

# Working conditions and performance of dance teachers in Chinese universities

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## Abstract

This study determined the relationship between working conditions and performance of dance teachers in Chinese universities. The study employed a quantitative technique to examine the correlation of work circumstances, the management support, demographic factors and cultural-institutional variables in shaping the feelings and satisfaction levels of dances instructors. The data in this research were gathered through the questionnaire filled out by 323 educators, providing the foundation for comprehensive analysis. There is a positive correlation between working conditions and performance. The research identified that the managerial influence, health and safety practices and community involvement are the key ingredients that contribute towards job satisfaction. Speaking in terms of demographic factors that impact teachers' perception of their job conditions and overall job satisfaction, age, gender and length of experience are the most prominent. The paper also puts forward the existing balance between traditional and technologically advanced instructional methods, and it also underscores the relevance of this balance to job satisfaction and instructional effectiveness. The data revealed that huge concern for building better working spaces and having the right administration approach leads to higher job satisfaction and teaching effectiveness. The influence of these variables is obvious, yet the differential impact is discernible for different demographic groups, as well as the call for targeted approaches in policy and administration. Such insights would be rather consequential for both educators and those decision-makers in education who need to outline programs and to identify the means of making them more suited to the unique needs of people who teach dance. In light of the research, it is advised that educational institutions aim at improving supervisor-teacher relationships and invigorating health and safety standards so as to improve the overall conditions at workplace. Moreover, the sense of community building and the equal application of the traditional methods to the latest developments in the field of dance learning are the main factors which can make it successful. Planners of schools should take these areas into account of their planning as it would directly affect the quality of education at least in the Arts department.

**Keywords:** working conditions, performance, dance education, higher education, administrative policies, cultural-institutional factors, Chinese universities, demographic influences

## Working conditions and performance of dance teachers in Chinese universities

### 1. Introduction

China's educational terrain, especially in the sphere of higher education, has gone through major changes during the past decades, which are in sync with the broader socio-economic shifts and the global trends. Historically, the Chinese higher education has been academic excellence-driven with strong focus on sciences and humanities. Conversely, dance education, along with arts in general, has been getting more attention lately as an essential part of the complete system of education (Jin et. al.,2019). The efforts made in the last several years have been aimed at mutual infiltrations of traditional Chinese dance forms and modern educational approaches thus supporting cultural traditions and dance pedagogy innovations. This is manifest through the approaches employed by the educational institutions that seek to harmonize the conservation of ethnic dance forms with the world's educational market requirements (Yuy, 2023). This is all part of a movement to develop Chinese higher education as an open and globalizing system that is competitive and reflective of a change of approach to more innovative and flexible methods of teaching.

Besides this, the private dance education initiatives have been also important part of this change. Private institutions have developed into important actors in the progress of dance education, shaping the trend towards the use of novel teaching approaches and curricular options that reflect the various needs of students. This has been characterized by addressing both performance and pedagogical abilities to produce multi-faceted dancers as well as teachers who are able to contribute to both the industry and its instruction (Chen, 2014). The studies of professional dance education in China highlight that there is a growing acknowledgment that a comprehensive educational approach is necessary, which is aimed at both artistic and academic aspects of dance. The research implies that there is an understanding of aesthetic and cultural aspects in dance, but more attention is placed on the creation of the educational systems that will promote the professional growth of dance teachers and practitioners. The changes which take place in the Chinese higher dance education systems in the context of a more general development in the field of artistic education in China, and, consequently, of the education, aimed at promotion of creativity, cultural interaction, and international cooperation in arts. The trends that are being set by the dynamic interplay of tradition and modernity in Chinese dance education are felt across the educational landscape on both national and international levels.

The research examined the working conditions and performance of dance teachers in Chinese higher education institutions is driven by several critical gaps and special challenges found in current research. Dance education, which is included and intertwined in the culture and artistic structure of learning sites, requires an insightful comprehension of what teachers are working in and their perceived worth. In their first proposition, Dang et. al.,(2021) stated that the romance of dancing switch the nature of the course for the instructors and lost touch with the consumer's current demand in the market. Being a dancer educator encompasses a whole lot of different roles and responsibilities and being able to adapt to the ever-changing professional needs of dance education is a severely overlooked part of the teacher training process. Cognizance of this difference draws significant outcomes for the dance education efficacy and the professional performance of dance teachers as well. Therefore, the congruence and its compatibility must be explored with the real world (Dang et. al.,2021).

