

The Factors Affecting Quality Management of Dance Education in Sichuan Universities

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Abstract

The quality management of dance education in Chinese universities is constantly improving. This study aims to investigate the factors influencing the quality management of dance education in universities in Sichuan Province, China. The study involves analyzing the current situation of dance education quality management in universities, exploring the factors that affect dance education quality, and considering how to optimize dance education quality management. This article mainly adopts quantitative research methods to conduct quantitative analysis on the questionnaire survey of three normal universities in Sichuan, China, namely Aba Normal University, Sichuan Normal University, and Xi hua Normal University.

This study conducted a comprehensive analysis of the factors affecting the quality management of dance education. The quantitative results indicate that university management, curriculum system, teacher teaching, student development, artistic practice, and dance education quality management have a positive impact. In addition, school management and artistic practice play an important role in the quality management of dance education. However, employment has a low impact on the quality management of dance education. This may be due to several factors, including students' insufficient attention to employment and their willingness to continue their studies. Given these findings, this study contributes to improving the quality management capabilities of dance education and understanding the key focus areas in dance education quality management. This provides valuable insights for policy makers, educators, and managers to seek ways to improve the quality management of dance education in the current context.

Keywords: Dance Education; Quality Management; Sichuan Universities

Introduction

In the current era of vigorously developing aesthetic education in universities, in order to enable students to develop comprehensively. Universities need to improve the quality of education and strengthen education quality management. (General Office of the State Council, 2020). The quality of higher education refers to the degree to which higher education institutions, under established social conditions, cultivate students, create knowledge, provide services that meet current and future social needs, as well as students' personal development needs, in accordance with educational laws and scientific development logic (Li, 2001).

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In order to improve the quality management of dance education in universities, this study will take aesthetic education as the background, adopt relevant theories of quality management, and analyze the current situation of quality management in dance education in universities based on literature review. The main research subjects will be students majoring in dance in universities, and through quantitative data, we will explore in depth the influencing factors of dance education quality management in Sichuan universities under the background of aesthetic education. Therefore, it is possible to grasp students' learning needs, improve their satisfaction with the quality of dance education management, and enhance the level of dance education quality management (Deng, 2017).

Through research and analysis of the current situation of quality management in dance education in universities, this study understands the influencing factors of quality management in dance education in Sichuan universities, and proposes how to construct a development system for quality management in dance education in Sichuan universities under the background of aesthetic education, as well as optimize management strategies. It will further highlight the value orientation of aesthetic education and dance education, enriching and developing research in the field of dance education quality management to a certain extent.

Research Objectives

1. To study the level of Factors of Quality Management of dance education in Sichuan Universities.
2. To analyze Factors affecting Quality Management of dance education in Sichuan Universities.
3. To propose the optimize of Quality Management of dance education in Sichuan Universities.

Literature Review

Quality management is the activity of commanding and controlling the coordination of an organization in terms of quality (Wan, 2013). Quality management refers to all activities that establish quality policies, objectives, and responsibilities, and implement all management functions in the quality system through methods such as quality planning, quality control, quality assurance, and quality improvement (Wang, 2009).

Educational Management is a discipline that studies the process and laws of educational management. Education management is a modern science that focuses on a certain type of school organization as its research object, constructs a harmonious relationship between schools and community environments, establishes and improves school organizations and their operating mechanisms, optimizes educational resources, mobilizes the enthusiasm and creativity of all school personnel, and aims to comprehensively improve the quality of education and cultivate qualified talents (Chen & Gao, 2017). Educational management is the process of utilizing the principles and methods of management science and teaching theory, fully leveraging management functions such as planning, organization, coordination, and control, and coordinating various elements of the educational process to ensure orderly operation and improve efficiency. The education administrative department and the school jointly undertake education management work. Educational management involves basic

aspects such as teaching plan management, teaching organization management, and teaching quality management (Lu, 2013).

The management of dance education and teaching must shift from a highly planned and unified operating mechanism and model to a more open and flexible operating mechanism and model that is conducive to cultivating innovative talents (Zhang, 2018). With the continuous development of society and educational reform, aesthetic education plays an increasingly important role in the management of higher education. From the perspective of aesthetic education, from management mechanisms, course development, and campus culture, In terms of social practice and other aspects, this paper discusses the management of higher education, in order to correctly guide the development of aesthetic values in universities and improve the overall level of teaching management (Zhou, 2019). In terms of the current penetration of dance aesthetic education in universities, the teaching mode of dance aesthetic education is relatively formulaic, lacks flexibility and progressiveness. On the one hand, some teachers do not pay attention to improving their artistic abilities and updating professional knowledge, and their teaching methods and content are too outdated (Li, 2023).

