Dance Department of Qingdao Hengxing university
Professor Mr.Xiao Dong	Professor of Dance Department of Qingdao Hengxing University of Science and Technology
Professor Miss.Li Lin	Dean of Teaching, School of Art and Media, Qingdao Hengxing university

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/579

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

3 July 2023

RE: Invitation to validate research instrument

Dear Professor Dr. Li Lin

Mrs. Wang Junjun is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Survey on Students' Satisfaction with the Teaching Management of Dance Majors in Colleges and Universities—Taking Qingdao star University of Science and Technology as an Example”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
www.bsru.ac.th  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/590

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

3 July 2023

RE: Invitation to validate research instrument

Dear Professor Dr. Xiao Dong

Mrs. Wang Junjun is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Survey on Students' Satisfaction with the Teaching Management of Dance Majors in Colleges and Universities—Taking Qingdao star University of Science and Technology as an Example”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
www.bsru.ac.th  
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Ref.No. MHESI 0643.14/ 591

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

3 July 2023

RE: Invitation to validate research instrument

Dear Professor Dr. Wang Fuyin

Mrs. Wang Junjun is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Survey on Students' Satisfaction with the Teaching Management of Dance Majors in Colleges and Universities—Taking Qingdao star University of Science and Technology as an Example”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
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Appendix C  
Research Instrument

## Questionnaire of satisfaction with the management of dance major of university in Shandong

Please say √ under the correct answer you think, to evaluate your management satisfaction with universities in Shandong Province

### Part 1: Personal Information of respondents

Basic information

1. Your gender: [Single -choice question] \*(basic information)
  - A man  B female
2. Your age: [Single -selected questions] \*(basic information)
  - A under 35 years  B 36-45 years old
  - C 46-55 years old  D 56 years old
3. Your title? [Single -choice question] \*(basic information)
  - Professor  Professor Professor  C lecturers
  - D teachings  E unveiled rating
4. Your education? [Single -choice question] \*(basic information)
  - A PhD  B Dr.  C Graduate
  - D undergraduate  E undergraduate below
5. Your position? [Single -choice question] \*(basic information)
  - A high-level management  B mid -level management
  - C subject leader  D teacher  E Assistant
6. What is your working life? [Single -choice question] \*(basic information)
  - A 20 years or above  B 15-19,
  - C 10-14,  D 5-9 years  E 5 years

Part 2: Survey about the current situation of improve satisfaction with the management dance major of university in Shandong

No	Questions	Branch				
		5	4	3	2	1
	<b>Academic Guidance</b>					
1	I have a positive attitude towards the academic guidance and training of dance majors.					
2	Academic guidance improved my dance teaching skills.					
3	Academic guidance enhances my self - confidence in dealing with the professional challenge of dance.					
4	I think academic guidance has a positive impact on the professional development of dance teachers.					
5	I am willing to participate or recommend more academic guidance activities about dance teaching.					
6	I think academic guidance should be an important strategy to improve the overall satisfaction of dance professional teachers.					
	<b>Research Opportunities</b>					
7	I have the opportunity to participate in educational research related to dance education.					
8	In my teaching, I can apply research results or innovative methods to actual teaching.					



No	Questions	Branch				
		5	4	3	2	1
9	I have the opportunity to cooperate with other professional teachers to carry out educational research projects.					
10	Participating in education research has a positive impact on enhance my teaching effect and professional growth.					
11	Research opportunities help me understand the latest development and trends of dance education.					
12	Education research plays an important role in enhance the teachers' satisfaction of dance professional teachers.					
13	I am willing to apply my educational experience and insights to education research.					
14	I think the school should provide more support and encourage teachers to participate in educational research activities.					
	<b>Academic Resources</b>					
15	The school provides rich academic resources for dance teachers.					
16	Academic resources are very helpful for your teaching and research work.					
17	The school provides rich academic literature and journal resources for dance teachers.					
18	Academic resources have played an important role in enhance dance					

