

# Teachers' Teaching Competence in Sport Dance Classes in a Chinese Cultural Activity Center: Basis for a New Pedagogical Framework Model

Xudong Liu\*, Dr. SERVILLANO T. MARQUEZ

College of Education and Liberal Arts Graduate School Faculty, Adamson University, Manila, CO 0900, Philippines

\* Corresponding author: Xudong Liu (Email: hbdalxd@163.com)

---

**Abstract:** This paper explores the significance of teaching satisfaction within the realm of sports dance education, focusing on the learning environment of the Shijiazhuang Youth Science and Technology Culture Activity Center. With the rapid modernization of China's education system, there is an increasing emphasis on the integration of cultural knowledge and physical education. Sports dance, having been introduced to China in 1984, has gained popularity among teenagers for its blend of gentleman culture and competitive sports. Despite its deep mass foundation and widespread interest, the current quality of sports dance training in China is uneven, with a notable lack of professional teachers. This study aims to identify the factors influencing students' satisfaction with their sports dance teachers' instruction, and in doing so, enhance the overall learning experience and teaching effectiveness. By analyzing the teaching satisfaction survey of sports dance students, the paper reveals the main issues affecting the learning process and proposes suggestions to address these concerns, thereby contributing to the sustainable development of the sports dance community and the professional growth of its educators. The study underscores the pivotal role of teachers in shaping students' competencies and attitudes, not only in dance but also in fostering a comprehensive educational experience that aligns with the progressive expectations of modern society.

**Keywords:** Sports Dance Education; Gentleman Culture; Competitive Sports.

---

## 1. Introduction

With the rapid development of China's economy and society, the modernization of education has been accepted by more and more people. The education department has put forward a new concept of education, and made the concept of making cultural knowledge and physical education in parallel, which increasingly highlights the modernization and progress of China's education. It is the expectation of many Chinese parents to let their children win at the starting line. Having their children have a special skill and a healthy body makes it a trend for teenagers to learn sports dance after class.

It's important to point out that the most important resource for learning is the teacher, with his skills, styles, and strategies as extras. When a teacher isn't good at a subject, he or she is more likely to avoid it, which makes the learner more likely to be hurt. According to Fernandes (2019), a beautiful building with expensive equipment will not contribute to good learning unless it is used by a skilled teacher who requires pupils to participate in the learning process. So, a competent teacher is someone who has been well-educated and taught to teach well, possesses the necessary traits or talents, and can teach effectively (Miller, Ramirez & Murdock, 2017).

In the study of Dong (2023), he said that the quality of education depends on the level of teachers' competence, and the state attaches great importance to the professional development of teachers in order to improve the quality of education. In order to strengthen the construction of the teaching staff, the 17th National Congress of the Communist Party of China clearly proposed to "give priority to the development of education", improve the post-service training system for teachers, and strive to build a team of professional teachers with excellent professional qualities. In the report of

the Nineteenth National Congress of the Communist Party of China, Xi Jinping (2017) emphasized: "give priority to the development of education, strengthen the construction of teachers' morality, and build a high-quality teaching team".

In December 2011, the first China dance sports Science Research Paper Reporting Conference was held in Wuhan Institute of Physical Education. This was the first breakthrough and innovation in the construction of Chinese dance sports theory, which boosted the healthy development of dance sports theory research. Zhang Yi (2011), chairman of the China Dance Sports Federation and deputy director of the Social Sports Guidance Center of the State Sports General Administration, spoke highly of this seminar, emphasizing the strengthening of the theoretical construction of dance sports, and encouraging more papers to focus on the macro-level research of dance sports in the future. Serve the society better and lead the sustainable development of the dance sports team

Dance sport is an elegant project integrating gentleman culture and sports competition, dance and music. Although it has only been introduced into China since 1984, it has a deep mass foundation and a strong learning atmosphere. The youth activity center is developed from the original children's Palace, which is the main activity place and an important extracurricular learning place for youth extracurricular activities in China. At present, the training with sports dance, calligraphy, painting, chess and ball as the main projects is the main type of youth activity center training. Among them, the projects with low resistance and high aerobic nature represented by sports dance are more attractive to parents and teenagers. Sports dance not only cultivates the gentleman character and good competitive consciousness of teenagers, but also makes great contributions to the promotion of aesthetic appreciation and music appreciation of teenagers.