The theory of dance education management must be adjusted and innovated with the times, suitable for the relevant requirements of the country and society for dance teaching majors or courses. Based on the fundamental management theory of dance education, corresponding Curriculum systems should be constructed, scientific and reasonable management models should be constructed, and the structure and level of education management should be continuously optimized. Emphasis should be placed on reflecting the general and specific characteristics of the profession and courses. Guidance and management of the process of dance practical learning should be emphasized, and a dynamic theoretical evaluation basis for dance teaching should be established. The development of higher dance education can be summarized as the improvement of teacher qualifications, the increase of cross disciplinary teachers, frequent exchange of foreign teachers, the trend of theoretical courses towards technological development, the increase of non mainstream dance courses, the clearer development characteristics of the department, the improvement of student dance quality, the increase in opportunities for students to participate in international exchange performances, the increase in the proportion of students pursuing further education, the rapid growth of the department, the establishment of a seven-year dance education system, the increase in educational courses, the enhancement of diversified talent cultivation concepts, and the enhancement of the concept of second specialty (Ding, 2007). Dance courses are one of the means to reflect dance education. Through the aesthetic education function of dance, not only can students improve their artistic literacy, promote physical and mental health development, but also enrich campus culture and improve school quality education (Li, 2022).

At the teacher level, attention should also be paid to enhancing the service nature of dance teaching management theory, guiding and cooperating with teachers in dance teaching, encouraging teachers to learn scientific and systematic dance teaching theories, actively adjusting and innovating existing dance teaching theories, and adopting advanced dance teaching methods (Li, 2018). Strengthening the construction of the teaching staff for art and dance education management and improving the overall level of the teaching staff is an important measure to promote the innovative development of art and dance education management work (Zheng, 2016). Art education in ordinary universities requires the construction of a high-quality professional teaching staff, as well as the construction of a high-quality education and teaching management cadre team to strengthen the cultivation of their

professional abilities. To promote the vigorous development of dance art education in universities, it is necessary to improve the management institutions of art education in universities, and institutionalize and standardize art education in universities (He, 2011). The current situation of education and management for dance majors has summarized three effective measures: improving course design and enriching dance major choices; Regularly organize relevant competitions and build a platform for communication among students majoring in dance; Strengthen teacher training and improve educational management level (Li, 2017).

With the continuous development of quality education, more and more dance education management theories have become service-oriented, emphasizing the subjectivity of students in the teaching system, respecting and meeting their development intentions to the greatest extent, creating the best hardware and software conditions for students to learn dance, stimulating their enthusiasm and confidence in participating in dance learning (Li, 2018).

Increase funding investment, improve the implementation conditions of art education, It is one of the guarantees for accelerating the development of art education. School leaders should actively raise funds, increase investment, purchase equipment and equipment, and ensure the implementation of activity venues and personnel. To provide a material foundation for the smooth and sustainable development of art education (Mao, 2003).

The quality management of dance education is an innovative application of the theory of total quality management. This study will use quality management tools to systematically identify and analyze issues related to dance education quality management, explore strategies for optimizing dance quality management in universities, and analyze factors affecting dance education quality management in Sichuan Province from multiple dimensions, in order to further improve management level.

Research Methodology

1. Population and sample

The main population used in this study were 1955 dance majors from three universities in Sichuan Province. The sample group used students from dance education at three normal universities in Sichuan Province. The three universities are Aba Normal University, Sichuan Normal University, and Xi hua Normal University. Randomly divided into 4 levels, with a total of 470 samples.

2. Research tools

Literature analysis, using literature analysis method for qualitative research (Bai, 2023; Cheng, 2015). questionnaire surveys were conducted on Aba Normal University, Sichuan Normal University, and Xi hua Normal University.

3. Data collection

The data collection for this study was conducted online, using the "Questionnaire Star" mini program to push data online. A total of 500 paper questionnaires will be sent offline to ensure that all 470 questionnaires are valid After completing the data organization, a series of reliability and validity tests were conducted on the questionnaire data using SPSS software. Finally, a structural model was drawn and the EXCEL data was input into the hypothesis model for reliability, convergence validity, fitting validity, and research hypothesis testing. Then code the questionnaire and evaluate the results of the data using a computer program.