No	Questions	Branch				
		5	4	3	2	1
	teaching methods and content.					
19	Academic resources have a positive impact on your in -depth understanding of the development and trend of the dance field.					
20	Academic resources make your dance teaching more innovative and diverse.					
21	You think that schools should provide more academic resources to support the teaching and research of dance teachers.					
22	Academic resources are one of the important factors to improve the satisfaction of dance teachers.					
	<b>Facilities and Resources</b>					
23	The school provides advanced teaching facilities and venues for dance teaching.					
24	The school provides appropriate dance teaching tools and equipment for dance teachers.					
25	The school provides sufficient support for the resources and clothing required for dance courses.					
26	The arrangement and layout of dance classrooms and rehearsal venues are reasonable to meet the needs of teaching and rehearsal.					
27	The school provides sufficient time and venue for dance teachers to create and rehearse.					

No	Questions	Branch				
		5	4	3	2	1
28	The maintenance and management of dance classrooms and rehearsal places can maintain a good teaching environment.					
29	The school provides more facilities and resources to support dance teaching and creative activities					
30	The adequacy of facilities and resources is one of the key factors to improve the satisfaction of dance teachers.					

## Evaluation Form

Guidelines to enhance teachers' satisfaction with the management dance major of university in Shandong

No.	Guidelines to enhance teachers' satisfaction with the management dance major of university in Shandong	adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
<b>Provide Academic Guidance</b>											
1	Tutor system construction										
2	Seminar and Workshop										
3	Personal guidance meeting										
4	Teacher training program										
5	Personalized development plan										
<b>Create Research Opportunities</b>											
1	Research fund support										
2	Cooperative research project										
3	Research Forum and Show										
4	Community cooperation										
5	Research space										
<b>Expand Academic Resources</b>											
1	Library and database										
2	Teaching material library										
3	Professional journal subscription										
4	The Academic Resources Workshop										
5	Create a research steering group										
<b>Construction Facilities and Resources</b>											
1	Modern facilities construction										
2	Dance Studio Extension										
3	Creative space										
4	Innovative technology application										
5	External cooperation and exchanges										

## Interview Questions for teachers of university in Shandong

### Academic guidance :

1. How do you evaluate the impact of academic guidance provided by the school on your teaching and professional development?
2. Does the academic director help you better cope with the challenges in dance teaching? Please share the specific experience.
3. What are the importance of academic guidance for enhance the overall satisfaction of dance teachers?

### Research Opportunities:

4. In school, do you have the opportunity to participate in dance education research? If so, how does this affect your teaching and career development?
5. Do you want to have more opportunities to participate in the field of dance education? Why?
6. Does research opportunities affect your teaching methods and content innovation? Please share specific examples.

### Academic Resources:

7. Do you think that the school has provided you with sufficient academic resources to support your dance teaching and research work?
8. Does the academic resources provided by the school help you understand the latest development and trend of the dance field?
9. Do you think that more abundant academic resources can improve the overall satisfaction of dance teachers?

### Facilities and Resources:

10. Does the school's dance classrooms, rehearsal venues and equipment meet your teaching and creative needs?
11. Do you think that the adequacy of facilities and resources affects your teaching and students' learning experience? Please share your views.
12. Can the improvement of facilities and resources improve the management satisfaction of dance teachers? Why?

## Interview questions for professors, associate professors and management of university in Shandong

### Academic director:

1. What do you think academic guidance played in the career development of dance teachers?
2. What academic directors have you gained, and what impact these guidance has on your teaching and professional development?
3. In terms of academic guidance, what measures do you think schools can we take to support dance professional teachers?

### Research opportunities:

4. Do you have a chance to study in the field of dance education? If so, can you share the experiences and results of these studies?
5. What are the positive impacts of research opportunities on the professional development of dance education teachers? Can it improve the quality of teaching?
6. Do you think that the school should provide more research opportunities to promote the academic growth of dance teachers?

