Research Article

Educational Administration Theory and Practice

Exploring The Elements And Necessity Of Enhancing Dance Teachers' Competency In Higher Education Institutions: Insights From Zhengzhou Sias University

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ARTICLE INFO	ABSTRACT
	The study identifies four essential competencies that dance teachers in higher education institutions should possess. The study focused on 19 dance teachers at Zhengzhou Sias University, employing literature review, expert evaluation, individual interviews, and questionnaires to reach its conclusions. According to the findings, the components of dance teachers' competency in higher education institutions are: 1) professional ethics, 2) teaching ability, 3) professional skills, and 4) research ability. These components include 13 secondary indicators and 26 tertiary indicators, whose necessity has been validated. The results of this study contribute to further enhancing the professional competencies of dance teachers in higher education institutions and provide recommendations and guidance for their professional development. **Keywords:** Higher education, Dance teachers, Components of competency, Zhengzhou Sias University

1. Introduction

Dance teachers in higher education institutions are a unique and important group. They not only need the teaching theories and methods of regular teachers but must also possess professional dance skills and performance abilities. Dance teachers play various roles in their daily work (Jegere 2020). They guide students in artistic creation and performance, actively participate in campus cultural activities and social performances, enriching students' artistic experiences and promoting cultural and artistic exchanges with the outside world. The quality of dance teachers' teaching and their personal characteristics directly influence students' artistic development and future career paths, making their training and support crucial.

Teacher development and improving teaching to promote educational advancement are synonymous. This viewpoint essentially equates teacher development with teaching development (Boice 1984). Teacher competence is a key component in achieving educational goals (Albarra Shidiq et al. 2022). Teachers' abilities affect their values, behaviors, communication, goals, and practices in schools, supporting professional development and curriculum research. Therefore, discussing teacher competence is vital for improving the teaching process in schools (Mandal 2018).

In the current era of dance popularization and commercialization, the situation of dance teachers deserves special attention (Banio-Krajnik and Adrianna 2022). In this context, dance education in higher education is at a critical moment in academic history (Risner 2010). Thus, an excellent university teacher should have a broad knowledge base, multiple professional roles, and continuously develop their professional abilities (Pekkarinen et al. 2020). Students also believe that a qualified university teacher should be evaluated in terms of their humanistic, professional, and teaching qualities, the quality of university education, the teaching process, and learning outcomes (Krstić et al. 2020). Therefore, the level of teacher competence and skills is an important indicator of their performance (Mallillin et al. 2019).

Inconsistencies in teaching methods, curricula, student experiences and learning strategies, concepts, missions, and compliance from higher education prevent the effective development of universal competencies, attributable to a lack of consensus on conceptual foundations (Chan et al. 2017). Currently, dance science remains a prominent issue in contemporary dance education, especially in professional dance education, which

has received considerable attention. However, as a crucial place for cultivating dance talent, traditional higher education institutions face significant limitations due to inadequate dance science knowledge among educators, severely restricting their ability to train professional talents. Therefore, it is necessary to combine the theoretical knowledge of dance science research with the practical needs of dance educators in these institutions to construct a dance science knowledge framework suitable for their use. This not only highlights the research value of dance science but also meets the practical needs of dance education (Li Ying 2024).

Hence, this study aims to explore the components and necessity of enhancing the competency of dance teachers in higher education institutions through an investigation of dance teachers at Zhengzhou Sias University. The following sections will introduce the components of dance teacher competency and their indicators, concluding through literature review, expert evaluation, interviews, and surveys. This study primarily addresses the following questions:

(1) What are the components of dance teacher competency?
(2) What is the necessity level of these competency components?

2. Literature Review

2.1 Competency of Dance Teachers in Higher Education

Teacher Educator Technology Competency (TETC) defines the necessary abilities (knowledge, skills, and attitudes) for all teacher educators to support teacher candidates in becoming technical teachers (Foulger et al., 2017). Some scholars believe that teacher competency consists of four components: 1) values and child-rearing; 2) understanding and contributing to the development of the education system; 3) subject knowledge, pedagogy, and curriculum; and 4) self-evaluation and professional development (Pantić et al., 2010). Others define learning ability, educational ability, social ability, and technical ability as the core competencies for innovative teaching (Zhu Chang et al., 2013). These abilities can be enhanced through teacher training, and undergraduate dance teacher training should foster collaboration, empathy, morality, and creativity (Stevens et al., 2016).