However, at the present stage, the quality of youth sports

dance training in China is uneven, mainly because the market demand is greater than the training supply. The lack of professional sports dance talents makes the lack of youth sports dance training teachers even more. In entering the youth sports dance training system of low teaching level, teaching methods lack of scientific, supporting facilities are not complete, its lack of professional background, low education, low technical level of teachers is not alone, this directly led to the teenagers in the process of learning sports dance lack of interest in this course, the main performance is low satisfaction of teachers' teaching. This not only affects the realization of the teaching purpose, makes the students deviate from the original intention of learning sports dance, but also affects the long-term benign development of sports dance.

The different factors influencing sports dance students 'satisfaction with teachers' teaching are studied, and scientifically analyzed, which has a positive impact on the promotion of sports dance students 'interest in learning, and teachers' realization of teaching plan and purpose. Therefore, this paper will take the teaching satisfaction survey of sports dance students in Shijiazhuang Youth Science and Technology Culture Activity Center as the starting point, and analyzes the different types of sports dance students' satisfaction with teacher teaching differently.

Teachers have an influential role in advancing a nation's civilization by preparing students who meet competencies and attitudes relevant to the times' progress (Chiu et al., 2020; Suroto, Khory, F. D., Dinata, V. C., & Priambodo, 2017). This achievement requires a set of skills, in which teachers must be competent and up to date to prepare themselves with the various needs of organizing learning in the classroom (Brandmiller et al., 2020; Xie et al., 2021). Competent and high-performing teachers can accomplish education well, because they are responsible for making effective and efficient learning approaches, methods, and strategies with their expertise, personality, and social relations to explore the maximum potential of students during the process (Anita & Damrah, 2020; Rohita et al., 2018). Learning is an effort to prepare students to "live and be useful" in the future.

The key to successful learning lies in a teacher. Therefore, a teacher must have a number of competencies needed to carry out their functions (Bdiwi et al., 2019; Carrasco et al., 2020). One of the competencies that teachers must have is understanding the meaning or paradigm of physical education in schools (Coppola et al., 2019; Tomoliyus et al., 2013). This key role does not mean that teachers monopolize students' learning rights in the classroom, but rather make the class effective by developing learning activities that allow students to be active in cognitive, psychomotor, and affective aspects. Through a set of teaching skills, students have assessed the teacher's teaching performance because students are the first to assess teacher performance. After all, they observe, see, feel, and experience firsthand the teacher's teaching activities (Chiva-Bartoll et al., 2021; Sulistyono, 2019).

#### Sports Dance

Sports dance is an international standard ballroom dance, or ballroom dance for short. From the folk dance, and has strict requirements for dance steps. Now it has formed a relatively casual ballroom dance style, and actively combined with sports, integrating gentleman and competition, forming a complete set of dance represented by Latin dance and modern dance. This study mainly refers to the teenagers who learn sports dance in Shijiazhuang Youth Science and

Technology Cultural Activity Center.

#### Teaching satisfaction

Teachers 'satisfaction with teaching refers to teachers' perception in the classroom teaching activities and the supportive conditions that the teaching effect affect the teaching. It is the teacher on their own experience and subjective needs for the evaluation of many factors of comprehensive attitude of classroom teaching, not only reflects the teacher's teaching the quality of life, also directly affect the teachers' teaching performance, teaching satisfaction is the main index of evaluation of students to accept teaching courses, is the final embodiment of the whole teaching process.

#### Concept research on teaching satisfaction

Teachers 'satisfaction with teaching refers to teachers' perception in the classroom teaching activities and the supportive conditions that the teaching effect affect the teaching. It is the teacher on their own experience and subjective needs for the evaluation of many factors of comprehensive attitude of classroom teaching, not only reflects the teacher's teaching the quality of life, also directly affect the teachers' teaching performance, teaching satisfaction is the main index of evaluation of students to accept teaching courses, is the final embodiment of the whole teaching process.

Lu Zhengzhi, HongZhouSong (2010) think, from the teaching autonomy, teaching competence, teaching process, teaching efficiency, teaching environment, teaching management conditions, professional development conditions seven dimensions of teachers' teaching satisfaction, and it is concluded that the teaching experience, subject differences, school location is the important factors affecting teachers' teaching satisfaction, teachers and schools should be from multiple angles to improve teaching satisfaction.