4. Data analysis

Researchers will conduct integrity checks on all received survey questionnaires to verify if the number of questionnaires received is 500, ensuring that 470 valid questionnaires are surveyed. And bring the obtained data to the computer for statistical analysis, using statistical software packages to calculate statistical values.

5. Conceptual framework

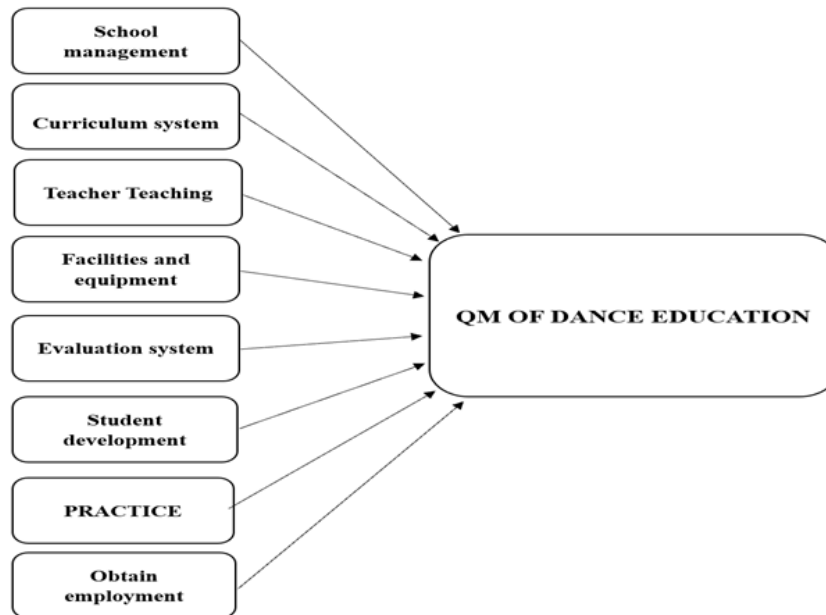


Figure 1 Conceptual framework
(Source: Constructed by the researcher)

Research Scope

The scope of this study is divided into: (1) The scope of the research content; (2) The scope of the research area; (3) The range of variables ;(4) The range of population.

1. Scope of the Content

Researchers have studied concepts and theories such as aesthetic education, dance education, quality management, total quality management, and dance education quality management by collecting academic resources, CNKI resources, and Wanfang resources from electronic libraries and authoritative SSRU databases. Explore the factors that affect the quality management of dance education.

2. Scope of the research area

The research scope is located in Sichuan Province, China, with a total area of 486000 square kilometers. It governs 21 prefecture level administrative regions, including 18 prefecture level cities and 3 autonomous prefectures. There are a total of 134 universities in 2024. Among them, there are 11 normal universities. This study selected four regions, namely Aba Prefecture, Nanchong, and Chengdu , to study the students, teachers, and managers of dance majors in 3 universities.

3.Scope of the Variables

Dependent variable: QM of Dance Education (Y1).

Independent variables: School Management (X1), Curriculum System (X2), Teacher Teaching(X3), Facilities and Equipment (X4), Evaluation System (X5). Student Development (X6), Art Practice (X7), Obtain Employment (X8).

4. Scope of the population

According to the research objectives, this study used a questionnaire survey method to conduct a sampling survey on 500 students from four universities in Sichuan Province. The survey samples were selected using a combination of convenience sampling and random sampling methods.

Research Findings

This study analyzed the quality management level of dance education in Sichuan universities through literature review and questionnaire survey. Basic information was obtained from male and female students majoring in dance in three universities, four grades, and through the following questions. Validity and reliability analysis were conducted on nine dimensions of factors, as well as regression analysis. Analyze the factors that affect the quality management of dance education in Sichuan universities and propose strategies for optimizing quality management.

1. Describe and analyze

This article collected a total of 470 valid samples, which were described and analyzed based on the basic information of the respondents such as gender, age, grade level, major, and school attended. Please refer to the table below for details.

