



RESEARCH ARTICLE

Analysis and Comparison of Teaching Skills of Private Dance Institutions in Shijiazhuang, Hebei Province

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ARTICLE INFO	ABSTRACT
Received: Nov 15, 2024 Accepted: Dec 11, 2024	With the rise of dance entrance examinations in China and the implementation of the dance unified examination by the Hebei Provincial Education Examination Institute, private dance training institutions in Shijiazhuang face challenges such as inconsistent teacher quality and unclear professional positioning. This study employed literature review, field investigation, interviews, comparative studies, and surveys to comprehensively examine the current state of private dance training institutions in Shijiazhuang. It emphasizes analyzing the new challenges dance examination students face with weak professional foundations, insufficient training time, and adjustments in the balance between cultural and professional studies. The study identified Yong mei Dance School, Yue da Art School, and Bo yun Art Training School as exemplary institutions, and thoroughly analyzed their successful practices. The research indicates that a high-quality teaching team, a scientific curriculum, and effective teaching techniques are key to improving training quality. This paper aims to provide valuable insights for the development of private dance training institutions in Hebei Province, promoting their formalization and healthy growth. Through an in-depth analysis and comparison of the teaching techniques in private dance training institutions in Shijiazhuang, Hebei Province, this research provides a model applicable for strengthening dance education in other regions facing similar challenges. The promotion and application of this model can help educators in these regions address various educational issues more effectively, thereby improving overall teaching quality. The best practices identified in selected dance training institutions in Shijiazhuang reveal several innovative strategies that can be used to elevate global dance education standards. These practices not only enrich current dance education methodologies but also offer educators new perspectives and tools to drive the evolution and advancement of educational models.
Keywords Dance training institutions Best practices Teaching skill	
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INTRODUCTION

To select the top three best practice private training institutions in Shijiazhuang, Hebei Province, we conducted surveys and visits to local institutions and carried out in-depth interviews with dance professors from universities within Hebei Province. The study, grounded in best practice theory and aligned with the candidate admission standards of the Hebei Provincial Education Examination Authority, established five key evaluation dimensions for these training institutions: Educational

Accreditation, campus environment, faculty strength, Educational achievements, and student satisfaction.

The theory of best practice suggests that by systematically applying validated methods, optimal results can be achieved. This theory has been widely applied across various domains, including education. In the context of dance education, this framework can address inconsistencies in teaching quality and improve student performance.

Research on the successful application of best practice theory in art education provides valuable insights. For instance, Carol J. Fuhler (2003) outlines in her article how integrating educational theory with best practices can enhance the effectiveness of middle school classroom teaching (Fuhler, 2003). The theories discussed in her work include schema theory, constructivism, and literary response. Among these, constructivism is particularly relevant to this study, emphasizing active learner engagement in the learning process and highlighting the subjective construction of knowledge. This integration, whether at the middle school, high school, or in preparation for arts examinations, is based on scientific educational theories, thereby effectively improving the quality of classroom teaching.

This study extends these principles to dance education, focusing on private institutions in Shijiazhuang as the research subjects. It involves an in-depth analysis and comparison of the teaching techniques employed by these institutions. This research not only helps identify institutions that exhibit outstanding performance but also provides a model for other dance educators to reference and learn from.

Research Objective:

This research is based on the training policies for dance examination students set by the Ministry of Education and the Hebei Provincial Education Examination Institute. It focuses on investigating the dance training institutions in Shijiazhuang in response to the Hebei Provincial Dance Unified Examination. The primary research objective is to analyze and compare the excellent teaching techniques of private dance training institutions in Shijiazhuang, Hebei Province. Identify their best practices to provide a reference that can be used by other training institutions.

RESEARCH METHODOLOGY :

This study employed various methods including literature review, field investigation, survey, in-depth interviews, and data analysis. The research focused on a detailed examination of Yong mei Dance Training School, Yue da Art School, and Bo yun Art Training School.

1. Data Analysis Techniques: Thematic analysis was employed to analyze qualitative data from interviews in order to identify recurring themes related to teaching quality and student satisfaction. This method provided detailed insights into the differences in teaching techniques among various institutions.

2. Detailed Sampling Process: Participants were chosen through purposive sampling, targeting institutions in Shijiazhuang with at least five years of experience in private dance education. University professors were engaged to evaluate Hebei province candidates and identify top-performing students from private dance training institutions. The best practice institutions were selected based on renowned references and online research into the schools' specific introductions. Teacher interviews included on-site inspections and interviews with the institutions' direct management personnel to ensure that the insights gathered were based on substantial practical experience.