### Academic resources:

7. In your teaching and research, does the academic resources provided by the school meet your needs? Do you think there is still room for improvement?
8. Academic resources (such as libraries, databases, etc.) What is helpful for your development and trend of exploring the field of dance?
9. How do you think the school provides rich academic resources to support the teaching and research of dance teachers?

### Facilities and resources:

10. How do you evaluate the facilities and resources provided by the school for dance education, and do you meet your teaching and creative needs?
11. Does the adequacy of facilities and resources affect your teaching effect and students' learning experience? Please share your opinions.
12. How do you think how to further improve facilities and resources to improve the satisfaction and teaching quality of dance professors?

Appendix D  
The Results of the Quality Analysis of Research  
Instruments

## The Quality Analysis Results of Research Instruments

The consistency evaluation results of questionnaire of Survey about the current situation of satisfaction with the management dance major of university in Shandong

No.	Institution	experts			IOC	Conclusion
		1	2	3		
	<b>Academic Guidance</b>					
1	I have a positive attitude towards the academic guidance and training of dance majors.	1	1	1	1	consistent
2	Academic guidance improved my dance teaching skills.	1	1	1	1	consistent
3	Academic guidance enhances my self - confidence in dealing with the professional challenge of dance.	1	1	1	1	consistent
4	I think academic guidance has a positive impact on the professional development of dance teachers.	1	1	1	1	consistent
5	I am willing to participate or recommend more academic guidance activities about dance teaching.	1	1	1	1	consistent
6	I think academic guidance should be an important strategy to improve the overall satisfaction of dance professional teachers.	1	1	1	1	consistent
	<b>Research Opportunities</b>					
7	I have the opportunity to participate in educational research related to dance education.	1	1	0	0.67	consistent
8	In my teaching, I can apply research results or innovative methods to actual teaching.	1	0	1	0.67	consistent
9	I have the opportunity to cooperate with other professional teachers to carry out	1	1	1	1	consistent



No.	Institution	experts			IOC	Conclusion
		1	2	3		
	educational research projects.					
10	Participating in education research has a positive impact on enhance my teaching effect and professional growth.	1	1	1	1	consistent
11	Research opportunities help me understand the latest development and trends of dance education.	1	1	1	1	consistent
12	Education research plays an important role in enhance the teachers' satisfaction of dance professional teachers.	1	1	1	1	consistent
13	I am willing to apply my educational experience and insights to education research.	1	1	1	1	consistent
14	I think the school should provide more support and encourage teachers to participate in educational research activities.	1	1	1	1	consistent
15	The school provides rich academic resources for dance teachers.	1	1	1	1	consistent
16	Academic resources are very helpful for your teaching and research work.	1	1	1	1	consistent
17	The school provides rich academic literature and journal resources for dance teachers.	1	1	1	1	consistent
18	Academic resources have played an important role in enhance dance teaching methods and content.	1	1	1	1	consistent
19	Academic resources have a positive impact on your in -depth understanding of the development and trend of the dance field.	1	1	1	1	consistent
20	Academic resources make your dance teaching more innovative and diverse.	1	1	1	1	consistent
21	You think that schools should provide more academic resources to support the teaching and research of dance teachers.	1	1	1	1	consistent

No.	Institution	experts			IOC	Conclusion
		1	2	3		
22	Academic resources are one of the important factors to improve the satisfaction of dance teachers.	1	1	1	1	consistent
	<b>Facilities and Resources</b>					
23	The school provides advanced teaching facilities and venues for dance teaching.	1	1	1	1	consistent
24	The school provides appropriate dance teaching tools and equipment for dance teachers.	1	1	1	1	consistent
25	The school provides sufficient support for the resources and clothing required for dance courses.	1	1	1	1	consistent
26	The arrangement and layout of dance classrooms and rehearsal venues are reasonable to meet the needs of teaching and rehearsal.	1	1	1	1	consistent
27	The school provides sufficient time and venue for dance teachers to create and rehearse.	1	1	1	1	consistent
28	The maintenance and management of dance classrooms and rehearsal places can maintain a good teaching environment.	1	1	1	1	consistent
29	The school provides more facilities and resources to support dance teaching and creative activities	1	1	1	1	consistent
30	The adequacy of facilities and resources is one of the key factors to improve the satisfaction of dance teachers.	1	1	1	1	consistent

