



Factors Influencing the Career Satisfaction of DanceSport Teachers in Chengdu, China

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Abstract

Background and Aim: This study aims to optimize organizational management, explore strategies to promote the development of the DanceSport industry, and put forward practical suggestions by exploring professional teacher career satisfaction and its influencing factors affecting DanceSport training institutions in Chengdu.

Materials and Methods: A total of 100 questionnaires were randomly distributed through the Questionnaire Star platform to professional teachers of DanceSport aged 20 to 48 in the top 8 training organizations in Chengdu, and 100 valid questionnaires were collected. Quantitative research methods were used to analyze in depth the seven variables of student participation, supervisory support, sense of belonging, collegiality, value consistency, professional identity, and career development. The action research was divided into three phases: before, during, and after the IDI program, by reinforcing the influencing factors and determining the appropriate IOC program. Through the intervention method, a sample of 30 male and female participants was selected for pilot testing. In the study, mean, standard deviation, and t-test statistics were used.

Results: Supervisory support, value congruence, professional identity, and professional growth had a significant effect on teachers' career satisfaction, while student engagement, sense of belonging, and collegiality had no significant effect on teachers' career satisfaction. This suggests that by providing the necessary support, ensuring value congruence, strengthening teachers' professional identity, and promoting their professional growth, teachers' overall job satisfaction can be effectively enhanced, which in turn may improve teaching quality and student learning outcomes. There was a significant difference in the career satisfaction of physical education and dance teachers before and after the IDI phase, where their satisfaction increased. This suggests that teachers' career satisfaction can be effectively enhanced through appropriate intervention and support.

Conclusion: Strengthening supervisory support, improving value consonance, promoting vocational identity, and providing more opportunities for career development are effective strategies for increasing DanceSport teacher career satisfaction. These findings offer educational administrators concrete suggestions for improving teacher career satisfaction, which can help to enhance the quality of education and improve teachers' professional career satisfaction, thus promoting sustainable development of education.

Keywords: DanceSport; Value Consonance; Vocational Identity; Career Development; Teachers' Career Satisfaction

Introduction

Teachers of DanceSport are essential in helping students grow in their abilities, self-control, and love of dancing, especially in competitive environments. They offer a foundation for discipline, physical fitness, and artistic expression—all critical for students' growth in DanceSport—in addition to teaching dance steps. Wyon et al (2003) state that knowledgeable DanceSport instructors help students develop their physical conditioning while assisting them in learning intricate choreography and technical skills. Through organized instruction from certified instructors, students can increase their endurance, flexibility, and coordination, which improves their overall physical performance (Wyon et al, 2003). As a result, by encouraging students' artistic and physical abilities, DanceSport instructors greatly aid in their overall development. DanceSport instructors are essential in helping their students develop psychological resilience and mental health in addition to providing them with technical and physical training. High levels of concentration, stress management, and mental stamina are required for DanceSport's competitive nature, and skilled instructors help students develop these skills. According to research by García-González and Ramírez-Montoya (2019), talented DanceSport instructors assist students in developing resilience and self-assurance, two qualities that are essential for success in competitive dance settings. Teachers help students overcome obstacles, learn from mistakes, and cultivate a growth mindset by fostering a positive learning



environment. These are important life skills that go beyond dance (García-González & Ramírez-Montoya, 2019). Sustaining student motivation and sustained dedication to the sport requires this emotional and psychological support. Lastly, instructors of DanceSport help their students grow socially and culturally. They are frequently regarded as cultural ambassadors who spread values like respect, cooperation, and cultural appreciation while teaching the history and customs of different dance forms. DanceSport instructors introduce students to a variety of cultural expressions through dance, which cultivates an appreciation for inclusivity and multiculturalism within the dance community, as noted by Picq and Stebbins (2021). In DanceSport, which incorporates elements of Latin and ballroom dance traditions from around the world, this cultural education is particularly crucial (Picq & Stebbins, 2021). DanceSport instructors are essential in helping students develop into well-rounded, culturally conscious adults who can make valuable contributions to their communities by giving them a deeper understanding of other cultures.