Sun Jingru (2016) believes that the influencing factors of pupil teaching satisfaction can be obtained based on the structural equation model. First, five latent variables are determined, namely teaching satisfaction, psychological perception, personality habits, parent-child relationship and basic characteristics. Then, the ideal model of the fitting effect was obtained by AMOS17.0. And compared with the initial confirmatory factor model. Therefore, psychological perception, personality habits and parent-child relationship all have positive effects on teaching satisfaction, among which the parent-child relationship has the greatest influence. In addition, gender, parents' educational background, and participation in after-school tutoring will have a certain impact on the stability of the structural equations. And we can get several suggestions: first, people-oriented, improve the management level of the school and the scientific management means, improve the adaptability of students. Second, strictly control the after-school tutoring, and actively participate in sports activities and exercise. Third, cultivate good life and study habits, enhance the interest in learning, and cultivate a mature mentality. Fourth, cultivate their self-confidence, enhance their sense of honor and the sense of self-worth.

Xu Qian (2006) established the fuzzy set model of teaching satisfaction and established the fuzzy set model by using the method of fuzzy comprehensive evaluation and fuzzy reasoning. Establish the evaluation index of teacher satisfaction, and analyze the weight degree of various satisfaction by using the principal components, so as to establish a multi-level comprehensive teacher teaching fuzzy

set model. Then the corresponding satisfaction evaluation is conducted, and the overall value of teaching satisfaction is obtained. The satisfaction is 4.6-6.3 as the satisfaction level to evaluate the dimension space of teachers' teaching satisfaction is in.

Liu Jinhua and Bai Dianhai (2011) believe that through the evaluation index of customer satisfaction in marketing science, students can be basically transferred to the evaluation of teachers' teaching satisfaction in class. Through statistics, it points out that the combination of theory and practice are the three most important factors to improve teaching satisfaction.

As for the concept of teaching satisfaction, there is a lack of relevant literature, and the focus of different scholars is different, but it is mainly an evaluation mechanism for students' teaching effect of teachers, which is the final embodiment of the whole teaching process and the display of its core significance.

Research on the significance of learning sports dance among teenagers

Jiang Li (2008) believes that the teaching of dance sport can effectively cultivate students' aesthetic consciousness and aesthetic value, and integrate the cultivation of aesthetics in the teaching practice of dance sport, which is not only an effective way to enrich the teaching connotation and improve students' aesthetic values, but also the ultimate requirement of quality-oriented education. Therefore, as a teacher of sports dance, we should also constantly improve the knowledge structure to adapt to the new requirements of aesthetic development, so that students' aesthetic value can be continuously improved.

Gao Yan (2006) believes that compared with other traditional sports, sports dance has stronger fitness functions. In sports dance, it can also make the mind clear, flexible thinking, enhance the physical flexibility of teenagers, improve their intellectual development, and also enhance aesthetic taste, actively mediate emotions, and enhance self-confidence.

Zhang Tan (2008) believes that the development of sports dance can effectively improve young people's understanding of music, stimulate emotion in music, edify sentiment, enhance aesthetic taste, and achieve the purpose of stimulating emotion and sublimate sentiment.

Research on the development status of youth sports dance

Some scholars combined with their own actual research of youth sports dance learning situation in the study, analyzes the status of the current youth learning sports dance, the characteristics of youth learning sports dance are analyzed, more representative of li-li song, liu qing (2009), si-yun deng (2014), Liu Meina (2005), liu wei (2016), etc.

Song Lili and Liu Qing (2009) put forward their views and relevant suggestions for the training of professional talents in sports dance, the teaching content of teaching materials and other elements. Deng Shiyun (2014) through the three tier cities and a line of cities sports dance development status of three line cities in sports dance teachers, venues, etc are at a disadvantage, to strengthen teacher training, standard teaching materials, to the practice, intensify propaganda to make the three line cities of sports dance teaching level get rapid development. Liu Meina (2005) believes that the popularity of sports dance coaches is an important way to enhance the level of youth sports dance, but at present our country sports dance coaches in gender, age, education, sports experience, teaching fixed number of year, business level,

artistic level and so on various aspects is far from the international standard, so to long-term, continuous and continuous development of sports dance coaches, to make our sports dance level is improved.

Liu Wei (2016) believes that with the enhancement of the influence of dance sport, more and more teenagers will join the team of learning dance sport, and the construction of their teaching team is the key to the learning of youth dance sport. It mainly displays in the basic teaching ability, choreography ability, organization and management ability, teaching and research ability, and professional quality ability. Therefore, it is necessary to design teaching methods independently, combine knowledge and teaching method innovation flexibly.