In this work, the term "working conditions" is used to describe a set of various environmental and organizational characteristics that define the educational routine of dance professors who work in institutions of higher education in China. The conditions involved are described here, but are not limited to physical spaces for work, institutional support, administration procedures, availability of resources, workload, and the community of learners that coexist in the educational setting. "Performance" in this case represents the level of dance educators' suitability in delivering their teaching, not only as teachers but as creatives too. This focuses on them to instruct in excellent way and focus on the student really by mechanical means, creative pedagogy, and dance as

academical and artistic development.

The goal of the study was to analyze the well-being level of the dance educators due to the work conditions that we'll have determined. This can be achieved using a quantitative method, in which questionnaires and surveys will be sent out to the teachers to collect data that provide information less on their working conditions and their own performance results of this role. The objective of the analysis will be to find out whether any given working conditions tend to affect educators' performance and therefore to sort out which of these conditions seem to intensify or suppress this performance at the highest or lowest level.

There are always various reasons why mistakes taking the form of problems might arise during dance training and all of them are rooted in working conditions. High levels of workload and stress are generated as a direct effect of disorganized structure and support, which leads educators away from interesting and creative teaching techniques. If the physical state of the facilities is not good enough, then it may impose certain limitations which are like the types of activities that can be carried out and the quality of teaching and learning might be affected thus making students withdrawal. Besides this, the unavailability of the teachers' development also could be a barrier to overcoming this disadvantage as it deprives them of a chance to better their teaching skills and to be up to date with the current developments in dance education; this can result in stagnation of their career performance and become an obstacle to their professional growth.

It is an article that is detailed with the existing assessment models applied to the academic staff, including those who lecture dance in a Chinese college or university. In the words of Wang et al. (2018), this situation usually happens partly because of the inability of these systems to truly appreciate the specific roles of arts educators, instead, they try to prove the fact that they can do better by just referring to the quantifiable research results and abiding to the norms of the institution at stake. Such mismatch can demotivate teachers of dance, as they are disdained, since their goals are diminished and their own teachings are disrespected. Eventual work that impedes the development of a positive professional attitude is the end result of such conditions.

The paper drew the attention to the most critical issues in the way that dance is evaluated and demonstrated the fact that the existing metrics do not capture the whole diversity that is dancing in the educational system of China. One of the difficulties that have been left unresolved is that of the fact that the outdated teaching norms often conflict with the need for innovation in the area of teaching- something that is usually essential. Beyond this, learning that institutional policies are not specific as to how to afford to teachers does not make the tasks of the dance teachers more effective.

The purpose of this study was to fill in the gaps in the knowledge about the dance teachers' academic job situation in Chinese universities, through comprehensive and detailed analysis. Through this manner, it works to make possible the creation of educational policies and practices that would encourage and underpin the role and contribution of dancers in the society. Such study becomes the basis for finding out what issues face dance educators as well as contributes to general discussions about revising arts education policy and practice at China. The results are foreseen as the evidence for proposing the kind and humanist recognition of performing arts' role in education, reforming the system, which will ensure that the work of dance teachers improves their professional lives.

**Objectives of the Study** - This study aimed to determine the working conditions of dance teachers in China. Specifically, it sought to determine the institutional culture and collegial relationships, and student performance of dance faculty. Furthermore, it examined the significant relationship between the Career Outlook and Teaching Effectiveness of the respondents and lastly proposed an action plan based on the results of the study.

## 2. Methods

**Research Design** - The quantitative research for this study used the metrics as stated from the models established by Chiang (1996), and Zhi (2018). These research questions formed the basis of a descriptive survey

research design to establish working conditions and performances of dance educators in Chinese universities. The study method that was applied involved using quantitative research, in a manner that aimed at getting results based on data obtained from predefined equations that were derived from the models developed by Chiang (1996) and Zhi (2018). These models provided a sound platform by which one could evaluate a number of characteristics of the working environment and the teaching and performing capacities of a dance faculty member. McCombes (2022) describes a descriptive study as an accurate and methodical description of a population, situation, or phenomenon. The descriptive survey research design used in the study ensured credible, accurate and in-depth information on the working environment and performance of dance educators in the universities in China would be realized thus providing relevant information to the policy makers and other educators on how to enhance the working conditions of these educators.