In recent years, Chinese society has set higher standards for the professional competence of dance teachers in higher education institutions. Among these standards, teacher ethics evaluation is considered a primary criterion for assessing teachers, with the implementation of a negative list system for teacher ethics evaluation and the establishment of teacher ethics files (Liu Zhizhong, 2021). Moreover, teachers' ideals and beliefs not only influence their behavior but also directly affect the establishment of students' ideals and beliefs, which are related to the success of educational work and the quality of education (Wang Min, 2021).

Teaching ability levels represent teacher quality, and these levels are closely related to teaching quality. Only by effectively cultivating teachers with high teaching abilities can the teaching quality and talent training quality of undergraduate colleges be guaranteed (Jin Li, 2014). Currently, the training models in higher education dance education mostly follow early university traditions. Despite the diversity of dance education methods in China, there are still issues in practice, such as emphasizing skills over theory, using indoctrination methods, and neglecting individual differences and holistic development of students. This traditional dance teaching model greatly limits student development, leading to uneven levels and incomplete development. To improve the overall quality of dance teaching and promote students' comprehensive development, teachers should reform classroom models, innovate dance teaching methods, and comprehensively advance the construction of dance education models (Zhang Lin, 2019). Meanwhile, vocational dance education in colleges still suffers from relatively single teaching methods and a lack of student motivation. To enhance the quality of vocational dance education, dance teachers need to focus on the application of diverse teaching methods (Long Xiesi, 2022). Creative dance teaching should be student-centered, emphasizing the exploration process of dance experiences. This requires good course design and creative guidance from teachers (Zou Jun and Wang Weiyian, 2020).

In art education, professional skills include understanding the artistic process, the ability to apply this knowledge in specific contexts, and the capacity to embrace new knowledge (Pilnveide et al., 2008). The main structure of dance teachers' professional skills consists of two parts: 1) subjective and objective 2) relevance, based on the basic principles of further education (self-experience, others' experiences, and world experience) and implemented through continuous lifelong education (Spalva and Vitola, 2008). This shows that enhancing professional skills is a long-term process. An excellent dance teacher must have strong demonstration abilities in the classroom and the capacity to understand movements, roles, and dance works (Liu Zhiyin, 2014). Additionally, dance creation is one of the most important teaching contents in undergraduate dance education, aiming to cultivate students' creative thinking and fully explore their imagination and creativity (Liu Zenghui, 2022). Therefore, there is a significant direct relationship between higher education teachers' dance demonstration and choreography abilities (Ripalda and Maria Celeste, 2019).

Currently, dance teachers perform well in teaching ability and training ability, while research ability and innovation ability need more attention and cultivation (Tang Yu, 2018). Research ability is a choice of attitude, implying an understanding and transfer of knowledge, and aiming to strongly stimulate university professors' research potential through emotional values. This indicates the difficulty in acquiring research skills, which involve a set of knowledge, skills, behaviors, and values that teachers should use in their daily academic life (Mendoza, 2018). The research ability of higher education institution teachers is a predictor of research

productivity, especially regarding the number of studies completed by teachers. It is recommended to provide research training and guidance programs to improve the research performance of higher education institution teachers (Roman, 2021).

From the above literature, it is evident that dance teachers' professional competence includes not only teaching ability, training ability, professional skills, and research ability but also good ethical evaluation and ideals and beliefs. Only by comprehensively enhancing these aspects can they better adapt to the development needs of higher education.

2.2 Relevant Documents Issued by the Chinese Education Department

The "Teacher Professional Development Research Center" of the Chinese Society of Education was established in Beijing on January 15, 2017 (People's Daily, 2017). This platform serves as a hub for research, exchange, results dissemination, and service for Chinese teachers' professional development. It aims to promote student growth, study the principles of teacher development, develop courses, explore educational resources, and innovate training models. The center addresses major issues in teacher development, providing direction and support nationwide. Recent documents from the Chinese education department on teacher development and higher education reform have guided higher education development in China.

