

# 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 teacher's 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: 1) questionnaire. 2) semi-structured interview. 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were: 1) the current situation to enhance the teacher's satisfaction with the management dance major of university in Shandong was at medium level, 2) 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. 3) 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 improve satisfaction, dance majors, university of Shandong

## 1. Introduction

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.

## **2. Research Questions**

1. What is the current situation to enhance the teacher's 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.

## **3. Literature Review**

### **3.1 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.

Ou Rui (2021). This article discusses the important part of professional art education in the modern quality education system, that is, dance education.

### **3.2 Concepts and theory of satisfaction**

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.

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.

Li, X. (2017) proposed that satisfaction with the management dance major means in the relationship theory between satisfaction surveys and teacher learning intrinsic motivation.

Meier, M. (2017) proposed that dance education efficiency means the highest level of basic needs is self-actualization.

### **3.3 Concept of guidelines**

Zhao Ni (2020) proposed that guidelines mean 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.

### **3.4 Concept of enhance satisfaction**

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.

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

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.

Darling-Hammond, L. (2017)proposed that enhance satisfaction of research resources means explore the practice of teachers 'education globally.

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 Resiliation

### 3.5 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.

Zheng Shuwen(2012)This document studies that with the expansion of the special students of the university entrance examination in recent years.

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.

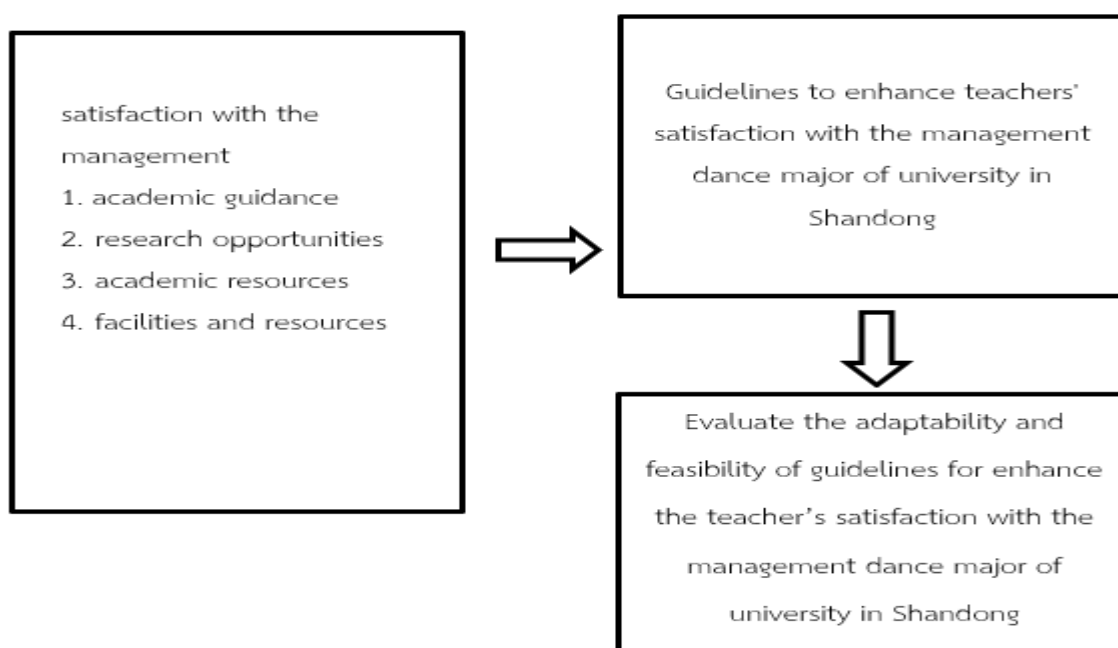
### 3.6 Related research

(Hao Yongfu,2023) In the article "Strengthening Team Management and enhance Teachers' Quality.

(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.