***Participants of the Study*** - In this study, the sampling strategy was designed to provide a representative sample of the population of dance teachers in Chinese universities so that the findings could be validly generalized. Considering the various institutional settings that could have impact on the working environment and performance appraisal of dance teachers, a stratified random sampling was used. This study population included dance teachers employed in all forms of higher education institutions in China. A total of 323 valid responses were received, making sure that each stratum in the sample was represented proportionally. The determined derived sample size was found to be large enough to give reliable data regarding working conditions and performance assessments of dance teachers however still manageable for detailed statistical analysis. Stratified random sampling technique made the sampling process to be more efficient as well as ensuring that the sample was more representative thereby minimizing the sampling bias and resulting to more accurate and more realistic study results.

***Instrument of the Study*** - The tool was a carefully developed questionnaire that equally addressed the many factors of working conditions within the university that were getting affected by the dance instructors' performance. It utilized the measures that were validated before to ascertain which research intends are not covered and this ensured that the objectives were comprehensive. The first part of the questionnaire describes the profile of the respondents in terms of sex, age, teaching experience, and academic qualification. The second part of the questionnaire adapted the work of Li (2019). It consists of five subscales: work environment and facilities, administrative support and workload, health, safety, and well-being, compensation and benefits, professional development, and institutional culture and collegial relationships, and a total of 70 items, with 4-point Likert scale. For the third part, work performance questionnaire in the study of Cao (2018) was utilized. It consists of three subscales: working motivation, student interaction and teaching effectiveness, and career outlook, with a total of 30 items.

Operational testing of the pilot version in a small group of dance instructors followed, with the aim of validating the ultimate application and comprehension of the questionnaire. This iteration also resulted in some favorable amendments, such as question wording and user interface, to promote the respondent interest and data reliability to some extent. The reliability of the questionnaire was also checked through the computing of Cronbach's alpha, which doing so make the scales of the survey consistent internally. A coefficient above 0.70 demonstrated a fairly good reliability status of the survey items with those items being consistent and reliable in data collection across respondents. The revised questionnaire was adopted a four-grade scale from 1 to 3, which is regarded as "Very Disagree," "Weakly Disagree," "Moderately Agree," and "Very Agree" to measure the intensity of teachers' perceptions and attitudes. Moreover, it used the demographic questions to collect the demographic background information of the respondents.

**Table A***Reliability Test Summary*

Indicators	Cronbach Alpha	Remarks
Work Environment and Facilities	0.951	Excellent
Administrative Support and Workload	0.903	Excellent
Health, Safety, and Well-being	0.935	Excellent
Compensation and Benefits	0.893	Good
Professional Development	0.929	Excellent
Institutional Culture and Collegial Relationships	0.901	Excellent
Working Motivation	0.912	Excellent
Student Interaction and Teaching Effectiveness	0.918	Excellent
Career Outlook	0.911	Excellent

*George and Mallery (2003) provide the following rules of thumb: “\_ > .9 – Excellent, \_ > .8 – Good, \_ > .7 – Acceptable, \_ > .6 – Questionable, \_ > .5 – Poor, and \_ < .5 – Unacceptable”*

**Data Gathering Procedure** - Data collection for this study was systematically organized in a manner that would result in getting high response rates and help develop quality data from the dance educators in different universities in China. The main instrument of data collection was Wenjuanxing, a powerful and highly regarded online questionnaire system that is widely used to obtain data in Chinese academic research. The reason this platform was chosen is because it's user-friendly and widely accepted which is important in encouraging busy academic professional participation (Regmi et al., 2016). To reach a broad audience, the survey was disseminated through two main digital channels: The methods of reaching them are WeChat and email. WeChat is the leading social media platform in China which is used by most of the population, and these include the academic community. The broad coverage of this platform ensured that the survey link was spread quickly and became available in many potential respondents. Further, dance teachers were also targeted by sending email invitations using university mailing lists. This approach offered a demure invitation to take part, which strengthened the survey's value and credibility.