3. Addressing Potential Bias: To minimize bias, the satisfaction survey was administered using the Questionnaire Star applet, allowing students to complete it without the presence of teachers or institutional officials. The survey feedback was anonymized, alleviating students' concerns and encouraging more honest and reflective feedback.

Research Scope:

This study focuses on three best practice private dance training institutions in Shijiazhuang, Hebei Province: Yongmei Dance Training Institute, Yue da Art School, and Boyun Art Training School. By comprehensively analyzing these institutions' performance in aspects such as educational qualifications, campus environment, faculty strength, enrollment rates, and student satisfaction, as well as the teaching techniques they employ, we aim to reveal the key factors behind their success and provide valuable insights and references for other dance training institutions.

This study aims to analyze and compare the teaching techniques of private dance training institutions in Shijiazhuang, Hebei Province. First, it is essential to define private dance training institutions: these are profit-oriented, non-degree educational organizations established by social organizations or individuals outside of state agencies, relying on non-state financial resources to provide professional dance courses to meet the demands of arts examination. Regarding the concept of teaching techniques, it refers to various skills that teachers proficiently employ during the instructional process, which are gradually developed and formed through teaching practice. Teaching techniques encompass multiple aspects, including the formulation of teaching plans, classroom management, instructional design, and educational assessment.

To thoroughly investigate the effective teaching techniques of private dance training institutions in Hebei Province, this study conducts field observations and visits, selecting three exemplary institutions in Shijiazhuang as research subjects. By analyzing and comparing the practical outcomes of these institutions, the study aims to uncover the key factors that contribute to effective results in teaching. This not only provides empirical support for researching best teaching practices but also offers valuable insights for other private educational institutions seeking to improve their teaching quality.

1. Research on "Best Practices" Theory at Home and Abroad

1.1 International Research on "Best Practices" Theory

"Best practices" is a concept in management science that theorizes that management or production practices are influenced by certain mechanisms, activities, processes, methods, and technologies to achieve optimal outcomes. The advantage of this approach lies in its ability to harness the synergy between teams, allowing for the rapid transfer of excellent practices and experiences. This enables successors to grow quickly upon the foundations of predecessors' successful experiences, thereby creating value for enterprises more efficiently. In this study, "best practices" refers to the extraction of essential implementation methods from existing successful experiences and summarizing them into optimal solutions. These optimal solutions serve as pathways for operational implementation and are applied to dance examination training institutions to assist them in completing relevant arts education training more effectively and efficiently. Best practices represent a methodology capable of achieving optimal results within specific timeframes, and this methodology can and should be continuously optimized as practical progress is made, in order to sustainably achieve optimal success.

In 2002, Johnston and Sandy Mehra explored best practices in complaint management (Johnston & Mehra, 2002). They identified that effective complaint management services should aim to cultivate a conducive organizational culture for positive and efficient complaint handling. This involves addressing service failures, enhancing service quality, and establishing a customer-centric culture, thereby improving customer satisfaction and loyalty, which ultimately contributes to the long-term success and competitiveness of the organization.

Eugene Bardach (2003) discussed the importance and strategies for creating "Best Practices" (BP) during a seminar (Bardach, 2003). He highlighted that the development and function of best practices lie in establishing a database or summary of best practices, which can provide a platform for a wide and diverse audience. By transforming academic research findings into practical applications and

sharing effective practices within specific fields, the aim is to enhance the implementation and efficiency of policies.

Carol J. Fuhler (2003) outlined in her article how to integrate educational theory with best practices to enhance the effectiveness of middle school classroom instruction (Fuhler, 2003). Whether in middle school, high school, or the arts examination process, this integration is grounded in scientific educational theory, effectively enhancing the quality of classroom instruction. Among the theories discussed in this article, constructivism is particularly applicable to this study, emphasizing the active participation of learners in the learning process and highlighting the subjective construction of knowledge. Effective classroom instruction by teachers is not only a key factor in ensuring teaching quality but also one of the core tasks of training institutions.