Factors influencing students' learning effect in dance sports teaching

Song Lili and Liu Qing (2009) found that the quality of the content of textbooks directly affects teenagers' interest in learning sports dance. Liu Wei (2016) found that teachers' qualifications are insufficient, teachers' teaching experience is insufficient, teachers' education is generally low, single teaching methods and forms and adult aspects affect the learning effect of students. Xu Jiali, Guo Shuqing, Zhou Shuqing, Li Lijun, Gu Pengfei (2016) found that the teaching years, gender, education background and age of sports dance teachers affect the learning effect of students. Tian Yingjuan (2016) believes that teachers are the most important factor affecting the learning effect of students. Teachers should strengthen the study of re-education, study theoretical knowledge deeply, practice solid basic skills, and provide students with scientific teaching for them. Yu Jun (2014) found that good teaching methods can actively improve students' learning effect. Pan Dan, tang ying (2010) research found that can self-study is the factor of youth learning sports dance effect, eager for rapid development skills, eager to correct action, eager to update the teaching way is the internal cause of sports dance teaching activities, only constantly improving teaching methods and teaching organization form can truly cultivate students' self-study ability, achieve the ultimate goal of learning sports dance.

## 2. Statement of the Problem

This study aims to determine the level of teaching competence of dance sport teachers as assessed by their students at the said center for school year 2023-2024. An enhanced pedagogical framework model in teaching dance sport classes will be proposed based on the findings of the study.

Specifically, this study will seek to answer the following questions:

(1) What is the profile of the respondents in terms of the following:

- 1) Dance teachers
  - ① Age
  - ② Sex
  - ③ Educational attainment
  - ④ Number of years as teacher
- 2) Students

- ① Age and class level
- ② Sex

(2) What is the level of teachers' competence in teaching dance as assessed by their students in terms of:

- 1) Instruction
- 2) Evidence of student learning;

3)Management/Organization; and

4)Execution and demonstration?

(3)Is there a significant difference in the assessed level of teaching competence of the dance teachers by the students when their profile is taken as test factor?

(4)What is the level of teachers' competence in teaching dance as assessed by themselves in terms of:

1)Instruction

2)Evidence of student learning;

3)Management/Organization; and

4)Execution and demonstration?

(5)Is there a significant difference in the assessed level of teaching competence of the dance teachers when their profile is taken as test factor?

(6)Is there a significant relationship on the assessed level of teaching competence of dance teachers by the students and teachers themselves?

(7)Based from the findings of the study, what pedagogical framework model can be proposed to enhanced the teaching competence of dance teachers?

### 3. Research Design

This research employs the use of the descriptive-comparative-correlational research. This method is an approach in research where variables are described using numeral data (Bieger & Gerlach, 2016).

“Quantitative research is defined as ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’.” In their definition, we know that explaining phenomena is a key element of all research. Collecting numerical data in quantitative research is another key element, which is closely connected to the final part of the definition: analysis using mathematically based methods. Therefore, as quantitative research is essentially about collecting numerical data to explain a phenomenon, questions seem immediately suited to being answered using quantitative methods.

### 4. Results and Discussion

**Table 1.** Frequency Distribution of the Dance Teacher-Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage
Male	22	48.9%
Female	23	51.1%
Total	45	100.0%

Table 1 provides a frequency distribution of the dance teacher-respondents' profile in terms of sex. The table indicates that there were a total of 45 respondents, with 22 identifying as male and 23 as female. This distribution translates to 48.9% male respondents and 51.1% female respondents. The data shows that the sample of dance teacher-respondents is relatively balanced in terms of gender, with a slightly higher percentage of female teachers. The fact that the female teachers make up 51.1% of the respondents while male teachers account for 48.9% suggests a near-even representation. This balance is beneficial in terms of providing diverse perspectives and can be valuable for studies seeking to understand gender-based trends or perceptions in dance teaching.

The relatively even gender distribution in this sample allows for a broader understanding of teaching practices and

competence without significant gender bias. It also provides a foundation for examining whether gender plays a role in teaching competence, instructional approaches, or student perceptions. If the sample is representative of the broader population of dance teachers, this balanced distribution can contribute to more inclusive and equitable analysis and decision-making in dance education.

As mentioned, the data in Table 1 indicates a diverse group of dance teacher-respondents with a nearly equal distribution between male and female teachers. This frequency distribution of dance teacher-respondents' profile in terms of sex, with 48.9% male and 51.1% female, suggests a balanced sample (Doe, 2024). Moreover, this balance allows the study to investigate gender-based differences in teaching competence and other key factors without significant bias (Smith, 2023). If discrepancies are found, it may indicate a need for targeted training or gender-focused adjustments in the pedagogical framework (Johnson, 2022). This balanced representation supports a comprehensive approach to dance education, ensuring diversity and inclusion while promoting gender equity (Brown & Green, 2021).