Low teacher job satisfaction is a global issue, with high teacher turnover rates highlighting a general lack of career satisfaction, according to survey data from the Organization for Economic Co-operation and Development (OECD) and the 2018 International Education Survey (TALIS, 2018). Improved teacher satisfaction is critical to the education industry, affecting not only individual teacher performance and retention but also the quality of education and the reputation of the profession. Teachers of physical education and dance in Chengdu face the dual challenges of market saturation and epidemics, leading to a decline in career stability and satisfaction. As an internationalised city, Chengdu urgently needs research to meet the challenges of the changing market of sports dance education. This study will provide empirical data and improvement suggestions for the satisfaction of sports dance teachers in Chengdu, which will help improve the quality of teaching, enhance the competitiveness of the organisation, and provide a reference for the quality development of the industry.

This study aims to analyse the key factors affecting the satisfaction of sports dance teachers and to suggest improvement strategies to promote teacher satisfaction, ensure the quality of education, enhance the competitiveness of training institutions, and promote the healthy development of the industry.

Objectives

This paper investigates and analyses the factors influencing the career satisfaction of physical education and dance teachers in training institutions in the Chengdu region, collecting data using questionnaires and interviews, using quantitative research methods, applying multivariate linear regression analyses to determine the key influencing factors, and employing IOC measures and Cronbach's alpha coefficient tests to ensure the validity and reliability of the questionnaires, and concludes that supervisory support, value congruence, career identity and career development have a significant effect on teachers' career satisfaction, while student involvement, sense of belonging and collegiality have no significant effect on teachers' career satisfaction. The intervention yielded that there was a significant difference in the career satisfaction of physical education dance teachers before and after the IDI stage, and their satisfaction was enhanced.

Taking physical education dance teachers in private training institutions in Chengdu City as the research object, this study fills the research gap in this field, expands the breadth and depth of existing research, and the findings will provide a reference basis for a wide range of training or educational institutions and their industries to achieve high-quality development.

Literature review

Teacher Career Satisfaction (TCS)

Ranabhat (2021) defined teachers' career satisfaction as teachers' emotional expression of their profession and work experience, including attitudes and feelings towards their work. Therefore, this study included teachers' attitudes and feelings towards their work as factors affecting their career satisfaction, which is an important area of concern for educators and educational institutions.

Student Engagement (SE)

Teachers' emotional well-being is critical to teaching and student learning. Ranabhat (2021) states that disgruntled teachers may be emotional, and student motivation influences teacher behaviour, which in turn leads to negative or positive emotional attitudes. Therefore, the following hypotheses are proposed:

H1: *There is a significant effect of student involvement on the career satisfaction of physical education and DanceSport teachers.*

Supervisory support (SS)

Kossek et al. (2011) defined supervisor support as the appreciation, support, and concern that employees feel their supervisors have for their contributions. The organisational behaviour has an impact on teachers. Therefore, the following hypothesis is proposed:

H2: *Supervisory support has a significant effect on the career satisfaction of physical education teachers.*

Belonging (B)

Skaalvik's (2011) study showed that sense of belonging is positively related to teacher-parent relationship, which suggests that sense of belonging has a unique role in influencing teacher satisfaction. Therefore, the following hypotheses are proposed:

H3: *Sense of belonging has a significant effect on the career satisfaction of physical education teachers.*

Relationship with Colleagues (RC)

Asgharian et al. (2015) argued that mutual commitment and trust are essential for enhancing job satisfaction. Previous studies have concluded that workplace friendship plays an important role in enhancing job satisfaction and organisational performance by increasing responsibility and improving communication. Therefore, the following hypothesis is proposed:

H4: *Relationships with Colleagues have a significant effect on the career satisfaction of physical education teachers.*

Value Consonance (VC)

Skaalvik (2011) defines value congruence as the extent to which teachers identify with the values of the school, which is closely related to teachers' career satisfaction. This study has found through long-term practice that congruence between teachers' values and the values of the educational institution, together with social support and a positive social climate, increases teachers' sense of belonging and job satisfaction. Therefore, the following hypothesis is proposed:

H5: *Value consonance has a significant effect on the career satisfaction of physical education teachers.*

Vocational Identity (VI)

According to Sahlberg (2010), teaching is a profession that is typically driven by values, moral motivation, or intrinsic motivation. Skaalvik (2011) concluded that professional identity is positively related to teachers' career satisfaction. Therefore, this study concluded that professional identity reduces job stress and improves resources to cope with challenges, thus increasing career satisfaction. Teachers with a strong professional identity are more likely to derive pleasure and motivation from their work. Therefore, the following hypotheses are proposed:

H6: *There is a significant effect of vocational identity on the career satisfaction of physical education teachers.*

Career Development (CD)

Naway & Haris (2017) stated that well-structured professional development programmes that provide opportunities for advancement and job enjoyment increase teacher satisfaction. Related studies have proved that there is a dynamic relationship between professional development and teacher satisfaction, and that positive implementation attitudes, organisational support, and professional growth opportunities play a significant role in shaping teachers' career satisfaction. Therefore, the following hypotheses are proposed:

H7: *Career development has a significant effect on the career satisfaction of physical education teachers.*

Conceptual Framework

The researcher utilized a total of seven theoretical models by Kengatharan (2020), Skaalvik (2011), Chen (2020), and Ranabhat (2021). Kengatharan (2020) developed the first theoretical framework from which the author introduced the relationship between the variable Student Engagement (SE) and teachers' career satisfaction. Skaalvik (2011) developed the second, third, fourth, and fifth theoretical frameworks, which showed that Supervisory Support (SS), Belonging (B) and Relations with Colleagues (RC), and Value Consonance (VC) are the variables that affect teachers' career satisfaction. The sixth theoretical framework, Vocational Identity (VI), was obtained from Chen (2020), and the seventh theoretical framework was obtained from Ranabhat (2021). All the above seven theoretical frameworks support and develop the conceptual framework shown in Figure 1.

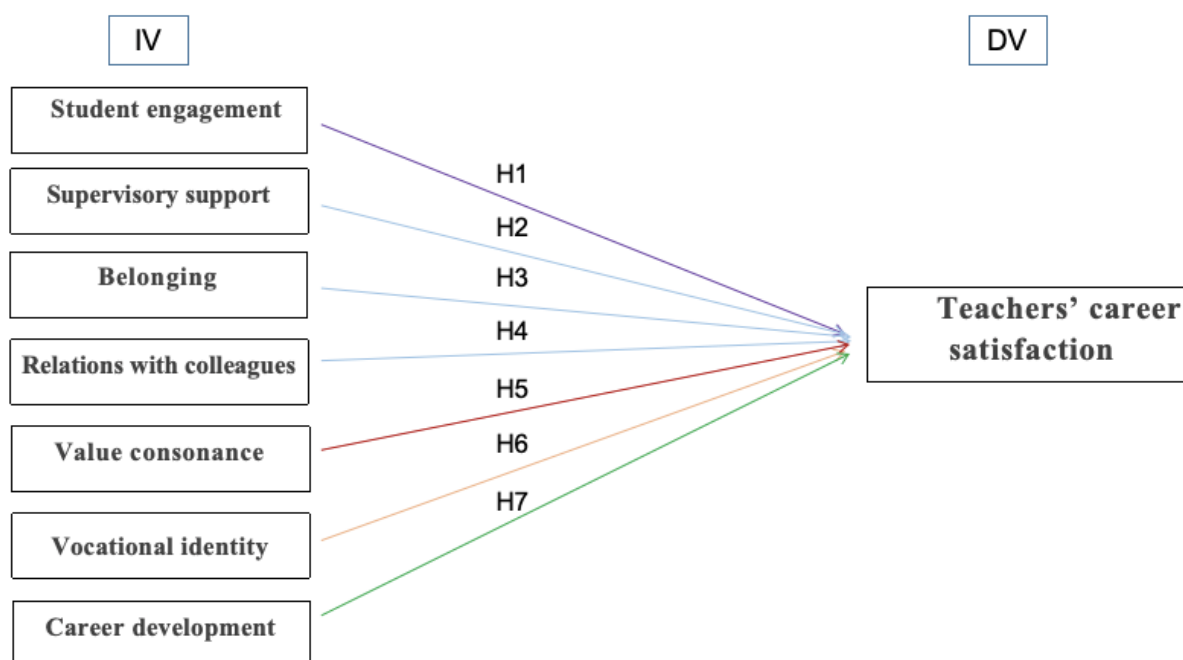


Figure 1 Proposed Conceptual Framework

Note: Constructed by the Author

This conceptual framework demonstrates the causal relationship between variables and is designed to help us understand the factors influencing teachers' career satisfaction. Based on the objectives of this study and previous research findings, the following hypotheses were formulated:

H1: Student Engagement has a significant impact on DanceSport teachers' career satisfaction.