John Simiyu, in his article "Successful Cases of Best Practices Entrepreneurship Education in Kenya" (Simway et al., 2011), discusses the connotation of "best practices." According to the article, "best practices" can refer to a technique, a method, a process, an activity, or an incentive or reward. When this technique, method, or process is considered to yield more effective results than other options, it can be classified as a "best practice" project. Many provinces or cities at different stages of development have introduced entrepreneurship education into their educational and training systems. The approaches to implementing entrepreneurship education vary from country to country; thus, each region and city needs to identify methods and pathways that are suitable for their specific circumstances.

In the book "Restorative Justice for Survivors of Sexual Abuse," the article "Best Practice Guidelines," authored by Angela Marinari (2021) (MARINARI, 2021), examines the challenges of implementing restorative justice in cases of sexual abuse. The article points out that best practices also include reflective learning and adaptive service design, which means that services need to be tailored to the different experiences and needs of survivors. Similar theories are applicable in the field of education, relying on collaborative efforts from multidisciplinary teams, and necessitating continuous learning, assessment, and adjustment to meet the needs of students. In this context, the importance of multiple intelligences theory cannot be overlooked.

1.2 Domestic Theoretical Research

In their study "Research on the Mechanisms of Education Policy Borrowing from the Perspective of Best Practices" (Yunzhen & Yimin, 2020), published in September 2020, Lü Yunzhen and Gao Yimin point out that with the rise of international student achievement tests and rankings, educational big data has gained popularity worldwide. This trend has also fostered a policy borrowing approach based on "best practices." The authors emphasize the importance of integrating both normative and analytical research methods in the dissemination and localization of global educational policies. Additionally, they highlight the necessity of adopting a critical and selective attitude towards policy borrowing.

1.2.1 Relevant National Policies on Best Practices

On September 8, 2016, the China Education Certification website published the evaluation criteria for educational training institutions, overseen by the website administrator (Webmaster, 2016). Additionally, on October 13, 2020, the management and service unit of Central Plains Art Education in Henan Province issued an article on the assessment standards for art training institutions, providing guidance for the management of the art training industry in Henan Province (Education, 2020). The introduction of these policies and standards reflects the nation's emphasis on best practices in arts education and training institutions, contributing to the overall quality enhancement of educational training organizations.

On April 22, 2021, Dansicolor published an article titled "How to Properly Choose a Dance Training Institution" on its website. The article proposed several methods for evaluating the quality of dance

training institutions, including: 1. Scale of the institution; 2. Quality of teaching staff; 3. Teaching environment; 4. Successful teaching cases; 5. Reasonable fee standards (dance, 2021).

In addition, the Education and Sports Bureau of Guangyang District, Langfang City, issued Document No. 1 of 2024, titled "Notice on the Annual Inspection of the Operational Status of Off-campus Training Institutions for 2023." This document outlined inspection criteria including: conditions of operation, operational behaviors, internal management, system construction, educational instruction, teaching staff, rights and interests of teachers and students, and safety stability. These regulations provide important reference points for the management and development of dance training institutions.

1.2.2 Standards for Evaluating Dance Examination Training Institutions Based on Best Practices

Based on the current status of domestic and international development of best practices, as well as the relevant policies for the evaluation of training institutions and considering the characteristics of dance examination students-specifically, the uneven levels of basic dance skills, short training periods, and the heavy demands of college entrance examinations-the standards for evaluating dance examination training institutions can be classified into the following core elements: educational qualifications, campus environment, faculty strength, teaching outcomes, and student satisfaction. By focusing on these core elements, the assessment process for dance examination training institutions can be more comprehensive and effective.

On September 1, 2023, in the context of reform in dance examination for arts programs, the provincial-level unified examination guidelines for arts majors in Hebei Province were officially released. These guidelines indicated changes in the examination content, with a total score of 300 points: 120 points for basic dance skills, 150 points for dance performance, and 30 points for dance improvisation. Notably, the score for dance performance has increased to 150 points, significantly elevating its proportion in the overall assessment, which makes the selection and practice of the repertoire more crucial. Additionally, the newly added dance improvisation section aims to assess candidates' understanding and expressive abilities in dance. Following the reform of the unified examination, its importance has been significantly enhanced, and the content of the examination has become more complex (Admissions, 2023).

Therefore, private dance examination training institutions must strive to ensure that their teaching outcomes align with best practice standards, facilitating candidates' successful admission to their desired universities. The training objectives must comply with the admission criteria set by the Hebei Provincial Education Examination Authority.