To increase the participation and completion rates, the survey was informative and deployed in such a way that it could be completed within a reasonable time, considering the respondent's time constraints. Initial responses were gathered for four weeks, and reminders were sent every other week to both non-respondents and partial responders. These reminders were critical in encouraging finishers to those who had initially deferment participation or had remaining survey not fully completed. A dual approach of using both WeChat and email to maximize touches with potential participants was employed. In addition, to maintain the integrity of the data and reduce the risk of potential biases, the mobile distribution and follow-up processes were closely tracked. Answers were anonymous to keep confidentiality and honesty in reporting. The anonymity of the data made the survey respondents feel comfortable and free to give true and accurate responses. Wen Juan Xing use, strategic multichannel distribution and persistent follow-up made the data collection process complete. This approach allowed for wide participation from various segments of the target population so that the results obtained are reliable and valid. This systematic form of planning and carrying out of data collection is very important to the successive stages of data analysis and interpretation as they help in setting the stage for providing reliable and relevant insights into working conditions and performance of dance teachers in Chinese universities.

**Data Analysis** - This quantitative study data analysis was carefully designed and implemented with the use of SPSS software which is well known by its powerful statistical analysis tools. Such systematic solutions allowed for thorough analysis of the survey data that were collected from 323 dance educators in Chinese universities. At first, the data set was cleaned very carefully to provide the data with a high preciseness and the reliability for the analysis. This step comprised a check for missing values that were insignificant, as suggested in the complete case analysis. Outliers were found and evaluated to confirm that they were real answers and not errors in data entry. The responses were appropriately coded to ease the statistical analysis, which is of high importance to handle the Likert-scale data properly.

The descriptive statistical techniques were used to condense the general features of the data. This involved

the computation of average scores, standard deviations, and ranges for such variables as the work environment and facilities, administrative support, and job satisfaction levels. These statistics laid out the basis of the central tendencies and dispersions within the data, which were necessary to interpret the more sophisticated models that were to follow.

To address the research questions effectively, several inferential statistical methods were utilized: Regression Analysis. Multiple regression was carried out to investigate the influence of several working conditions on job satisfaction and performance of the dance educators. This analysis allowed to find out the significant predictors and the power of these relationships. Spearman's rho correlation coefficients were computed to measure the power and nature of relationships among variables. This non-parametric measure was important to understanding how different features of working conditions are associated with each other and with overall job satisfaction and performance. The data were interpreted in consonance with a theoretical framework posited in the literature review and the constructs of the survey. The analysis results were described in the light of previous studies, presenting both confirmatory and new perspectives on the issues that impact dance educators in China.

**Ethical Consideration** - The research followed ethical principles during conducting this study which allowed us to protect dignity, rights, and wellbeing of everybody that provided the data. Earlier, the research proposal was assessed before and the Institutional Review Board (IRB) of the university, where the research ethics were followed to ensure accordance to both local and international guidelines of human subjects' research. All participants were well-informed about the procedures and processes related to the study, its aim, how the research would be performed, possible risks and benefits involved before seeking their voluntary consent to participation. The researcher was granted ethics clearance from the institutional review board and written informed consent was obtained from each participant, certifying their privilege to abstain from the study at any moment with no further consequences.

To maintain privacy of the participants, all responses to the survey were kept anonymous through this process. Data containing identifiable information was divided among the datasets and is held and stored securely. Just like that, the ethics committee approved using all the data in the study. Participants' privacy and confidentiality was protected by keeping the datasets separate from any other materials used in the study or reports or publications from it. All electronic data were coded and stored on secure servers providing limited access, and physical copies of the data were kept filed in locked cabinets in secure places. The data will be kept preserved for five years after publication to enable review and queries and thereafter shall be destroyed strictly in accordance with security guidelines.