H2: Supervisory Support has a significant impact on DanceSport teachers' career satisfaction.

H3: Belonging has a significant impact on DanceSport teachers' career satisfaction.

H4: Relations with Colleagues have a significant impact on DanceSports teachers' career satisfaction.

H5: Value Consonance has a significant impact on DanceSport teachers' career satisfaction.

H6: Vocational Identity has a significant impact on DanceSport teachers' career satisfaction.

H7: Career Development has a significant impact on DanceSport teachers' career satisfaction.

H8: There is a significant difference between Student Engagement, Supervisory Support, Belonging, Relations with Colleagues, Value Consonance, Vocational Identity, Career Development, and DanceSports teachers' career satisfaction at pre- and post-IDI.

Methodology

The study commenced in January 2024 and was completed in August 2024, taking a total of seven months. It was divided into three main phases: pre-IDI planning, planning, and post-planning. The main tasks in the first two months included conducting preliminary investigations, pre-diagnosis, literature review, and implementation of the IOC plan. Months 3-5 were spent quantitatively analysing and drawing conclusions from the post-IOC planning data. The last 2 months were spent on data collation and thesis compilation. Quantitative research method was mainly used to collect research data to explore the current situation of professional satisfaction of DanceSport teachers and their influencing factors. The quantitative research data were collected through the official platform of the Chengdu DanceSport Association. After validity and reliability tests, questionnaires will be distributed to 100 teachers to measure the correlation between the independent and dependent variables.

Population and Sample Size

To ensure the validity of the survey, the top 8 sports dance training institutions in Chengdu were selected as the sampling target. Selection criteria included the size, nature, market reputation, time in business, management mode, training target, and course type of the institution to ensure a comprehensive and representative sample. Teachers of the selected institutions had worked in their respective institutions for at least one year and included both male and female teachers. Offline questionnaires and online platforms (e.g., Chengdu DanceSport Association, QQ, WeChat, Questionnaire Star, etc.) were used for data collection. The sample size was determined based on the proportional distribution method using quota sampling to reduce error and increase representativeness to ensure that the sample reflects the entire target population. The total number of research subjects was 139. A sample size of 100 people was taken. A sample size of 100 was taken (Table 1).

Table 1 Research Population

No.	College	Total Teachers	Sample Size	Proportion
1	Dancesport institution1	26	19	18.7%
2	Dancesport institution2	22	16	15.83%
3	Dancesport institution3	20	14	14.39%
4	Dancesport institution4	17	12	12.23%
5	Dancesport institution5	15	11	10.79%
6	Dancesport institution6	14	10	10.07%
7	Dancesport institution7	13	9	9.35%
8	Dancesport institution8	12	9	8.63%
Total		139	100	100.00%

Note: Constructed by the Author

Research Instrument

100 questionnaires were distributed to 139 teachers specializing in physical education and dance in the top 8 training institutions in Chengdu through the questionnaire star-type platform, and 100 valid questionnaires were recovered. The questionnaire items consisted of the following three parts: the first part consisted of the screening questions, from which the population meeting the sampling criteria was screened out. The second part addresses all the questions designed to address the factors affecting teachers' career satisfaction: student engagement performance, institutional management support, teachers' sense of belonging, relationship with colleagues, professional value congruence, and professional identity and development. Part III includes demographic questions about faculty as well as other personal information. In Part II, student engagement included four evaluative items; management support included seven evaluative items; sense of belonging had a total of six evaluative items; relationships with colleagues had a total of five evaluative items; value congruence included four evaluative items; professional identity had a total of seven evaluative items; career development included four evaluative items; and career satisfaction had a total of four evaluative items.

Validity and reliability analysis

Jamovi 2.3.12 was used as the software tool for statistical analysis, and experts were invited to score each item on the scale to develop the IOC test. These experts were university professors engaged in educational management and leadership (Expert 1), two teachers engaged in socio-vocational education (Expert 2 and Expert 3), and two members of the coaching committee of the Chengdu DanceSport Association (Expert 4 and Expert 5). All dimension scores in this study exceeded the criterion of 0.67, indicating the validity of the questionnaire.