Table 1 Basic Information Description and Analysis

Name	Options	Frequency	%
gender	men	131	27.9
	women	339	72.1
age	Under 18 years old	109	23.2
	18~20	234	49.8
	21~23	127	27
	Freshman	115	24.5
grade	Sophomore	153	32.6
	Junior	154	32.8
	Senior	48	10.2
	Dance studies	198	42.1
profession	Dance performance	148	31.5
	Dance Education	68	14.5
	Dance choreographer	43	9.1
	other	13	2.8
School of study	Sichuan Normal University	135	28.7
	Aba Normal University	178	37.9
	Xi hua Normal University	157	33.4

2. Reliability analysis

The reliability of a research scale represents the degree of consistency in the results obtained by repeated measurements of the same scale items using the same method. It is the variance ratio of the actual scores of the same latent variable and can be expressed by stability, equivalence, and internal consistency indicators (DeVellis, 1996). Under normal circumstances, reliability testing, also known as reliability testing or consistency testing, is generally expressed by measuring the internal consistency of each item on a scale, namely Cronbach's alpha coefficient. In addition, the CITC coefficient is evaluated based on a minimum of 0.50, and the larger the Cronbach's alpha value, the higher the internal consistency and reliability of each item in the variable scale. According to the statistical experience of multiple scholars, the Cronbach's alpha coefficient is judged based on the following criteria: when Cronbach's alpha ≥ 0.80 , the reliability of the scale is very good; When Cronbach's alpha is $0.80 > \alpha \geq 0.70$, the reliability of the scale is average; When Cronbach's alpha is less than 0.60, the reliability of the scale is insufficient.

Therefore, this study used Cronbach's alpha coefficient and CITC coefficient to evaluate the internal consistency and reliability of the scale, and tested the coefficient using SPSS 26.0 software. The results are shown in the following table:

Table 2 Reliability Analysis

Variable	Question items	Total correlation of correction items (CITC)	After the item has been deleted Cronbach's α	Cronbach's α
School management	SM1	0.854	0.933	0.943
	SM2	0.805	0.935	
	SM3	0.714	0.94	
	SM4	0.749	0.938	
	SM5	0.741	0.939	
	SM6	0.758	0.938	
	SM7	0.727	0.939	
	SM8	0.778	0.937	
	SM9	0.891	0.93	
Curriculum system	CS1	0.764	0.918	0.928
	CS2	0.788	0.916	
	CS3	0.714	0.921	
	CS4	0.69	0.922	
	CS5	0.709	0.921	
	CS6	0.63	0.926	
	CS7	0.727	0.92	
	CS8	0.766	0.918	
	CS9	0.827	0.913	
Teacher Teaching	TT1	0.794	0.912	0.924
	TT2	0.751	0.914	
	TT3	0.686	0.918	
	TT4	0.713	0.916	
	TT5	0.671	0.919	

Variable	Question items	Total correlation of correction items (CITC)	After the item has been deleted Cronbach's α	Cronbach's α
Facilities and equipment	TT6	0.703	0.917	0.937
	TT7	0.689	0.918	
	TT8	0.757	0.913	
	TT9	0.785	0.912	
	FE1	0.839	0.925	
	FE2	0.815	0.926	
	FE3	0.727	0.931	
	FE4	0.751	0.93	
	FE5	0.798	0.927	
	FE6	0.736	0.931	
	FE7	0.705	0.933	
	FE8	0.751	0.93	
	FE9	0.736	0.931	
	ES1	0.745	0.895	
Evaluation system	ES2	0.734	0.896	0.909
	ES3	0.647	0.902	
	ES4	0.616	0.904	
	ES5	0.653	0.902	
	ES6	0.637	0.903	
	ES7	0.655	0.902	
	ES8	0.678	0.9	
	ES9	0.834	0.888	
	SD1	0.778	0.895	
Student Development	SD2	0.715	0.899	0.911
	SD3	0.637	0.905	
	SD4	0.639	0.905	
	SD5	0.595	0.907	
	SD6	0.664	0.903	
	SD7	0.68	0.902	
	SD8	0.701	0.9	
	SD9	0.829	0.891	
	AP1	0.74	0.934	0.939
Art Practice	AP2	0.802	0.931	
	AP3	0.74	0.934	
	AP4	0.715	0.935	
	AP5	0.723	0.935	
	AP6	0.737	0.934	
	AP7	0.778	0.932	
	AP8	0.804	0.931	
	AP9	0.878	0.926	
Obtain employment	OE1	0.749	0.889	0.905
	OE2	0.732	0.89	
	OE3	0.626	0.898	

Variable	Question items	Total correlation of correction items (CITC)	After the item has been deleted Cronbach's α	Cronbach's α
Quality Management of Dance Education	OE4	0.619	0.899	0.891
	OE5	0.637	0.897	
	OE6	0.614	0.899	
	OE7	0.705	0.893	
	OE8	0.624	0.898	
	OE9	0.8	0.885	
	QMDE1	0.753	0.866	
	QMDE2	0.731	0.869	
	QMDE3	0.68	0.881	
	QMDE4	0.777	0.858	
	QMDE5	0.746	0.865	

From the above table, it can be seen that the Cronbach's alpha coefficients of each variable are all greater than 0.70, indicating very good reliability. The CITC values are all greater than 0.50. The Cronbach's alpha values of all deleted items are lower than the Cronbach's alpha reliability coefficients of the corresponding variables. Therefore, the reliability level of the research data is high, and all items should be retained. There is a good correlation between the analysis items.