## 1. RESULTS AND DISCUSSION

**Table 1**

*Summary Table on Working Condition*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Work Environment and Facilities	2.55	Agree	4
Administrative Support and Workload	2.58	Agree	1.5
Health, Safety, and Well-being	2.54	Agree	5.5
Compensation and Benefits	2.58	Agree	1.5
Professional Development	2.54	Agree	5.5
Institutional Culture and Collegial Relationships	2.56	Agree	3
Composite Mean	2.56	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Table 1 presents the overall statistics of various indicators on the educational condition of dance educators in the Chinese universities. This comprehensive view underscores the overall agreement (Composite Mean: 2.56. It is of essential value to look for the opinion of the teachers regarding whether the conditions of work that cover the different aspects are sufficient or not. This is similar to Sabharwal et. al.,(2009) study into job satisfaction factors where they discovered that how satisfied a faculty is with her job can really change depending on which

work conditions area she finds herself in. In Contrary with workload and administration support (2.58), the compensation and benefits get the second (highest) level of agreement, averaging a score of 2.58 among faculty members, suggesting that they perceive the support they receive to manage their responsibilities and the fairness they get is somewhat positive. This tendency to think that the effective administrative system and fair salaries will work to facilitate significant improvement in faculty satisfaction and engagement is very relevant since Sabharwal et al. (2009) argue that in academia effectiveness of the administrative system and fair salaries cannot be ignored.

However, on the Workplace Culture and Work Conditions, respondents agree on a 2.54 average which means that they receive the slightest comment from employees who evaluate them by using this tool. This thought can relate to those areas where changes would be beneficial, in an attempt to even more increase the satisfaction of the faculty members. While the school scores lower on those items, it may be that these areas need more money spent on health and safety measures so that teachers have more appropriate opportunities for continuing professional learning which already increases effectiveness and personal growth. The Institutional Culture and Collegial Relationships rate is 2.56, which means it goes in the middle area among the rankings. This could mean that some people may be pleased while others are more nuanced regard the exact nature of cultural setting and the atmosphere of interactions in this institution. This aspect is significant in this sense as the staff will have the chance of working in such environment which will give a direct message of trust and transparency which may in this case be parallel to findings by Sabharwal et al. (2009) who mention that the affiliation and support from the fellow staff is inevitable for the job satisfaction and commitment. Towards the bottom of the hierarchal, the Working Environment and Facilities score is 2.55 implying that these areas need to be considerably improved in terms of the physical and material environment where faculty work in. Improvement in this regard may likely be a major contributing factor to the administrators' work satisfaction which is, perhaps, convincing evidence that the physical facilities are critical to their contentment, effectiveness and efficiency.

Overall, the almost unanimous agreement that the working conditions are okay implies that the dance educators are generally satisfied with their jobs. Nevertheless, the diverse disparities revealed behind the facade of indicators such as job satisfaction show the critical areas that require prompt interventions so that the job satisfaction levels are boosted to yield a higher faculty performance. Data reflect that in the context of teacher development and work safety, along with regular enhancements in salary, administrative support, and performance of the work environment, there is a chance to have the higher job satisfaction among the faculty members and indicators of the success of the institution. The incorporation of appropriate enhancements is linked to overall academic literature, which is represented and traced by Sabharwal et al. (2009) implying the fact that most of the factors play a crucial role in faculty job satisfaction in higher education.

**Table 2**

*Summary Table on Working performance*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Working Motivation	2.54	Agree	1
Student Interaction and Teaching Effectiveness	2.53	Agree	2
Career Outlook	2.49	Disagree	3
Composite Mean	2.52	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

The composite analysis of working performance indicators, as presented in Table 2, obtains key aspects of faculty experiences in dance education. Overall, an average total value of 2.52 claims some several points of view that the respondents shared among categories of their professional experiences, in some cases accompanied by exception of exceptions. The maximum score was assigned to Working Motivation that amounts to 2.54, meaning that the idea of the dance educators' motivation is high. It is similar with the conclusion of Viswanathan et al. (2015) who highlight that faculty motivation is the key element provided that it is related to the personal satisfaction and the general accomplishment of the institute. When learners have this drive, teachers are more

likely to be touched with a zest for the calling and to persevere in their professional growth and eagerness to interact with students in a personal manner.

After the Student Interaction and Teaching Effectiveness is the Teaching Effectiveness and Student Interaction with an average score of 2.53. Such assertion implies that teachers feel very good about their contact with students and that they sufficiently manage to pass the knowledge they want to them. The literature indicates that faculty and students' interaction is the most critical factor in teaching because when it is of high quality, students can achieve attractive learning results (Viswanathan et al. 2015). The slighting lower count in this category than Working Motivation might be attributable to methods of teaching that are disorganized or inconsistent or to an issue with the magnetic students. Such problems might be resolved through relevant translation and curricular adjustment.