The "Opinions on Comprehensively Strengthening the Reform of the Construction of the Teaching Force in the New Era" (Xinhua News Agency, 2018) emphasizes the importance of comprehensively strengthening the construction of the teaching force. Key points include recognizing the importance of teacher team construction, enhancing teacher professional ethics, reforming teacher management systems, continuously improving teachers' social status and treatment, and ensuring policy implementation.

The "Ten Guidelines for the Professional Conduct of University Teachers in the New Era" (Ministry of Education of China, 2018) clarifies the professional norms for teachers in the new era, setting basic standards for their professional conduct. These guidelines require all regions and universities to implement them immediately, using various forms to help teachers fully understand and master them. Teachers are guided to integrate teaching with self-cultivation, always maintaining self-respect, selfreflection, self-discipline, and self-motivation, consciously becoming role models of moral education. These guidelines should be implemented in the specific management of teachers, such as recruitment, employment, and evaluation. Teachers with unethical professional behavior should be subject to a "one-vote veto" system.

The "Opinions on Strengthening and Improving Art Education in Higher Education Institutions in the New Era" (Ministry of Education of China, 2019) points out that art education in higher education should focus on the reform and development of art education. The key areas include popularizing art education, professional art education, and art teacher education. Efforts should be made to strengthen and improve art education teaching. The main measures for art education in higher education institutions emphasize that they should (1) build a strong team of art education teachers, (2) deepen art education teaching reform, (3) promote cultural inheritance and innovation, and (4) enhance the ability to serve society.

On May 24, 2023, the China University Teacher Development Forum and the first University Teacher Development Work Seminar were held at Renmin University of China (Ministry of Education of China, 2023). Nearly 350 representatives from more than 100 universities attended the seminar, which fully exchanged the main experiences and practices of university teacher development work. The seminar discussed issues such as the construction of university teacher development systems, the improvement of teachers' digital literacy, the reform of teacher assessment and evaluation systems, teacher professional ability training, and the construction of teacher development centers. It emphasized that universities, as the main base for talent cultivation, must deeply understand the importance of strengthening university teacher development work, comprehensively grasp the connotation of university teacher development in the new era, improve political literacy, enhance teacher moral education, improve educational teaching abilities, and innovate in systems, planning, methods, and teams to provide strong faculty support for innovative talent cultivation and the development of higher education.

Documents issued by the Chinese government and education departments highlight the need to strengthen the professional competence of dance teachers in higher education, particularly in professional skills, ethics, teaching reform and innovation, and social services, to meet new era educational demands.

3. Methodology

3.1 Procedure

The study had two phases: identifying dance teachers' competency components and collecting and analyzing data. First, a literature review established a competency framework, validated by five experts. Then, a questionnaire based on the confirmed components was distributed to participants to assess the current and desired competency states, calculating mean scores, standard deviations, and Priority Needs Index (PNI) rankings.

3.2 Participants

In the first phase, five experts evaluated the components and key indicators of dance teachers' competency, providing feedback and suggestions. The panel included one expert in education management and

development, one expert in educational evaluation, one expert in arts education management, and two experts in dance education. In the second phase, the participants were 19 dance teachers from Zhengzhou Sias University, consisting of 9 male teachers and 10 female teachers.

3.3 Instruments
The study used five main instruments: Key Components Analysis Table to identify competency components, Expert Evaluation Form to confirm their validity, Interview Records to refine components based on expert feedback, a Questionnaire using a fivepoint Likert scale to assess current and desired competency states, and SPSS Data Statistics Table to calculate mean scores, standard deviations, and PNI rankings.

3.4 Analysis
In the first phase:
The researchers collected and reviewed literature on the concepts, theories, and key indicators of dance teachers' competency. Based on the identified components, an evaluation form was created and distributed to five experts to assess the applicability of the components. The researchers categorized and analyzed the feedback from the experts, further clarifying the components and key indicators of dance teachers' competency. These three steps addressed the first research question: What are the components of dance teachers' competency? In the second phase:
The researchers designed a questionnaire and distributed it to 19 dance teachers at Zhengzhou Sias University, using a five-point Likert scale to assess the current and desired states of competency. After collecting the 19 completed questionnaires, the data was analyzed using SPSS to determine the mean scores, standard deviations, and PNI rankings. These two steps addressed the second research question: What is the necessity level of the components of dance teachers' competency?