3. Validity analysis (factor analysis)

For questionnaires, content validity and construct validity are usually used for measurement. Among them, content validity refers to the suitability and logical consistency between the items and the measured variables. The questionnaire used in this study is based on literature review indicating the relationship or association between variables, and further modifications and improvements have been made to the wording and expression of the items according to the results of the pre survey. Therefore, it can be considered that the scale has the required content validity. The focus of this study is to investigate construct validity, which refers to the ability of items to measure the measured variables. Exploratory factor analysis (EFA) tests were conducted on the collected data to demonstrate the structural validity of the scale.

Exploratory factor analysis was conducted using SPSS to perform KMO and Bartlett's sphericity test on the scale, and the results are shown in the following table.

Table 3 KMO and Bartlett's test

Kaiser-Meyer-Olkin measure of sampling adequacy		0.964
Bartlett's test of sphericity	Approximate Chi-Square	25817.715
	df	2926
	Sig.	.000

From the above table, KMO=0.964, greater than 0.7, and Bartlett's sphericity test value is significant (Sig.<0.001), indicating that the questionnaire data meets the prerequisite requirements for factor analysis. Therefore, further analysis was conducted using principal component analysis for factor extraction, and common factors were extracted based on eigenvalues greater than 1. Factor rotation was performed using maximum variance orthogonal rotation for factor analysis. The analysis results are shown in the table below.

Table 4 Explanation of Total Variance

Element	Initial eigenvalues			Extracted sum of squares of loadings			Rotated sum of squares of loadings		
	Total	Variance Percent	Cumulative %	Total	Variance Percent	Cumulative %	Total	Variance Percent	Cumulative %
1	26.562	34.497	34.497	26.562	34.497	34.497	6.623	8.601	8.601
2	4.067	5.281	39.778	4.067	5.281	39.778	6.328	8.219	16.820
3	3.428	4.452	44.230	3.428	4.452	44.230	6.033	7.835	24.655
4	3.320	4.312	48.542	3.320	4.312	48.542	5.995	7.785	32.440
5	2.857	3.711	52.253	2.857	3.711	52.253	5.853	7.601	40.042
6	2.748	3.569	55.821	2.748	3.569	55.821	5.520	7.169	47.211
7	2.565	3.331	59.152	2.565	3.331	59.152	5.422	7.041	54.252
8	2.538	3.297	62.449	2.538	3.297	62.449	5.373	6.978	61.230
9	1.298	1.686	64.135	1.298	1.686	64.135	2.237	2.905	64.135
10	.869	1.128	65.263						
11	.822	1.067	66.330						
12	.774	1.006	67.336						
13	.739	.959	68.295						
14	.735	.955	69.250						
15	.729	.947	70.197						
16	.700	.909	71.106						
17	.686	.890	71.996						
18	.662	.859	72.855						
19	.649	.843	73.699						
20	.626	.813	74.511						
21	.618	.803	75.314						
22	.596	.774	76.088						
23	.592	.769	76.857						
24	.581	.754	77.611						
25	.560	.727	78.338						
26	.550	.715	79.053						
27	.539	.700	79.753						
28	.525	.682	80.434						
29	.521	.676	81.110						
30	.503	.653	81.763						
31	.501	.650	82.413						
32	.485	.630	83.043						
33	.480	.623	83.666						
34	.476	.618	84.284						