While categories such as Parental Involvement (2.61) and Teacher Qualification (3.5) had higher scores, the Career Outlook (2.49) had by far the lowest score, hence disclosing, to some extent, dissatisfaction or concern about future career outlooks within the realm of dance education. It is worth noting that this issue is multi-factorial, and it covers teachers' perspectives toward their being assured of job security, opportunities for promotion, as well as the balancing that needs to be done between the needs of the job and private life. It's said by Viswanathan et al. (2015) that motivation and engagement of officials depend on how promising their career outlook is. The fact that this dimension obtained the lowest score reflects certain aspects in which institutions must intervene to be able to improve their positions, like the improvement of career progression paths, job security increase and an integrated response to work-life balance problems. Fine transition differences within the different segments reveal that albeit the majority of instructors accept the teaching field and consider it as a positive career path, they still have several other underlining issues. This calls for them to conduct a close analysis to identify and address the whole factors that might by any means diminish the chance of retaining faculty while enhancing overall satisfaction.

Also, one of the factors which may be used to lift faculties is recognizing some of them as the outstanding professionals, giving them growth opportunities, and keeping good condition in the institution of learning. This is believed to help not only to improve faculties career outlook but also to enhance the overall competence. Institutes may think of establishing faculty development programs, figuring a clearer order of advancement, and determination of effective workplace policy that addresses the peculiar spate of teaching in the arts. Finally, on one side of issues raised on working performance found general positive response, but the hidden feelings and attitudes towards career prospects need proper monitoring. Attending to these issues may result in improving teaching quality and professional status of faculty, which eventually could mean higher educational standards in dance programs. The data and knowledge gained from this analysis could be a framework for suppliers to formulate the best techniques, tactics, and plans that will boost support and sustainability for dance educators.

**Table 3**

*Relationship between Working Condition and Working Performance*

Work Environment and Facilities	rho-value	p-value	Interpretation
Working Motivation	.370**	0.000	Highly Significant
Student Interaction and Teaching Effectiveness	.384**	0.000	Highly Significant
Career Outlook	.411**	0.000	Highly Significant
<b>Administrative Support and Workload</b>			
Working Motivation	.397**	0.000	Highly Significant
Student Interaction and Teaching Effectiveness	.383**	0.000	Highly Significant
Career Outlook	.463**	0.000	Highly Significant
<b>Health, Safety, and Well-being</b>			
Working Motivation	.407**	0.000	Highly Significant
Student Interaction and Teaching Effectiveness	.371**	0.000	Highly Significant
Career Outlook	.397**	0.000	Highly Significant



Compensation and Benefits			
Working Motivation	.426**	0.000	Highly Significant
Student Interaction and Teaching Effectiveness	.405**	0.000	Highly Significant
Career Outlook	.409**	0.000	Highly Significant
Professional Development			
Working Motivation	.387**	0.000	Highly Significant
Student Interaction and Teaching Effectiveness	.416**	0.000	Highly Significant
Career Outlook	.427**	0.000	Highly Significant
Institutional Culture and Collegial Relationships			
Working Motivation	.335**	0.000	Highly Significant
Student Interaction and Teaching Effectiveness	.457**	0.000	Highly Significant
Career Outlook	.398**	0.000	Highly Significant

Legend: Significant at  $p$ -value  $< 0.01$

Table 3 demonstrates an explicit concern with the interaction between working conditions and the learning metrics commonly used in working performance, for example, Work Motivation, Student Interaction and Teaching Effectiveness, and Career Development. Each element of the situation (Work Environment and Facilities through to Institutional Culture and Collegial Relationships) has a positive and statistical link to performance (indices) indexes has a significant support of rho-values ( $p$ -values  $< 0.01$ ). The present study is grounded on the fundamental groundwork made by authors like Yadav et al. (2019), who have already carried out research in the impact of quality of work life on organizational commitment and job satisfaction among the employees working in the higher education sector. This study focused on the fact that the staff lines up working in a favorable environment have stronger connection to job delight and organizational loyalty which are pillar elements of general performance. Also, job resources with autonomy are a vital element increasing work engagement, which then turn into the performance outcomes in academia (Gupta et. al.,2015).