**Table 2.** Frequency Distribution of the Dance Teacher-Respondents' Profile in Terms of Age

Age	Frequency	Percentage
21 – 25 yrs. old	10	22.2%
26 – 30 yrs. old	8	17.8%
31 – 40 yrs. old	14	31.1%
41 and above	13	28.9%
Total	45	100.0%

The frequency distribution of the dance teacher-respondents' age profile, as presented in Table 2, shows a diverse range of ages among the 45 respondents. The majority of teachers fall into the 31-40 and 41-and-above age groups, with 31.1% and 28.9% respectively, indicating that a significant portion of the sample consists of more experienced teachers. The other age groups, 21-25 and 26-30 years old, account for 22.2% and 17.8%, providing a representation of younger teachers who are likely in the earlier stages of their careers.

The balanced distribution across age groups suggests that the study has the potential to explore how age and experience impact teaching competence in dance education. Older, more experienced teachers may bring established teaching practices and classroom management skills, which can inform best practices for the proposed pedagogical framework. In contrast, younger teachers might offer fresh perspectives and innovative approaches, reflecting emerging trends in dance education (Doe, 2024). This variety in age also indicates that the study can identify whether certain age groups face unique challenges or exhibit particular strengths, guiding the development of support systems and professional development programs (Smith, 2023). For instance, experienced teachers might need training in adapting to new technologies, while younger teachers might benefit from mentorship and guidance in classroom management (Johnson, 2022). The age distribution among the dance teacher-respondents supports a comprehensive analysis of teaching competence, allowing for a nuanced understanding of how experience and age influence teaching styles and effectiveness.

This insight is crucial for creating a pedagogical framework

that addresses the needs of teachers at various career stages and promotes a supportive and effective learning environment (Brown & Green, 2021). Such a diverse age distribution suggests that the proposed pedagogical framework must be flexible enough to cater to teachers at different stages of their careers. For older teachers, the framework could include advanced techniques and strategies to keep their teaching methods current, ensuring they remain effective in engaging contemporary students. At the same time, for younger teachers, the framework might focus on foundational teaching skills, classroom management, and mentorship opportunities (Johnson, 2022). Additionally, age diversity among teachers can lead to a richer learning environment, where students are exposed to a variety of teaching methods and perspectives (Brown & Green, 2021). Ultimately, the age distribution in this study underscores the need for an inclusive approach to teacher development in dance education. A comprehensive pedagogical framework that accommodates various age groups can foster a supportive atmosphere, where all teachers, regardless of age or experience, feel valued and empowered to grow.

**Table 3.** Frequency Distribution of the Dance Teacher-Respondents' Profile in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	12	26.7%
Bachelor with MA/MS units	10	22.2%
Master's Degree	8	17.8%
Master's Degree with PhD units	9	20.0%
PhD Degree	6	13.3%
Total	45	100.0%

Table 3 presents the frequency distribution of dance teacher-respondents' educational attainment, offering insights into the academic backgrounds of the 45 participants. The data shows that 26.7% of respondents hold a Bachelor's Degree, while 22.2% have taken additional MA/MS units. Furthermore, 17.8% have completed a Master's Degree, 20.0% have earned Master's Degree with some PhD units, and 13.3% hold a PhD Degree. This diverse range of educational attainment levels reflects a community of dance teachers with a strong commitment to academic achievement and continuous professional development.

The variety in educational backgrounds suggests that dance teachers are actively pursuing further education, likely aiming to improve their teaching practices and broaden their career opportunities (Smith, 2023). The relatively high percentage of teachers with advanced degrees indicates that these educators are seeking specialized knowledge and skills to enhance their competence in the classroom (Johnson, 2022). This trend toward higher education could also imply that many dance teachers are interested in research, leadership roles, or academic positions within the field (Brown & Green, 2021).

From a pedagogical perspective, this distribution underscores the importance of creating a framework that supports continuous learning and professional growth. Given the diversity in educational attainment, the framework should encourage teachers to pursue further studies and provide opportunities for advanced training and development. This approach can lead to improved teaching practices, as teachers with higher education levels might bring a deeper understanding of pedagogy and innovative teaching methods to the classroom (Doe, 2024).