4. Results

4.1 What are the Components of Enhancing Dance Teachers' Competency?
(1) Theoretical and Literature Research
The researchers organized and analyzed keywords and key indicators from theories and literature to identify four components of dance teachers' competency: 1) professional ethics, 2) teaching ability, 3) professional skills, and 4) research ability, along with 13 secondary indicators (Figure 1).
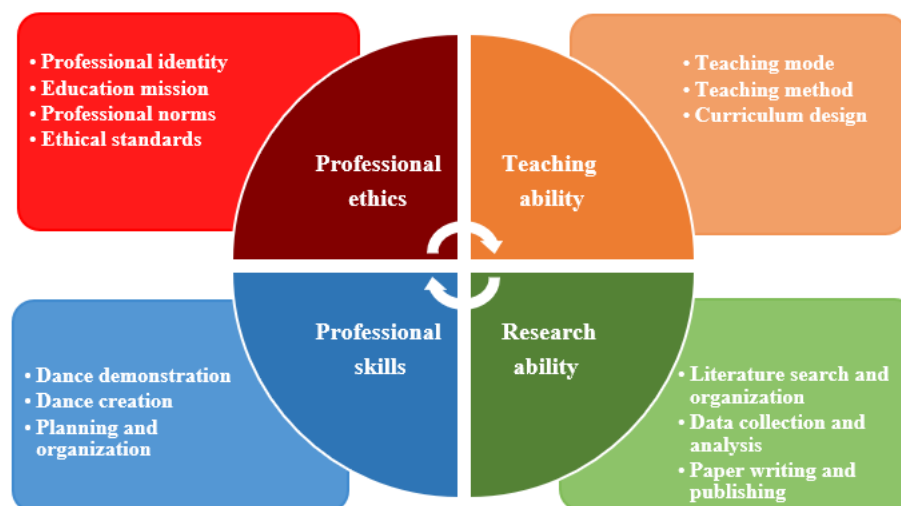

Figure 1 Components and Key Indicators of Enhancing Dance Teachers' Competency Assessing the Applicability of Components

Table 1: Expert Evaluation Results

No.	Components of Dance Teachers' Competency	$\bar{X}$	S.D.	Level of Components
1	Professional ethics	4.95	0.11	Very High
2	Teaching ability	4.93	0.15	Very High
3	Professional skills	4.73	0.28	Very High
4	Research ability	4.80	0.30	Very High
Total		4.86	0.10	

According to the data (Table 1), the mean scores ($\bar{X}$) from highest to lowest are: Professional ethics, Teaching ability, Research ability, and Professional skills. The standard deviations (S.D.) follow the same order. This

indicates all components have very high mean scores ("Very High"), but data stability varies. Professional ethics and Teaching ability have high, stable scores, showing strong expert agreement. Research ability has a high score but more dispersed data, indicating less consensus. Professional skills have relatively lower, less stable scores, suggesting some disagreement among experts. Overall, the study shows very high applicability for the 4 components and 13 key indicators.

(2) **Expert Recommendations on Components and Indicators**

This section aims to further clarify the specific content of the components and key indicators to enhance dance teachers' competency.

Experts emphasized that identity recognition is foundational for dance teachers' professional ethics, with adherence to norms and standards being essential for qualification. Cultivating and motivating teachers, along with fostering passion and pride for dance education, enhances motivation and effectiveness.

For teaching ability, experts stressed the importance of good teaching methods for effectiveness and curriculum design. Innovative teaching models are key to improving abilities, and strong curriculum design is crucial for achieving teaching objectives and quality.

In terms of professional skills, experts agreed that dance demonstration is a fundamental skill that needs continuous improvement. Activity planning and organizational skills are vital for assessing teaching abilities. Dance creation is essential for teaching outcomes and innovation evaluation.

Regarding research ability, experts unanimously highlighted the importance of literature retrieval for understanding past research, determining directions, and verifying innovation. They recommended training in data collection, organization, and analysis tools, as well as emphasizing the significance of paper writing and publication as evaluation indicators.