## 4. Research Conceptual Framework

Figure 1 Research Framework



## 5. Objectives Of The Research

1. To study the current situation to enhance the teacher's 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 teacher's satisfaction with the management dance major of university in Shandong.

## 6. Research Methodology

### 6.1 Population and Sample

#### 6.1.1 Population

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

#### 6.1.2 Sample

##### The sample groups

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.

## Research Instruments

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.

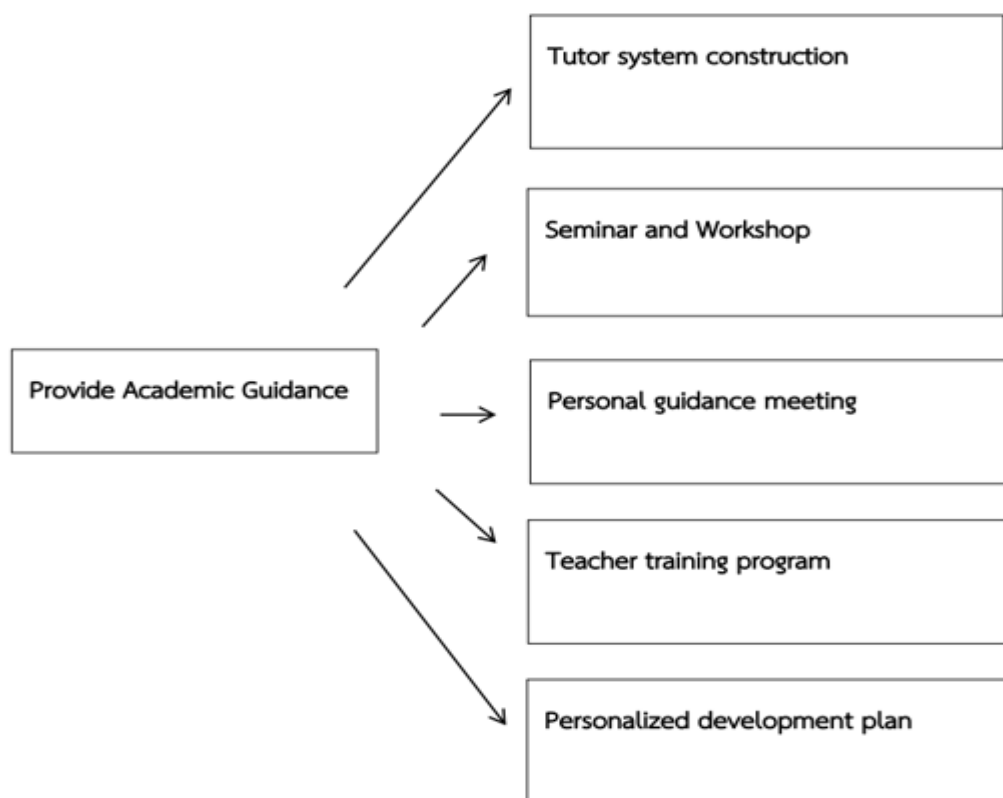
## 7. Research Results

**Table 1** 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	3.48	0.47	medium	2
<b>Total</b>		<b>3.4</b>	<b>0.53</b>	<b>medium</b>	

According to Table1, 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 = 3.48). The average score of overall satisfaction is 3.4, 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.



**Figure 2** Guideline of Provide Academic Guidance

## 8. Conclusion And Discussion

### 8.1 Conclusion

The purpose of this study is to guidelines forenhanceteachers' s eht htiw noitcafsitam tnmeganad ecnamroja ofu ytisrevin in Shandong. Through the research and analysis of the four factors ofacademic guidance, research opportunities,academicresources,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.

## 8.2 Discussion

It aims to enhance teachers' self-teaching ability and management ability 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 enhancing teachers' self-teaching ability and management ability 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' s eht htiw noitcfsita m tnegeanad ecnamroja ofuytisrevin 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.

## **9. 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.

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