Cronbach Confidence Analysis			
project	Total correlation (CITC)	Item deleted $\alpha$ coefficient	Cronbach $\alpha$ Coefficient <input type="checkbox"/>
I have a positive attitude towards the academic guidance and training of dance majors.	0.578	0.986	0.985
Academic guidance improved my dance teaching skills.	0.604	0.987	
Academic guidance enhances my self-confidence in dealing with the professional challenge of dance.	0.769	0.985	
I think academic guidance has a positive impact on the professional development of dance teachers.	0.878	0.985	
I am willing to participate or recommend more academic guidance activities about dance teaching.	0.829	0.985	
I think academic guidance should be an important strategy to improve the overall satisfaction of dance professional teachers.	0.886	0.985	
I have the opportunity to participate in educational research related to dance education.	0.874	0.985	
In my teaching, I can apply research results or innovative methods to actual teaching.	0.879	0.985	
I have the opportunity to cooperate with other professional teachers to	0.883	0.985	

Cronbach Confidence Analysis			
project	Total correlation (CITC)	Item deleted $\alpha$ coefficient	Cronbach $\alpha$ Coefficient <input type="checkbox"/>
carry out educational research projects.			
Participating in education research has a positive impact on enhance my teaching effect and professional growth.	0.913	0.984	
Research opportunities help me understand the latest development and trends of dance education.	0.884	0.985	
Education research plays an important role in enhance the teachers' satisfaction of dance professional teachers.	0.898	0.985	
I am willing to apply my educational experience and insights to education research.	0.865	0.985	
I think the school should provide more support and encourage teachers to participate in educational research activities.	0.9	0.985	
The school provides rich academic resources for dance teachers.	0.934	0.984	
Academic resources are very helpful for your teaching and research work.	0.909	0.984	
The school provides rich academic literature and journal resources for dance teachers.	0.948	0.984	

Cronbach Confidence Analysis			
project	Total correlation (CITC)	Item deleted $\alpha$ coefficient	Cronbach $\alpha$ Coefficient <input type="text"/>
Academic resources have played an important role in enhance dance teaching methods and content.	0.936	0.984	
Academic resources have a positive impact on your in -depth understanding of the development and trend of the dance field.	0.949	0.984	
Academic resources make your dance teaching more innovative and diverse.	0.886	0.985	
You think that schools should provide more academic resources to support the teaching and research of dance teachers.	0.901	0.985	
Academic resources are one of the important factors to improve the satisfaction of dance teachers.	0.875	0.985	
The school provides advanced teaching facilities and venues for dance teaching.	0.934	0.984	
The school provides appropriate dance teaching tools and equipment for dance teachers.	0.909	0.984	
The school provides sufficient support for the resources and clothing required for dance courses.	0.948	0.984	

Cronbach Confidence Analysis			
project	Total correlation (CITC)	Item deleted $\alpha$ coefficient	Cronbach $\alpha$ Coefficient <input type="checkbox"/>
The arrangement and layout of dance classrooms and rehearsal venues are reasonable to meet the needs of teaching and rehearsal.	0.936	0.984	
The school provides sufficient time and venue for dance teachers to create and rehearse.	0.949	0.984	
The maintenance and management of dance classrooms and rehearsal places can maintain a good teaching environment.	0.886	0.985	
The school provides more facilities and resources to support dance teaching and creative activities	0.901	0.985	
The adequacy of facilities and resources is one of the key factors to improve the satisfaction of dance teachers.	0.875	0.985	
<b>Normalized Cronbach <math>\alpha</math> coefficient: 0.985</b>			

Reliability analysis is used to study the reliability and accuracy of quantitative data (especially attitude scale questions);

First: First analyze the  $\alpha$  coefficient. If the value is higher than 0.8, it means high reliability; if the value is between 0.7~0.8, it means good reliability; if the value is between 0.6~0.7, it means The reliability is acceptable; if the value is less than 0.6, the reliability is not good;

Second: If the CITC value is lower than 0.3, consider deleting the item;

Third: If the value of "alpha coefficient of item deleted" is obviously higher than the alpha coefficient, you can consider deleting the item and re-analyzing it;

Fourth: Summarize the analysis.