Element	Initial eigenvalues			Extracted sum of squares of loadings			Rotated sum of squares of loadings		
	Total	Variance Percent	Cumulative %	Total	Variance Percent	Cumulative %	Total	Variance Percent	Cumulative %
35	.459	.596	84.881						
36	.443	.575	85.456						
37	.439	.571	86.027						
38	.426	.553	86.579						
39	.414	.538	87.118						
40	.408	.530	87.648						
41	.398	.517	88.165						
42	.381	.495	88.660						
43	.379	.492	89.152						
44	.372	.483	89.635						
45	.358	.464	90.099						
46	.350	.455	90.554						
47	.341	.443	90.997						
48	.339	.441	91.437						
49	.328	.426	91.863						
50	.322	.418	92.281						
51	.312	.406	92.687						
52	.309	.402	93.088						
53	.302	.393	93.481						
54	.291	.378	93.859						
55	.287	.373	94.232						
56	.278	.361	94.593						
57	.273	.354	94.947						
58	.269	.349	95.296						
59	.261	.339	95.634						
60	.255	.331	95.966						
61	.245	.318	96.284						
62	.241	.313	96.597						
63	.235	.305	96.902						
64	.219	.285	97.187						
65	.212	.275	97.462						
66	.207	.269	97.731						
67	.202	.262	97.993						
68	.192	.249	98.242						
69	.184	.239	98.481						
70	.182	.236	98.717						
71	.179	.232	98.950						
72	.153	.198	99.148						
73	.147	.192	99.339						
74	.142	.185	99.524						
75	.135	.175	99.699						
76	.121	.157	99.856						
77	.111	.144	100.000						

From the above table, it can be seen that the factor analysis results obtained a total of 9 factors, with a total explanatory power of 64.135%, which is greater than 50%, indicating that these 9 factors selected have good representativeness.

4. regression analysis

This article will conduct regression analysis with school management, curriculum system, teacher teaching, facilities and equipment, evaluation system, student development, artistic practice, and employment as independent variables, and dance education quality management as the dependent variable, and obtain the following table.

Table 5 Model Summary

Model	R	R-Squared	Adjusted R-Squared	Standard Error of the Estimate
1	.790 ^a	.624	.618	.59035

From the table above, the R-squared value is 0.624, indicating that school management, curriculum system, teacher teaching, facilities and equipment, evaluation system, student development, artistic practice, and employment can explain 62.4% of the changes in dance education quality management, demonstrating good explanatory power.

Table 6 ANOVA

Model	Sum of Squares	df	Mean Square	F	p
1 Regression	267.107	8	33.388	95.803	.000
Residual	160.664	461	.349		
Total	427.771	469			

As shown in the table above, $F=95.803$, $p<0.05$, This indicates that the regression equation model is significant and meets the requirements.

Table 7 Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.271	.150		-1.800	.072		
School management	.192	.033	.199	5.751	.000	.680	1.471
Curriculum system	.144	.039	.143	3.730	.000	.555	1.802
1 Teacher Teaching	.117	.037	.114	3.180	.002	.629	1.590
Facilities and equipment	.110	.042	.103	2.604	.010	.524	1.909
Evaluation system	.144	.038	.141	3.747	.000	.573	1.747
Student Development	.142	.043	.128	3.272	.001	.532	1.878

Art Practice	.225	.038	.223	5.946	.000	.581	1.721
obtain employment	.019	.038	.018	.492	.623	.624	1.604

From the above table, it can be seen that the VIFs are all less than 5, indicating that there is no multicollinearity between school management, curriculum system, teacher teaching, facilities and equipment, evaluation system, student development, artistic practice, and employment.

The school management has a significant positive impact on the quality management of dance education ($\beta=0.199$, $p<0.05$), and the hypothesis is valid;

The curriculum system has a significant positive impact on the quality management of dance education ($\beta=0.143$, $p<0.05$), and the hypothesis is valid;

The teacher's teaching has a significant positive impact on the quality management of dance education ($\beta=0.114$, $p<0.05$), and the hypothesis is valid;

The facilities and equipment have a significant positive impact on the quality management of dance education ($\beta=0.103$, $p<0.05$), and the hypothesis is valid;

The evaluation system has a significant positive impact on the quality management of dance education ($\beta=0.141$, $p<0.05$), and the hypothesis is valid;

The hypothesis holds that student development has a significant positive impact on the quality management of dance education ($\beta=0.128$, $p<0.05$);

The hypothesis holds that artistic practice has a significant positive impact on the quality management of dance education ($\beta=0.223$, $p<0.05$);

The hypothesis is not supported as employment does not have a significant positive impact on the quality management of dance education ($\beta=0.018$, $p>0.05$).