RESEARCH FINDINGS :

In this study, three private dance training institutions were selected from Shijiazhuang, Hebei Province: Yong mei Dance Training School, Leda Art School, and Bo yun Art Training School. The selection was not based on random sampling, but rather on field investigations grounded in factual evidence. An in-depth study and analysis were conducted according to the established evaluation criteria for dance institutions, and interviews with professors and experts from Hebei Province's universities were conducted to analyze the quality of candidates each year. This analysis indicates that students trained by these three private dance training institutions exhibit relatively superior overall qualities compared to students from other institutions, thereby meeting the evaluation standards for best dance institutions and qualifying for inclusion as research subjects. We employed a comparative analysis method to conduct a detailed investigation and comparison of these three dance examination training institutions in Shijiazhuang, Hebei Province.

These institutions boast a high-quality and pleasant campus environment, with faculty composed of professionals holding bachelor's degrees or higher. This includes graduates from renowned institutions such as the Beijing Dance Academy, as well as dance courses personally instructed by

invited university professors. Over the past five years, the admission rates of students from these institutions in the dance examination have not only been relatively high but have also shown a steady upward trend.

1. Educational Accreditation

Yong mei Dance Training School was established in 2003 and has a history of 20 years. The school holds all necessary licenses, including a complete educational permit, and meets conditions that surpass national educational regulations, with a campus area of 10,000 square meters. Yue da Art School has been in operation for 25 years since its inception. It also possesses all required educational permits and related documentation, with conditions exceeding the stipulated educational standards, and occupies an area of 34,000 square meters. Bo yun Art Training School is a formal private training institution approved by the educational authorities, having been established for 20 years and covering an area of 5,000 square meters.

In summary, all three private dance training institutions possess legitimate educational accreditation and formal documentation, each boasting over 20 years of substantial teaching experience, ensuring robust educational qualifications. Moreover, these institutions demonstrate strong educational capabilities and satisfy, if not exceed, national regulations regarding educational accreditation, including requirements for teaching space.

2. Campus environment

Yong mei Dance Training School features professional dance studios, cultural classrooms, a playground, a dining hall, a dormitory area, and a recreational area, creating a warm and comfortable environment that provides students with ample space for practice. The classrooms are designed by a professional team, and the facilities meet the standards of the Beijing Dance Academy, significantly reducing wear and tear on students' bodies and minimizing the risk of injuries. Additionally, the school offers 24-hour hot water supply, maintains a clean and hygienic dining hall with scientifically balanced meal options, and is equipped with 24-hour surveillance monitoring throughout the campus, along with dedicated security personnel. The school implements a centralized and closed management system. Yue da Art School has 20 specialized dance rehearsal studios equipped with sprung floors, capable of accommodating 500 students simultaneously. The campus environment is spacious with high ceilings, allowing students to move freely while dancing. The dormitory facilities are excellent, featuring rooms with private bathrooms of various sizes to meet the needs of different students. Each dormitory is equipped with air conditioning, and the floors contain shower rooms, restrooms, hairdryers, and washing machines, all providing 24-hour hot water. The dining hall is clean and well-maintained, with the capacity to seat 400 people at once, implementing staggered dining during peak hours. The school provides unlimited meal plans with a diverse selection of nutritious and balanced dishes to ensure students' dietary health. Leda Art School also maintains a centralized and closed management system to ensure the safety of its students. Bo yun Art Training School is equipped with 10 specialized dance rehearsal studios with sprung floors, ensuring that students can engage in dance training in a spacious and well-lit environment. The school's hygiene is checked daily. The dormitory facilities are excellent, featuring private bathrooms and air-conditioned accommodations, with 24-hour hot water available. The dining hall is clean and well-maintained, providing nutritious meals that include fruit after meals to ensure that students receive ample nutrition and maintain a healthy diet throughout their studies. The school also has multifunctional professional classrooms and study rooms that are fully equipped to support students' learning needs.

In summary, all three private dance training institutions are committed to providing a comfortable and safe learning environment, emphasizing the physical and mental health and overall development of students. They continuously optimize campus design to create an exceptional environment and a conducive teaching atmosphere, providing students with comfortable learning conditions and a pleasant living environment. The implementation of 24-hour surveillance ensures student safety, allowing parents to confidently entrust their children to these training institutions.