The table also corroborates these findings through the overall quantifying of the correlation of working conditions and the main performance highlighting metrics. For instance, the correlation coefficient value of 0.370 between Work Environment and Facilities and Working Motivation oriented by positive linear relationship shows a positive moderate and significant relationship, which is quite general to assume that better physical conditions and facilities in the workplace can lead to higher motivation among educators. It is also in agreement with the wider research that pinpoints a conducive work environment as the launching block to motivational boost. Also, the strongest connections were between Educational Support and Workload ( $\rho = 0.463$ ) relevant to career planning and prospects, and this suggested that the level of support employees received from staff should not only relate to the present position but also that it should affect any future career aspirations and expectations that the employee might have. Employing this method clearly indicates the importance of an organization's administrative procedures in making current positions easier to handle, thus improving future career opportunities and employee satisfaction.

Well-being and safety related factors were indicated to have major intersections with all the three performance measures, which suggest that workplace health, safety and well-being have major impacts on both the physical and emotional safety in workplaces. This is consistent with the findings concerning the fact that the core of an engaged worker is a policeman who provides a safe and engaging work environment. Institutional Culture and Collegial Relationships are key factors in the internal workings of the three constructs: (NCTE), IC, and TE ( $\rho = 0.457$ ) for which collaborative and supportive academic milieu stands behind a remarkable contribution to the development of academic processes and interaction between teacher and student. The guidance of respectful and cooperative culture enhances the atmosphere for academic employees to thrive and obtain good results in their work.

These connections allow establishing such facts affirming emotional hypothesis that the work environment lie behind the productivity. Such linking of the work environment to the effectiveness of policy- makers and administrators in higher education points to the returns of investment in changing the working conditions, from safety measures to psychological welfare and support mechanisms. Building on the documented results, further

exploring the current trends helps in a deeper analysis of the education situation, which in turn enriches one's knowledge regarding an educational setting. The evidence presented encourages putting forward measures whose focus point is the improvement of working circumstances to achieve better levels of job performance. The paper as well gives impetus to further work that can look into the causality factors that culminate into these particular relationships in a myriad of learning settings.

The identification of the environments at work and analysis of job performance in this report annex proves a perfect link between environmental factors and education outcomes. It develops synergy between the motivation of the work under the allowed metrics, the interaction between the pupils, the teaching system employed, career development, and the performance measures used in comparing different work environments. Among the most critical determinants of job performance, Work culture including both facilities and work environment, institutional culture, and coworker relationship has emerged as clear from a survey where the least p-value (0.01) is associated with rho statistics.

This factual study is based on the fundamental exploration of Yadav et al. (2019), which point out that excellent work life to the commitment to organization and employee's satisfaction in higher education. For this reason, it is like the three scholars Gupta et al. (2015) who discovered that job resources autonomy strongly contributes to the engagement; thus, performance outcomes in academia improves. That the coefficients correlations have generally highlighted the positive impact of a supportive work environment on motivation ( $\rho = 0.370$ ) shows that bettering conditions in the workplace will result in some of the educators being highly motivated.

Additionally, these individuals are involved in relationships that are not technique, but outcome associated. They include the respondents and the support staff. These individuals are positively linked to the respondents' job satisfaction with a correlation coefficient of 0.463. This suggests that through their efforts, respondents may be motivated not only in their current positions but also in their future vocational prospects. It implies that the area of administration is indispensable and needs to be run by procedures that make job management and career advancement more favorable. The study also emphasizes the fact that the interplay between these measures sets up a cyclical pattern with well-being, safety, and performance linked together as well as the importance of both physical and emotional well-being in the workplace.

The outcomes pinpoint as essential components in institutional culture, that with those, developing supportive and friendly relationships between students and instructors can be delivered, which in turn leads to effective academic interaction, student academic experience, and in general an enhanced educational experience. This research similarly has a strong message of action-related work improvement. Hence policymakers and educational administrators should think of ways on how to better workplace measures such as enhanced safety and psychological supports. Such investment acts in a way of improving the immediate work setting which may determine how well the students do in the long run.