It can be seen from the above table that the reliability coefficient value is 0.985, which is greater than 0.9, thus indicating that the reliability of the research data is of high quality. Regarding the "alpha coefficient of the item deleted", does the major you study meet your personal interests? If it is deleted, the reliability coefficient will increase significantly, so it can be considered to correct or delete this item. Are you satisfied with your current professional level? If it is deleted, the reliability coefficient will increase significantly, so it can be considered to correct or delete this item.

For the "CITC value", the CITC values of the analysis items are all greater than 0.4, indicating that there is a good correlation between the analysis items, and it also shows that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates that the data reliability is of high quality and can be used for further analysis.

Cronbach Reliability Analysis- -in a simplified format		
number of terms	sample capacity	Cronbach $\alpha$
212	212	0.985
Summary of the missing samples		
sum	sample number	proportion
Valid sample	212	100.00%
Invalid samples were excluded	0	0.00%
aggregate	212	100%

The above table shows the valid samples and invalid samples excluded when actually entering the algorithm model.

First: "Valid samples" in the above table refers to the total number of samples with data for all analysis items, and "Exclude invalid samples" refers to the total number of samples with any missing analysis item;

Second: If a sample has missing data on any of the analysis items (that is, exclude invalid samples), this type of sample cannot enter the model analysis, and the model can only be analyzed for valid samples;

Third: You can check the sample status of each analysis item through the description analysis in the "General Method", or you can view the specific data in the "My Data" in the upper right corner.



Appendix E  
Certificate of English



This is to certify that

**Miss Junjun Wang**

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 12<sup>th</sup> February 2022

(Assistant Professor Dr Kulsirin Aphiratvoradei)

Director

## Appendix F

The Document for Accept Research / Full Paper

## Tuijin Jishu/Journal of Propulsion Technology

ISSN : 1001-4055

Website : [www.propulsiontechjournal.com/index.php/journal](http://www.propulsiontechjournal.com/index.php/journal)

Phone / Whatsapp : +91 98840 78453

# JPT

### Acceptance Letter

Dear Author(s): Wang Junjun, Nonnathi Dulyadaweessid, Niran Sutheeniran, Patchara Dechhome

Paper ID	JPT_238
Paper Title	Guidelines to enhance teachers' satisfaction with the management dance major of university in Shandong

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of the **IFERP** and it is accepted for the purpose of publication in the “**Journal of Propulsion Technology**”.

You have to send the following documents to [swathi@iferp.net](mailto:swathi@iferp.net) before 13<sup>th</sup> October 2023.

1. **Proof of Registration/Payment - Scanned | Online Received Email**
2. **IFERP Copyright form <https://www.iferp.in/copyright/>**

**Note:**

1. The above manuscript will be published on or before 10<sup>th</sup> November 2023.
2. Author(s) will receive Publication information and Published Paper.
3. You will receive the Volume/ Issue information of your paper very soon.
4. It is mandatory to submit the copyright form before the article gets processed for final publication.

## Research Profile

**Name-Surname:** Junjun Wang  
**Birthday:** 05-06-1988  
**Place of Birth:** Qingdao City, Shandong Province, China

### **Educational background:**

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2020
- Master of Music and Dance, Qingdao University, in 2014
- Bachelor of Music Performance (Dance Direction), Qingdao University, in 2006

### **Work experience:**

- Teacher, Qingdao Hengxing University, from 2017 year to the present

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