3. Faculty Strength

Yongmei Dance Training School has a faculty team of over 46 members, including professional educators who have graduated from prestigious institutions such as the Beijing Dance Academy and various normal universities. More than 32 teachers hold master's degrees or higher, and 20 of them are members of the Hebei Dance Artists Association. The teaching team has an average experience of over 7 years, accumulating rich teaching expertise. The school regularly invites experts for instructional research and guidance and develops internal teaching methods to ensure the provision of standardized and authoritative training for arts examinations. The principal of Yong mei Dance Training School stated, "Our focus on continuous professional development enables us to stay at the forefront of educational trends, ensuring that our students receive the highest quality of instruction. The industry widely recognizes our school as the 'Hengzhong' of the dance community, akin to Hengshui High School, which is a nationally renowned key school."

Yue da Art School has assembled a team of 25 professional educators, including full-time teachers with 20 years of teaching experience, members of artistic groups, university professors, and nationally renowned faculty. The dance teaching team comprises undergraduate graduates and 15 master's degree holders, including three who are currently pursuing master's degrees and one recent graduate. The full-time faculty encompasses three generations-senior, middle-aged, and young. The senior teachers possess over 20 years of extensive teaching experience; the core team has more than 10 years of teaching experience; while the inclusion of lively and dynamic young teachers brings fresh perspectives and innovative spirit. The Teaching Director of Leda Art School stated, "In terms of faculty strength, we consistently emphasize talent development and actively introduce advanced educational concepts. We not only serve as a leading model within Hebei Province but are also among the few educational powerhouses nationwide. Unlike other schools, we place particular emphasis on diversified and innovative development, continually expanding students' artistic horizons and creativity, thereby enhancing the overall quality of education."

Bo yun Art Training School places a strong emphasis on teachers' professional qualifications, moral character, and responsible attitudes, dedicating itself to providing equal and attentive care to every student and parent. The school employs 17 teachers, including 9 with graduate degrees, all of whom are full-time, and frequently invites faculty from professional arts colleges to conduct classes. Courses are arranged according to each teacher's abilities and specialties to ensure high teaching quality. The teaching team possesses extensive teaching experience, including several senior teachers with over 10 years of teaching experience who are well-versed in instructional techniques. Additionally, the involvement of younger teachers brings innovative thinking to the school, ensuring that teaching methods remain up-to-date and invigorating the entire faculty team. The principal of Bo yun School stated, "Our faculty team consists of outstanding front-line dance professionals who not only value teaching strength but also emphasize the moral character of teachers. We are committed to being responsible for each student, treating all students equally regardless of their background or level, and striving to ensure that every student thoroughly masters dance techniques until they successfully absorb them. Our goal is to establish a prestigious school in Hebei Province. Compared to other institutions, we focus more on the individual development of students and the enhancement of their professional skills, working diligently to create a unique brand identity in the field of dance education."

In summary, all three training institutions possess a strong faculty team, each with its unique characteristics and advantages. Furthermore, the evaluation of faculty strength should include aspects such as the curriculum offered, course arrangements, teaching techniques, and management models.

1).Curriculum System

The three private training institutions have all strictly established their curricula in accordance with the examination guidelines set by the Hebei Provincial Education Examination Authority, which

include academic knowledge, skill knowledge, and quality development. The examination content outlined by the Hebei Provincial Education Examination Authority is primarily divided into three components: fundamental skills, dance performance, and dance improvisation.

In the book "Dance Training Science" authored by Yang Ou, it is mentioned that fundamental skills encompass strength, flexibility, speed, agility, and endurance. Performance ability is categorized into dance performance ability and physical expression ability. Technical capability is based on the reasonable operational methods and specifications for executing movements, emphasizing the correct execution of technical skills to effectively complete both technical and skillful movements. Additionally, mental capacity includes psychological skills and cognitive abilities (Ou, 2009).

Through the establishment of this curriculum system, these institutions aim to comprehensively enhance the students' overall qualities, ensuring they can achieve excellent results in dance entrance examinations.

2).Curriculum Arrangement

The curriculum arrangement should be established based on the curriculum system. In the course offerings of the three private dance training institutions, we can clearly see a variety of subjects including fundamental skills, classical dance aesthetics, ballet formation, ethnic and folk dance, improvisation, choreography courses, and works appreciation, all aimed at enhancing students' comprehensive abilities through diversified teaching methods.

The application of Howard Gardner's theory of multiple intelligences in dance education identifies intelligences that can be categorized as linguistic intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence, and naturalistic intelligence. The development of these eight intelligences is referred to as the theory of multiple intelligences. In the context of dance education, developing the various intelligences of learners holds significant practical implications (Yue, 2016).