The study results indicate that the experts strongly agreed with the 13 key indicators within the 4 components, provided feedback, and formulated the basic content of the questionnaire (Table 2).

Table 2: Contents of the Questionnaire

Components and KPI	Questions
Professional ethics	
Professional identity	1. Passionate about education career.
	2. Proud to be a teacher.
Education mission	3. Actively guide students in establishing a correct world view, outlook on life, and values.
	4. Actively cultivate students' sense of social responsibility and historical mission.
Professional norms	5. Understand the ten Standards of Professional Behavior for College Teachers.
	6. Adhere to professional norms and have no disciplinary violations.
Ethical standards	7.Have a good understanding of the Code of Ethics for Higher Education Teachers.
	8. Adhere to moral standards and have no disciplinary violations.
Teaching ability	
Teaching mode	9. Have knowledge of 3 or more teaching models.
	10. Actively learn advanced teaching models.
Teaching method	11. Teaching methods can effectively organize classroom activities.
	12. Teaching methods can increase students' interest in learning.
Curriculum design	13. Value curriculum design and have a strong sense of design.
	14. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.
Professional skills	
Dance demonstration	15. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.
	16. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.
Dance creation	17. Be familiar with the theory and technical methods of dance creation.
	18. Regularly engage in dance creation activities.
Planning and organization	19. Regularly guide, plan, and organize large-scale artistic activities.
	20. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.
Research ability	
Literature search and organization	21. Have knowledge of literature search tools and how to use them.
	22. Have knowledge of 3 or more literature databases.

Data collection and analysis	23. Have knowledge of basic statistics and its application.
	24. Can use tools to organize and summarize data.
Paper writing and publishing	25. Be familiar with the norms and requirements of paper writing.
	26. Have knowledge of the research directions of journals in the field.

In the following study, the 26 questions from the questionnaire mentioned above will be referred to as "Q1-Q26."

4.2 What is the necessity level of the components for enhancing dance teachers' competency?

Researchers conducted a survey among 19 dance teachers at Zhengzhou Sias University to investigate the current and desired states of dance teachers' competency. The data were categorized by factors such as gender, age, professional title, and work experience. The researchers distributed 19 questionnaires and received 19 completed responses, achieving a 100% response rate.

This section presents the mean values, standard deviations, and PNI rankings for the current and desired states of dance teachers' competency (Tables 3).

Table 3: Analysis Results of the Four Components

Components	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
1. Professional ethics	3.34	0.34	Medium	4.35	0.32	High	0.30	4
2. Teaching ability	3.04	0.50	Medium	4.11	0.24	High	0.35	2
3. Professional skills	3.21	0.67	Medium	4.22	0.35	High	0.32	3
4. Research ability	2.74	0.51	Medium	4.11	0.37	High	0.50	1
Total	3.10	0.42	Medium	4.21	0.24	High		

According to the data (Table 3), the average values for the current state, ranked from high to low, are: professional ethics, professional skills, teaching ability, and research ability. The same ranking applies to the desired state. This indicates that professional ethics and skills are highly valued, with high averages in both states, while teaching and research abilities need improvement to reach desired levels. Demand values, ranked from high to low, are: research ability, teaching ability, professional skills, and professional ethics, indicating the highest demand for improving research ability.

Table 4: Analysis of Professional Ethics

Professional ethics	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
Professional identity								
Q1	4.16	0.69	High	4.21	0.63	High	0.12	6
Q2	3.70	0.63	High	4.21	0.71	High	0.14	5
Education mission								
Q3	3.26	0.56	Medium	4.42	0.51	High	0.36	4
Q4	2.95	0.52	Medium	4.37	0.60	High	0.48	3
Professional norms								
Q5	2.26	0.45	low	4.79	0.42	Very High	1.12	1
Q6	4.11	0.74	high	4.16	0.50	High	0.01	8
Ethical standards								
Q7	2.37	0.50	low	4.74	0.45	Very High	1.00	2
Q8	3.84	0.69	High	3.90	0.57	High	0.02	7
Total	3.34	0.34	Medium	4.35	0.32	High		

Looking at the average values, dance teachers currently perform well in professional ethics, with all indicators having average values above 2.51. The highest average value is for passion for education, at 4.16, indicating that teachers have a positive attitude and enthusiasm for their educational careers.