After testing the dance education quality management model and examining the factors that affect dance education quality management. It is evident that school management and artistic practice play a crucial role in the quality management of dance education. At the same time, the curriculum system and evaluation system also have a significant impact on the quality management of dance education. Effectively improving the quality management of dance education is not only related to the development and talent of students, but also plays an important role in the teaching level of teachers, school facilities and equipment, and the overall development of education and teaching level. The influencing factors of employment on the quality management of dance education are relatively weak. In view of this, this article proposes strategies for optimizing the quality management of dance education:

(1) Improve management system. Education administrators should closely focus on the concept of "cultivating talents and serving students", formulate management systems that are suitable for students, and ensure that all aspects of education management reflect everything for students. Caring for students, understanding students, communicating with students, understanding students, treating students sincerely, respecting students, and allowing students to achieve more personal growth. From the top-level design, establish the management concept of "people-oriented", adjust the goals, systems, and methods of educational management appropriately, put people at the center, reflect strict requirements for students, and at the same time, respect and trust students to establish a correct outlook on life and values.

(2) Establish a system of 'educating everyone'. Establish a system where anyone can cultivate talent. Dance professional colleges should integrate professional course teachers, assistant lecturers, and administrative management personnel to form a system of "educating all staff". Professional teachers subtly influence and guide students in their teaching, allowing them to receive educational management happily. In the teaching of theoretical courses, teachers should integrate ideological and political education into the classroom, further strengthening the cultivation and education of students' personalities.

(3) It is crucial to emphasize artistic practice and provide students with ample opportunities for practical experience. This practical experience enables students to apply the theoretical knowledge gained in the classroom to practice, and through practice, enables college students to gain real-world experience and develop basic professional skills. Thus improving their performance ability, teaching skills, and practical skills.

(4) Establish a diversified teaching and educational management evaluation system. The educational management of undergraduate students majoring in dance should be based on their individual differences and establish a comprehensive and refined evaluation system; Further improvement of traditional teaching methods can allow students to choose subjects based on their individual needs. Integrate and implement different educational management strategies for students admitted from art schools to undergraduate programs; Strengthen the evaluation of students by parents and society, as well as their self-evaluation, and the evaluation of teachers and administrators.

(5) In the process of educational management, students' enthusiasm, consciousness, and creativity should be fully mobilized, so that students can engage in self-service, self-education, self-management, self-monitoring, and especially self-management, becoming an important cornerstone of a good class style, learning style, and school atmosphere. Guide students to self-management, clarify the value goals of self-education, effectively strengthen students' sense of ownership and the spirit of self realization, use various motivational tools to stimulate students' self-management enthusiasm, and improve self-discipline.

Discussion

To improve the quality management of dance education and emphasize the development of key factors, it is necessary to explore and discuss methods to enhance the quality management of dance education, taking into account aspects such as school management and artistic practice. Comprehensively solving the problems in dance education quality management and improving the level of quality management in a more timely manner.

1. From the perspective of school management

Based on quantitative research results, it is evident that school management has a positive impact on the quality management of dance education. This indicates that schools may implement measures aimed at further improving their quality management capabilities. The specific measures that schools can take to achieve this goal deserve further in-depth exploration and discussion. By delving into this topic, we can gain valuable insights and understand the most effective methods to improve the quality management of dance education, ultimately contributing to the progress of the education system and the overall improvement of students' quality.

The school establishes a system of "educating all students". Establish a system where anyone can cultivate talent. Dance professional colleges should integrate professional course teachers, assistant lecturers, and administrative management personnel to form a system of "educating all staff". Professional teachers should subtly influence and guide students in their teaching, allowing them to accept educational management happily. In the teaching of theoretical courses, teachers should integrate ideological and political education into the classroom, further strengthening the cultivation and education of students' personalities (Wang, 2016). Schools propose five strategies for the education and management of dance majors: "Strengthen the education of socialist core values, cultivate students' sense of social responsibility; attach importance to the education of legal concepts, strengthen institutional construction, and urge students to abide by laws and regulations; take the education of 'three outlooks' as the starting point, improve students' ability to self manage time and emotions; Based on the development and training direction of education, with employment as the guide, "combining general and specialized education"; Strengthen the construction of the ideological and political team among college students, and strive to form a comprehensive, full process, and all-round education system (Dai, 2014).

2. From the perspective of students

In quantitative research, the results provide strong support for hypotheses 6 and 7, indicating that student development and artistic practice have a significant impact on the quality management of dance education. This noteworthy result highlights the important role of these variables in shaping students' adult development.