Through such a curriculum arrangement, these institutions are able to comprehensively enhance students' overall qualities, allowing them to adapt to the ever-changing demands of dance entrance examinations.

3).Teaching Skills

Teaching skills play a significant role in the educational process. At Yongmei Dance Training School, instructors group students based on their individual characteristics, even considering students' appearances and personalities. In contrast, Yue da Art School and Bo yun Art Training School primarily organize classes according to students' abilities. Upon enrollment, all students undergo standardized assessments, and based on their distinct characteristics and abilities, they are assigned to different classes. Classroom instruction can then employ varying teaching methods tailored to these groupings, effectively implementing differentiated teaching that greatly enhances both teaching efficiency and effectiveness.

The concept of differentiated instruction is emphasized in the work of Carol Ann Tomlinson and her theory of differentiated instruction, which states that factors such as students' "readiness levels," "learning interests," and "learning styles" should serve as the basis and starting point for implementing differentiated teaching (Linna, 2013). All three best practice institutions adhere to scientific educational theories in their teaching implementation, thereby providing a strong foundation for improving educational outcomes.

4).Management Model

In terms of management model, the three training institutions collaborate by dividing responsibilities according to various functional roles. Each class is equipped with a homeroom teacher who is responsible for daily life management, and there are also specialized psychological

counseling teachers available. Professional technical competencies are managed by specialized educators, ensuring that each area of expertise is effectively covered. Additionally, in terms of safety management, each institution has dedicated security personnel and 24-hour surveillance systems with no blind spots.

This approach demonstrates that these institutions implement a human-centered management system and methodology, viewing employees as the most important resource within the organization. The focus is on meeting and harmonizing the needs of the organization, its employees, and stakeholders. Through management strategies such as motivation, training, and leadership, these institutions fully tap into individual potential, engage employees' enthusiasm, and cultivate a harmonious, inclusive, and equitable cultural atmosphere. This encourages most employees to feel internally motivated, ultimately achieving the shared development goals of both the organization and the individual (Ji, 2023).

4. Educational Achievements

Educational Achievements

Through a comparative analysis of specific survey data, Yongmei Dance Training School has seen its student enrollment increase from 319 to 678 over the past five years, with its admission rate rising from 84% to 89%. Similarly, Leda Art School's enrollment has gradually increased from 298 students over the same period. Although the growth rate was limited due to the impact of the pandemic, the student population has remained stable, and its admission rate improved from 79.9% to 87.9%. Boyun Art Training School experienced an increase in enrollment from 145 students to 300 students, with its admission rate rising from 82.8% to 86%.

Data from the past five years indicates that the admission rates of these three best practice training institutions are stable and relatively high, clearly reflecting their significant advantages in educational achievements. Compared to other ordinary training institutions, these schools offer higher training quality and teaching standards, effectively assisting students in enhancing their skills and successfully gaining admission to their desired universities. Thus, it is evident that the admission rates of these three institutions are significantly higher than those of other ordinary training institutions, showcasing the exceptional results of the best practice teaching system.

5. Satisfaction

The design of the satisfaction survey questionnaire fully considers various factors of best practices, and all questions were evaluated by experts, including university deans, dance program directors, and dance faculty.

The assessment of student satisfaction through the survey indicates that the maximum score is five. Bo yun Art Training School received a score of 4.915, Yong mei Dance Training School scored 4.905, and Yue da Art School achieved 4.900.

The satisfaction distribution at Bo yun Art Training School indicates that 10% of students expressed "somewhat satisfied," while 90% reported being "very satisfied." This highlights the effectiveness of the school's teaching methods and supportive environment.

Both Leda and Yong mei have exceptionally high satisfaction rates, with all participating students stating they were "very satisfied," and no students choosing "fairly satisfied." In total, only 2 students expressed being "fairly satisfied," while the vast majority (96.67%) indicated they were "very satisfied."

Through the analysis of the data obtained from the survey, it is evident that the satisfaction levels at the three best practice training institutions are all quite high. Considering various factors such as educational accreditation, institutional size, faculty development, campus environment, learning

atmosphere, facilities, and educational achievements (admission rates), these institutions are well-positioned to serve as best practice examples for other training organizations.

Based on the aforementioned factors, key influencing factors of the three best practice institutions can be summarized, including teaching qualifications, student-to-teacher ratio, admission rate, and student satisfaction scores. This allows for a clear visualization of their relative strengths and weaknesses. The comparison table is as follows:

Table 1 Summary of Key Indicators Comparing the Three Best Practice Institutions: Teacher Qualifications, Student-to-Teacher Ratio, Admission Rate, and Student Satisfaction Scores.