In the desired state, dance teachers have higher expectations for professional ethics, with all average values above 3.51. Especially, the expectations for understanding the ten standards of professional behavior for college teachers and the understanding of higher education ethical norms are 4.79 and 4.74, respectively, showing that teachers wish to better understand and adhere to professional ethical standards.

Through PNI, it can be seen that the demand for understanding the ten standards of professional behavior for college teachers and the understanding of higher education ethical norms is the highest, at 1.12 and 1.00, respectively. This indicates that teachers have high expectations and needs for improving their professional qualities.

Table 5: Analysis of Teaching Ability

Teaching ability	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
Teaching mode								
Q9	2.74	0.65	Medium	3.68	0.67	High	0.34	4
Q10	3.16	0.76	Medium	3.79	0.63	High	0.20	6
Teaching method								
Q11	3.68	0.75	High	4.47	0.51	High	0.21	5
Q12	3.11	0.57	Medium	4.63	0.50	Very High	0.49	2
Curriculum design								
Q13	2.84	0.60	Medium	4.26	0.56	High	0.50	1
Q14	2.74	0.56	Medium	3.79	0.54	High	0.38	3
Total	3.04	0.50	Medium	4.11	0.24	High		

Looking at the average values, the teaching ability of dance teachers at Zhengzhou Sias University overall performs well. All indicators have average values above 2.51, indicating that teachers possess a certain level of teaching ability. The ability to effectively organize classroom activities and actively learn advanced teaching models are current strengths, with average values of 3.68 and 3.16, respectively.

In the desired state, teachers have higher expectations for teaching ability. They hope to better increase students' interest in learning, with an average value of 4.63, effectively organize classroom activities with an average of 4.47, and place a high emphasis on curriculum design with an average of 4.26.

Through PNI, it can be seen that the demand for emphasizing curriculum design and having a strong sense of design is the highest, with a PNI of 0.50. This is followed by teaching methods that can increase students' interest in learning with a PNI of 0.49, and having rigorous curriculum design in the classroom, clear objectives, and good teaching effectiveness with a PNI of 0.38.

Table 6: Analysis of Professional Skills

Professional skills	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
Dance demonstration								
Q15	4.00	0.88	High	4.11	0.57	High	0.03	6
Q16	3.11	0.88	Medium	4.32	0.58	High	0.39	3
Dance creation								
Q17	2.58	0.61	Medium	4.37	0.60	High	0.69	2
Q18	3.11	0.66	Medium	3.63	0.50	High	0.17	4
Planning and organization								
Q19	3.68	1.16	High	4.16	0.60	High	0.13	5
Q20	2.79	0.63	Medium	4.74	0.45	Very High	0.70	1
Total	3.21	0.67	Medium	4.22	0.35	High		

Dance teachers demonstrate a high level of professional skills. They possess abilities and techniques in various areas, particularly excelling in familiarizing and demonstrating the movement styles of ballet, Chinese classical dance, and modern dance, with an average score of 4.00. Additionally, teachers perform well in regularly guiding, planning, and organizing large-scale artistic activities, with an average score of 3.68.

In the desired state, teachers have higher expectations for skills related to stage arts. They particularly value mastering the design abilities and theoretical technical methods for stage lighting and stage costumes, with an average expectation score of 4.74. In other areas, such as dance creation and familiarity with and performance of ethnic dance styles, teachers' expectations are relatively high, but the increase compared to the current state is smaller.

Through PNI, it can be seen that teachers have a high demand for skills related to stage arts, especially the use of stage lighting and the design of stage costumes and props. Additionally, they have certain needs for dance creation and familiarity with and performance of ethnic dance styles.