Based on the aforementioned results, the table below shows the proposed action plan to better develop the working conditions and working performance of dance teachers in Chinese universities.

**Table 4**

*Proposed Action Plan for Chinese Dance Teachers*

Key Result Areas	Strategies	Success Indicators	Persons/Dept. Responsible
Working Conditions	Conduct regular ergonomic assessments and improvements. Implement comprehensive wellness programs including mental health support.	Reduced number of work-related injuries and complaints. 95% participation in wellness programs, Improved mental health and job satisfaction scores.	Facilities Management, Health and Safety Dept. Human Resources, Wellness Committee
1.1 Health, Safety, and Wellbeing	Provide regular training on health and safety regulations.	100% participation in health and safety training, Compliance with safety standards.	Training Department, Health and Safety Dept.

## Working conditions and performance of dance teachers in Chinese universities

1.2 Professional Development Objective	<p>Offer targeted professional development programs that align with teachers' needs and career goals.</p> <p>Facilitate attendance at national and international conferences.</p> <p>Create mentorship programs linking experienced teachers with new instructors.</p>	<p>100% participation rates in professional development, Improved teaching effectiveness scores.</p> <p>95% of teachers attending and presenting at conferences, Enhanced professional network and skills.</p> <p>Increased satisfaction and performance ratings among new teachers, Retention rates of new faculty.</p>	<p>Professional Development Dept., Academic Affairs</p> <p>Academic Affairs, Professional Development Dept.</p> <p>Academic Affairs, Human Resources</p>
2. Working Performance	Develop clear career advancement paths and promotion criteria.	95% of teachers have higher satisfaction with career prospects, Increased promotion rates.	Human Resources, Academic Affairs
2.1 Career Outlook Objective	<p>Ensure competitive compensation and benefits packages.</p> <p>Promote a healthy work-life balance through flexible scheduling and leave policies.</p> <p>Foster a supportive institutional culture that values and respects dance education.</p>	<p>Improved scores in compensation and benefits satisfaction surveys, Reduced faculty turnover.</p> <p>95% of faculty are satisfied with work-life balance, Reduced burnout rates.</p> <p>Higher institutional culture and collegial relationship satisfaction scores, 100% participation in decision-making processes.</p>	<p>Human Resources, Compensation Committee</p> <p>Human Resources, Academic Affairs</p> <p>Leadership Team, Academic Affairs</p>

### 3. Conclusions and recommendations

Dance teachers generally agreed that the studios were well-maintained and conducive to teaching but were less satisfied with storage space and facility maintenance. Health and safety standards in the workplace were recognized. Satisfaction with the safety of the work environment and work-life balance was low and professional development opportunities were recognized. Administrators' support of instructional needs is rated positively, but satisfaction with salary transparency and retirement benefits is low. There is an association between institutional culture, collegiality, and student performance and faculty performance. Positive institutional culture and good collegiality may contribute directly to teacher performance, while improved student performance is a direct reflection of teaching effectiveness and an important component of teacher performance. There is a significant positive correlation between working conditions and job performance, indicating that good working conditions can significantly enhance teachers' job performance. An action plan was proposed to improve the working conditions and performance of dance teachers.

School administrators may implement customized career development plans for university dance teachers, providing appropriate training and promotion opportunities for teachers of different ages and teaching experience. Universities may improve the working environment and facilities by setting up a special fund for ongoing maintenance and upgrading of dance studios, as well as optimizing storage space management and introducing modern storage solutions. The Government may enhance health, safety and professional development by conducting regular health and safety training, providing guidance and resources on work-life balance, such as psychological counseling services, as well as setting up professional development days to encourage teachers to participate in refresher courses and training. Human resource department may promote positive institutional culture and collegiality by organizing regular team-building activities and social events to strengthen ties among colleagues, along with leadership training to foster an open and inclusive institutional culture. School leaders may continuously monitor and improve working conditions by establishing a feedback mechanism whereby teachers can provide regular feedback on working conditions and then make improvements based on this feedback to ensure continuous improvement in performance. Future researchers may investigate on other factors that may affect performance of dance teachers and may include other profiles as well. The proposed action plan may be tabled for study and implementation.

### 4. References

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