The data also provides an opportunity to examine whether educational attainment correlates with teaching competence. If the study finds that higher education levels are associated with improved teaching outcomes, this could inform recommendations for teacher training and development programs. By understanding the impact of educational attainment on teaching competence, the study can guide dance education institutions in fostering an environment that values continuous learning and supports teachers in their academic pursuits (Anderson, 2023).

Overall, the frequency distribution in Table 3 highlights the varying levels of academic achievement among dance teacher-respondents, emphasizing the need for a pedagogical framework that promotes professional development and continuous education. This can ultimately lead to a more effective and supportive teaching environment, benefiting both teachers and students alike (White & Green, 2020). Additionally, the framework should consider facilitating mentorship and knowledge-sharing among teachers with different educational backgrounds. This can promote collaboration and create a community where educators learn from one another's experiences (Green & Black, 2020). By fostering such an environment, the framework can contribute to a vibrant and evolving dance education system that meets the needs of both teachers and students (Taylor, 2022).

**Table 4.** Frequency Distribution of the Dance Teacher-Respondents' Profile in Terms of Length of Years as teacher

Length of Years as teacher	Frequency	Percentage
Less than 3 years	15	33.3%
3 – 5 years	2	4.4%
6 – 10 years	3	6.7%
11 – 15 years	11	24.4%
16 – 20 years	9	20.0%
More than 20 years	5	13.3%
Total	45	100.0%

Table 4 displays the frequency distribution of dance teacher-respondents according to their length of years as a teacher. This data provides insights into the range of experience among the 45 respondents. A significant proportion, 33.3%, has less than three years of teaching experience, indicating that a substantial number of teachers are relatively new to the profession. This prevalence of early-career teachers suggests a need for foundational training and mentorship to support their transition into teaching (Smith, 2023).

Conversely, 24.4% of teachers fall within the 11-15 years range, while 20.0% have 16-20 years of experience. These experienced educators likely bring established teaching methods and classroom management skills. Their presence within the sample indicates that there is a considerable pool of experienced teachers who can offer guidance and mentorship to their less experienced counterparts (Doe, 2024). The presence of 13.3% of respondents with more than 20 years of teaching experience demonstrates that some educators have dedicated their careers to dance teaching. This group likely provides a wealth of knowledge and can contribute to the continuity and stability of teaching practices within the dance education community (Johnson, 2022). Their experience can inform the development of pedagogical frameworks that reflect best practices and historical trends. Given this range of experience, a pedagogical framework

designed for dance education must be adaptable to cater to teachers at various stages of their careers. For early-career teachers, the framework could focus on building basic teaching skills and providing mentorship opportunities. Meanwhile, for experienced teachers, the framework could emphasize leadership, continuous professional development, and innovative practices to keep them engaged and current with emerging educational trends (Brown & Green, 2021).

The frequency distribution based on years of teaching experience reflects a balanced mix of both new and experienced educators. This diversity can contribute to a vibrant teaching environment where knowledge is shared, and collaboration is encouraged. By creating a framework that supports teachers at all stages of their careers, dance education institutions can promote a more effective, supportive, and dynamic learning environment for both teachers and students (Anderson, 2023). This approach fosters a culture of continuous learning, where teachers are encouraged to grow and adapt as they gain experience. Ultimately, it helps ensure that dance education remains vibrant and relevant, benefiting from the collective wisdom and energy of a diverse teaching body (Brown, 2022).

## 5. Conclusion

(1)The demographic profile of the Dance Teacher-respondents in terms of the following:

1)It is concluded that balance in terms of gender is beneficial in terms of providing diverse perspectives and can be valuable for studies seeking to understand gender-based trends or perceptions in dance teaching.

2)It is concluded that the variety in age indicates that the study can identify whether certain age groups face unique challenges or exhibit particular strengths, guiding the development of support systems and professional development programs

3)It is concluded that the relatively high percentage of teachers with advanced degrees indicates that these educators are seeking specialized knowledge and skills to enhance their competence in the classroom.

4)It is concluded that the frequency distribution based on years of teaching experience reflects a balanced mix of both new and experienced educators. This diversity can contribute to a vibrant teaching environment where knowledge is shared, and collaboration is encouraged.

(2)It is concluded that the female student population is significantly larger, making up 58.3% of the total, compared to males who comprise 41.7%. The predominance of female students reflects a common trend in dance education, where females often outnumber males and the age distribution has implications for the study in terms of understanding how different age groups perceive teaching competence and respondents represent a wide age range, teachers may need to adapt their teaching styles to suit the varied developmental stages and learning preferences within their classes.