Institution Name	Teaching Qualifications	Student-to-Teacher Ratio	Admission Rate	Student Satisfaction
Yong mei Dance Training School	70% hold a master's degree.	15:1	89%	4.9/5
Yue da Art School	60% hold a master's degree.	12:1	87.9%	4.9/5
Bo yun Art Training School	50% hold a master's degree.	18:1	86%	4.8/5

The table indicates that Yong mei Dance Training School has a higher admission rate, partially due to its stronger reputation, the hiring of professors from Hebei Normal University for on-site guidance, and larger campus facilities. The enrollment rate at Yong mei Dance Training School is significantly higher than that of Bo yun Art Training School. Importantly, Yong mei Dance Training School provides a broader network of alumni and resources. In contrast, although Boyun has a relatively lower admission rate, it exhibits a notable increase in enrollment, reflecting the effectiveness of its targeted teaching strategies.

At Yue da Art School, the implementation of personalized teaching plans has led to significant improvements in student performance, particularly for those who initially had weaker foundations. One student reported, "The personalized attention I received helped me develop my skills more effectively and achieve a level of proficiency that I thought was impossible."

For dance examination training institutions, best practices hold significant guiding importance. By studying dance training institutions, it becomes possible to optimize teaching management systems based on the latest educational research, practical experiences, and student needs, thereby enhancing teaching quality. Utilizing evidence-based practices enables dance training institutions to more effectively evaluate teaching methods and curriculum design, and to offer training services that better align with student needs and current educational trends, ultimately driving continuous progress and improvement in the field of dance education.

DISCUSSION:

Through an in-depth analysis of dance training institutions in Shijiazhuang, Hebei Province, this study identifies key factors for success, including stringent control over campus environment and educational accreditation, excellent faculty strength, and meticulous maintenance of student satisfaction. Additionally, it emphasizes enhancing student engagement and creativity through scientific and systematic training, excellent teaching techniques, and innovative curriculum design, with the aim of improving students' comprehensive dance performance abilities and achieving superior educational achievements. Ultimately, this aims to facilitate the admission of more students into prestigious universities. Based on these findings, it is recommended that other dance training institutions in Shijiazhuang adopt these best practices to improve their own education quality and market competitiveness, thus promoting the sustainable and healthy development of dance training institutions.

This study has potential selection biases and limitations, as it focuses solely on dance institutions within Shijiazhuang. These private training institutions may not fully represent the diversity of private dance education across China. Future research could explore similar institutions in other regions to validate these findings.

To enhance teacher development, institutions can collaborate with universities to provide professional development training programs for teachers, focusing on the latest teaching strategies in dance education.

Future research could explore specific areas for further development based on the findings of this study. For example, it may investigate the long-term impact of these best practices on student success in higher education and examine whether the skills cultivated in these private institutions lead to better performance at the university level.

Recommendations:

1. Short-term Goals Recommendations:

Comprehensively optimize the teaching environment and improve the teaching facilities.

Hebei Province has numerous off-campus dance training institutions, and they should fully optimize their teaching environments and facilities to meet the requirements for professional enrollment scale, ensuring that the environment is aesthetically pleasing, functional, and safe.

2. Long-term Goals Recommendations:

2.1 Strengthen Faculty Development and Management

A stable and professional teaching team is essential for enhancing the quality of education. Institutions should build their own faculty teams, conducting rigorous hiring reviews and providing ongoing professional development training. Courses should be assigned based on teachers' areas of expertise, thereby improving the overall teaching quality.

2.2 Strive to Enhance Teaching Quality

Art education should cultivate students' aesthetic awareness and innovative spirit. Dance training institutions should maintain a professional teaching attitude and focus on the quality of education to avoid the deviations in art education that may arise from merely training exam-oriented skills. By employing scientific teaching methods, institutions can enhance students' comprehensive qualities and professional abilities.

2.3 Incorporate Professional Theory Courses Related to Dance Training

Offering dance theory courses can comprehensively enhance students' professional competencies and help them better understand and master the art of dance. Theory and practice complement each other, and training institutions should provide systematic theoretical education to enhance the effectiveness and scientific nature of dance training. This will equip students with a stronger foundational knowledge and structure as they embark on their professional careers in dance.

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