Table 7: Analysis of Research Ability

Research ability	Current state (D)			Desired state (I)			PNI modified ((ID)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
Literature search and organization Q21	3.05	0.71	Medium	4.16	0.69	High	0.36	4
Q22	3.00	0.82	Medium	3.95	0.62	High	0.32	6
Data collection and analysis Q23	2.05	0.62	low	4.42	0.69	High	1.16	1
Q24	2.58	0.51	Medium	4.00	0.67	High	0.55	2
Paper writing and publishing Q25	3.11	0.88	Medium	4.16	0.60	High	0.34	5
Q26	2.63	0.68	Medium	3.95	0.71	High	0.50	3
Total	2.74	0.51	Medium	4.11	0.37	High		

Dance teachers show a moderate level of research ability, with average scores for various indicators ranging from 2.05 to 3.11. They are relatively familiar with the norms and requirements of paper writing and the use of literature retrieval tools, indicating a basic level of research foundation to some extent. However, their understanding of basic statistical knowledge and the application of statistical tools is limited, as is their familiarity with literature databases and journal research directions.

In the desired state, teachers have higher expectations for research ability, with average expectation scores generally above 4.00. They hope to acquire more basic statistical knowledge and be able to apply it proficiently in research work, reflecting their urgent need to improve their research levels.

Through PNI, it can be seen that teachers have the most urgent need for basic statistical knowledge and its application, with a PNI value of 1.16, indicating this is the skill they most need to improve. The next most urgent needs are the ability to use tools to organize and summarize data, and understanding the research directions of journals within their field, with PNI values of 0.55 and 0.50, respectively. These results align with teachers' desire to enhance their research ability, demonstrating that the PNI value effectively reflects their actual needs.

5. Discussion

The results indicate that dance teachers' competency comprises four main components: 1) professional ethics, 2) teaching ability, 3) professional skills, and 4) research ability, all positively influencing their professional development.

Professional ethics include four key indicators: 1) professional identity, 2) educational mission, 3) professional norms, and 4) ethical standards. Enhancing these abilities positively impacts professional ethics, with understanding the "Ten Standards of Professional Behavior for College Teachers" being the most concerned issue.

Teaching ability consists of three important indicators: 1) teaching modes, 2) teaching methods, and 3) curriculum design. Improving these areas, especially curriculum design, is crucial for dance teachers at Zhengzhou Sias University.

Professional skills include: 1) dance demonstration, 2) dance creation, and 3) activity planning and organization. Dance creation is the weakest area, with familiarity in stage lighting and design being the most desired improvement.

Research ability encompasses: 1) literature search and organization, 2) data collection and analysis, and 3) paper writing and publication. Data collection, analysis, and paper writing are weak points, with mastering basic statistical knowledge being the most pressing need.

6. Conclusion and Recommendations

The study found that research ability, teaching ability, professional skills, and professional ethics are crucial for dance teachers' competency in Chinese higher education. These aspects require continuous attention for professional development and positively impact enhancing competency. The study designed 13 indicators and 26 key questions to investigate the current and expected states of dance teachers' competency.

Dance teachers show a positive attitude towards professional ethics but seek improvement in understanding professional behavior and ethics standards. Their teaching ability needs enhancement in curriculum design, teaching modes, and methods. While they excel in dance demonstration, they require improvement in dance creation and activity planning. Research ability is generally weak, especially in statistical knowledge, literature search tools, and journal research directions.

Based on the survey of dance teachers at Zhengzhou Sias University, the following recommendations are proposed:

（1） Regular Professional Ethics Training: Organize specialized training sessions with practical case studies to enhance understanding and implementation of professional ethics standards, improving teachers' professional identity and responsibility.

（2） Strengthening Teaching Ability: Hold regular teaching seminars and training sessions with expert guidance. Encourage innovation, explore diverse teaching methods, and improve curriculum design rigor and teaching effectiveness through peer observation and reflection.

（3） Organizing Professional Skills Training: Regularly conduct professional skills competitions and dance performances to enhance skills in dance creation and activity planning through practical operations and guidance.

（4） Enhancing Research Ability: Provide systematic research training covering project application, data processing, and paper writing. Encourage participation in academic seminars and research projects, mastering statistical knowledge and literature search tools to improve research outcomes and integrate teaching and research.

These recommendations offer directional guidance for enhancing dance teachers' competency and provide important references for related scholars, improving the quality of dance education and the teaching workforce.

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