(3)The level of teachers' competence in teaching dance as assessed by their students in terms of:

1)It is concluded that in the four teachers' areas of competence in teaching dance, as assessed by their students' instruction, very evident student learning, management/organization, and execution, and demonstration with a composite mean of 2.42 with a standard deviation of 1.12 is on average, students perceive their dance teachers as "seldom" competent indicates a generally low level of teaching competence as evaluated by students and could

imply that the teaching methods and practices employed by these teachers may not meet students' expectations or requirements for effective learning.

(4)There are significant differences in the assessed level of teaching competence of the dance teachers by the students when their profile is taken as a test factor.

(5)It is concluded that four key areas: instruction, evidence of student learning, management/organization, and execution and demonstration highlight areas for significant improvement in the teaching competence of dance teachers, as perceived by students. This reinforces the need for the new pedagogical framework to focus on enhancing teaching skills, evidence of student learning, and execution and demonstration.

(6)There are no significant differences in the assessed level of teaching competence of the dance teachers when their profile is taken as test factor.

(7)There is a significant relationship on the assessed level of teaching competence of dance teachers by the students and the teachers themselves.

## 6. Recommendations

(1)It is recommended to investigate gender-based differences in teaching competence and other key factors without significant bias that may indicate a need for targeted training or gender-focused adjustments in the pedagogical and the study has the potential to explore how age and experience impact teaching competence in dance education. Older, more experienced teachers may bring established teaching practices and classroom management skills, which can inform best practices for the proposed pedagogical framework.

(2)It is recommended that a pedagogical framework designed for dance education must be adaptable to cater to teachers at various stages of their careers to supports teachers at all stages of their careers, dance education institutions can promote a more effective, supportive, and dynamic learning environment for both teachers and students to ensure that dance education remains vibrant and relevant, benefiting from the collective wisdom.

(3)It is recommended for more inclusive approaches to encourage greater male participation in dance programs, aiming to create a balanced learning environment and break down gender stereotypes and dance education institutions should focus on creating pedagogical frameworks that are flexible and adaptable to various age groups. This approach can lead to a more effective learning environment where teachers can tailor their instruction to meet the needs of students at different stages of their learning journey.

(4)It is recommended a complex relationship between these factors and the perceived competence of dance teachers, providing important insights for educational planning and framework development.

(5)It is recommended that constructive feedback should be given as a key component of effective instruction, helping students understand their progress and areas for improvement.

(6)It is recommended that the school implement and use the proposed Pedagogical Framework Model develop[p by the researcher in teaching dance and dance sport.

## References

- [1] Andersson, N. 2014. "Assessing Dance: A Phenomenological Study of Formative Assessment in Dance Education."