Given the strong quantitative evidence, schools must attach importance to students' artistic practice and personal development. By emphasizing the development of these key factors, schools can effectively cultivate students' personal abilities and professional growth. This study lays a solid foundation for advocating the integration of these variables into education and teaching quality management, ultimately benefiting students and educational institutions.

The teaching outline of the Dance Art Practice Course mentions that it is a basic course that combines classroom and stage practice to consolidate and showcase the knowledge and skills mastered in various dance professional courses. Through stage practice, students can master the knowledge and skills of organizing, arranging, creating, and performing various forms of artistic performances. At the same time, they can learn and master the knowledge of organizing and arranging various aspects of literary and artistic performances. It is a combination of classroom and stage practice, and emphasizes the improvement of practical abilities. The goal is to enable students to consolidate and demonstrate their knowledge and skills in various dance majors through various types of artistic program arrangement and stage performance practice, to master various knowledge and skills, and to enable students to independently organize and arrange various artistic programs and evening performances. (Zhang, 2016) .

Since the development of dance education in universities, social practice activities have always been a focus of attention. Serving art practice activities in social activities is a recognition and feedback to the art practice of university dance, which has achieved good social effects, expanded the social influence of university dance, and enhanced its influence. By enriching students' experiences, broadening their horizons, and enhancing their overall qualities, it can also promote the cultivation of comprehensive qualities in university dance teams (Jin, 2010).

3. From the perspective of a teacher

In quantitative research, hypothesis 3 also plays a major role in the research results, indicating that teacher teaching has a significant impact on the quality management of dance education.

Universities should increase investment in the construction of dance teachers and mobilize their teaching enthusiasm. Major universities should introduce professional dance teacher talents to promote the construction and improvement of the dance teacher team. In terms of improving the professional quality of teachers, universities should regularly conduct training, strengthen education on new concepts and knowledge for teachers, focus on continuously expanding teachers' knowledge, and improve their professional quality. Teachers should be provided with more opportunities to participate in dance cultural activities and exchanges, so that they can timely grasp the dynamics and directions of dance cultural development, encourage teachers to carry out dance teaching and research activities, study dance education and teaching issues, promote the professional level and research ability of the entire dance teaching team, improve dance teaching methods, and enhance the quality of dance teaching (Liu, 2016). Improving the professional competence of the teaching staff, emphasizing the training of teachers in new concepts, knowledge, and technologies, in order to promote the transformation of teachers' educational and teaching concepts. Teachers should provide standardized demonstrations. Due to the fact that dance is a physical visual art with strong imitative qualities, the standardized demonstration of teachers is particularly important (He, 2011).

Improving the quality management of dance education requires a comprehensive, coordinated, and sustainable framework. Under the management of relevant departments in the school, timely adjust talent development plans and improve rules and regulations. At the same time, promoting the improvement of teacher education level, actively guiding students to participate in practice, providing various practical opportunities, and enhancing students' practical skills, performance ability, and teaching ability. In short, improving the quality management of dance education requires the joint efforts and support of schools, teachers, and students. Only by establishing a comprehensive, coordinated, and sustainable framework can we truly improve the level of quality management in dance education.

Suggestions

At the end of this article, a recent report shows that by 2024, 17 universities in Sichuan Province will have dance majors and offer majors such as dance studies, dance education, and dance choreography, highlighting the urgency of improving the quality management level of dance education. The quality management level of dance education is constantly developing. As a school, we need to further strengthen top-level design and carry out overall planning and management of education and teaching. As a teacher, we need to improve our teaching methods, optimize our teaching tools, and continuously enhance our teaching quality. As students, we should strengthen practical experience and develop our comprehensive abilities comprehensively. The significance of this study goes beyond the present and provides an important perspective for understanding and addressing the quality management of dance education in the future.

In order to further explore this field for future research, the following factors must be considered: longitudinal research, exploring the longitudinal trends of dance education quality management factors to evaluate the dynamic changes over time and in education and teaching; International comparison, comparing the factors of quality management in Chinese dance education with those in other countries to determine potential experiences and best practices for improving quality management on a global scale; Technological impact, investigate the impact of technological progress and digital literacy on dance education quality management, and consider the evolving role of new technologies in educational practice.

Examine the future development of dance students, including factors related to their career choices, professional development, and opportunities for educational advancement; And happiness and satisfaction, to investigate the relationship between dance education quality management factors and students' future happiness and satisfaction.

Exploring these fields for further research can help to gain a deeper understanding of the dynamic factors affecting the quality management of dance education, and provide reference for developing targeted intervention measures and policies to improve management levels.

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