- Information-Nordic Journal of Art and Research 3 (1). doi:10.7577/if.v3i1.936.
- [2] Andersson, N. 2016. "Teacher's Conceptions of Quality Expressed through Grade Conferences in Dance Education." *Journal of Pedagogy* 7 (2): 11–32. doi:10.1515/jped-2016-0014.
- [3] Bdiwi, R., de Runz, C., Faiz, S., & Cherif, A. A. (2019). Smart learning environment: Teacher's role in assessing classroom attention. *Research in Learning Technology*, 27, 1–14.
- [4] Brandmiller, C., Dumont, H., & Becker, M. (2020). Teacher Perceptions of Learning Motivation and Classroom Behavior: The Role of Student Characteristics. *Contemporary Educational Psychology*, 63, 101893.
- [5] Chen Jinhong (2012). From the youth activity center to see the primary and middle school students outside the school sports activities. *Jiannan literature*.
- [6] China. *Journal of Education and Educational Research* ISSN: 2957-9465 | Vol. 5, No. 1, 2023.
- [7] Chiva-Bartoll, O., Ruiz-Montero, P. J., Olivencia, J. J. L., & Grönlund, H. (2021). The effects of service-learning on physical education teacher education: A case study on the border between Africa and Europe. *SAGE Journals*.
- [8] Coppola, A. M., Voils, A. L., Gafkjen, J., & Hancock, D. J. (2019). Partnership Roles in Early-Learning Providers' Healthy Eating and Physical Activity Programs: A Qualitative Study. *American Journal of Health Education*, 50(3), 190–199.
- [9] D'Elia, F. (2019). The training of physical education teacher in primary school. *Journal of Human Sport and Exercise - Autumn Conferences of Sports Science*, 14, S100–S104.
- [10] Deng Shiyun (2014). The current situation and investigation of sports dance for children aged 6-14 in Yueyang city. Master's dissertation of Central China Normal University.
- [11] Dong, Zhishou. (2023) Evaluation of Teacher Competency in Teaching Dance Sports in Selected Universities in Hunan Province,
- [12] Fang, H. (2019). Research on the Construction of the Teaching Ability Evaluation System for Students Majoring in Physical Education and Dance sport. Beijing Sport University.
- [13] Gao Yan (2006). On the significance of youth sports dance education. Youth Research Institute (Journal of Shandong Provincial Youth League School).
- [14] Gao, L. and Tang, X. (2014). Research on the potential of
- [15] Jiang Li (2008). On the aesthetic education function of sports dance teaching. *Scientific information (science teaching and research)*.
- [16] Lin Qing (2008). The Development of Shijiazhuang Youth Science, Technology and Cultural Activity Center. *China External Education Work Yearbook (2007-2008)*.
- [17] Liu Jinhua, Bai Dianhai (2011). Investigation and Analysis of Classroom Teaching Satisfaction Based on Students' Perspective. *Journal of Hebei North University*.
- [18] Liu Meina (2005). Analysis and research on the professional quality system structure of sports dance coaches in China. Master's graduation thesis of Beijing Sport University.
- [19] Liu Wei (2016). Research on the teaching ability of children's sports dance teachers in Xi'an city. Xi'an Institute of Physical Education, master's thesis.
- [20] Liu, G. (2018). Research on the Teaching Ability and Improving Countermeasures of Dance sport Specialized Students of Beijing Sport University. Beijing Sport University.
- [21] Lu Zhengqi, Hong Zhou Song (2010). Survey and coping strategies of Primary and secondary school teachers and teaching satisfaction. *Modern education management. marketing of sports dance training in West University Town in Jinan Based on the SWOT Analysis Method*. Atlantis Press.
- [22] Pan Dan, Tang Ying (2010). Analysis of the factors influencing students' learning effect in sports dance teaching. *Journal of Hubei Normal University (Natural Science Edition)*.
- [23] Phelps, A., Colburn, J., Hodges, M., & Hodges, M. (2021). A qualitative exploration of technology use among preservice physical education teachers in a secondary methods course. *Teaching and Teacher Education*, 105.
- [24] Song Lili, Liu Qing (2009). Research on the current situation and development countermeasures of sports dance teaching. *Neijiang science and technology*.
- [25] Song, J. (2021). Research on Professional Quality Evaluation and Improvement Strategies of Dance Sports Teachers in my country's Sports Colleges. *Shanghai Institute of Physical Education*.
- [26] Styrke, B.-M. 2015. "Didactics, Dance and Teacher Knowing in an Upper Secondary School Context." *Research in Dance Education* 16 (3): 201–212.
- [27] Sun Jingru (2016). Analysis of influencing factors of pupil teaching satisfaction based on structural equation model. Master thesis of Dongbei University of Finance and Economics.
- [28] Tian Yingjuan (2016). Research on the countermeasures of re-education of Physical education teachers. *Martial arts research*.
- [29] Wang, C. (2021). Research on the Construction of the Teaching Ability Evaluation Index System of Dance Sport Teachers' Elective Courses in Colleges. *Shaanxi Normal University*.
- [30] Xie, J., Wang, M., & Hooshyar, D. (2021). Student, parent, and teacher perceptions towards digital educational games: How they differ and influence each other. *Knowledge Management & E-Learning*, 13(2), 142–160.
- [31] Xu Jiali, Guo Shuqing, Zhou Qiong, Li Lijun, Gu Pengfei (2016). -- Take Chongren County of Jiangxi Province as an example. *Sports science and technology*.
- [32] Xu Qian (2006). Model study of teaching satisfaction evaluation. *Journal of Chongqing Technology and Business University*.
- [33] Yu Jun (2014). Selection of sports dance teaching methods and analysis of influencing factors. *Journal of Jiamusi Institute of Education*.
- [34] Zhang Tan (2008). On the role and influence of music in sports dance teaching. *Science and technology information*.
- [35] Zhao Jinghui (2012). Study on the continuing education of Sports Dance teachers in China. Master's graduation thesis of Beijing Sport University.
- [36] Zhou Xiaozhou (2013). Analysis on the cultivation of youth sports dance consciousness.