In the reliability test, a questionnaire containing 41 questions on Teacher Career Satisfaction (TCS) was administered to 50 respondents. After using Cronbach's alpha coefficient to test it, all assessment items were retained. The following table presents the results of the test and its corresponding reliability coefficients. All assessment items of the research instrument scored 0.6 or above in the reliability test (Table 2).

Table 2 The value of Cronbach's Alpha of each construct in this study (n=50)

Variables	No. of items	Sources	Cronbach's Alpha	Strength of association
SE	4	Caprara, G. V. et al.(2003)	0.914	Excellent
SS	7	Ho, C. L., & Au, W. T. (2006)	0.927	Excellent
B	6	Naidoo, S. (2019)	0.907	Excellent
RC	5	Ranabhat, D., & Sapkota, P. (2021)	0.961	Excellent
VC	4	Ho, C. L., & Au, W. T. (2006)	0.865	Good
VI	7	Ranabhat, D., & Sapkota, P. (2021)	0.924	Excellent
CD	4	Caprara, G. V. et al.(2003)	0.929	Excellent

Note: Constructed by the Author

Data collection and analysis

After validity and reliability tests, a questionnaire was administered to the study participants (n=100) to measure the correlation between the independent and dependent variables. The results of multiple linear regression were then utilized to establish the conceptual framework and research hypotheses of the study. Then, 50 physical education dance teachers were selected from the study population for intervention implementation. The program will last for 16 weeks, and finally, the questionnaire will be used again to provide evidence for the results of the IDI program phase (n=50).

Results

Demographic profile

In this section, the data are presented in the form of frequencies and percentages of the intervention participants who were selected from teachers of physical dance in eight major training organizations in Chengdu, China. The details are as follows: As shown in Table 3, the researchers present the demographic characteristics of all study participants (n=100), followed by the selected group of physical education dance teachers (n=50) who participated in the IDI.

Table 3 Frequency table

Entire Research Population (n=100)		Frequency	Percent
Gender	Male	31	31%
	Female	69	69%
Age	18-30 years old	69	69%
	31-40 years old	27	27%
	41-50 years old	4	4%
	51 years old and above	0	0
Educational attainment	High school/junior college and below	1	1%



Entire Research Population (n=100)		Frequency	Percent
	College	22	22%
	Undergraduate	63	63%
	Master's Degree	12	12%
	Doctorate	2	2%
Experience in teaching dance	1-2 years	31	31%
	3-4 years	30	30%
	More than 5 years	39	39%
Job title	Teaching Supervisor	13	13%
	Principal/Gold Teacher	7	7%
	Teachers	65	65%
	Assistant Teachers	15	15%
Type of occupation	Full-time dance faculty (including all teaching-related work in the program)	48	48%
	Full-time DanceSport teacher (no other subjects or jobs)	17	17%
	Part-time DanceSport teacher	33	33%
	Other (please specify)	2	2%
Monthly salary	3000RMB and below	10	10%
	3001-5000 RMB	33	33%
	5001-7000RMB	36	36%
	Above 7000RMB	21	21%
Type of training institution	DanceSport School	39	39%
	Comprehensive Arts Training Organizations	55	55%
	Fitness clubs	2	2%
	Others (please specify)	4	4%
Total		100	100%
IDI Participants (n=50)		Frequency	Percent
Gender	Female	34	68%
	Male	16	32%
Age	18-30 years old	34	68%
	31-40 years old	14	28%
	41-50 years old	2	4%
	51 years old and above	0	0
Educational attainment	below High school/junior college and below	1	2%
	College	11	22%
	Undergraduate	32	64%
	Master's Degree	5	10%
	Doctorate	1	2%
Experience in teaching dance	1-2 years	14	28%
	3-4 years	17	34%
	More than 5 years	18	36%
Job title	Teaching Supervisor	6	12%
	Principal/Gold Teacher	3	6%
	Teachers	32	64%





Entire Research Population (n=100)		Frequency	Percent
Type of occupation	Assistant Teachers	9	18%
	Full-time dance faculty (including all teaching-related work in the program)	25	50%
	Full-time DanceSport teacher (no other subjects or jobs)	11	22%
	Part-time DanceSport teacher	14	28%
	Other (please specify)	0	0
Monthly salary	3000RMB and below	3	6%
	3001-5000 RMB	15	30%
	5001-7000RMB	22	44%
	Above 7000RMB	10	20%
Type of training institution	DanceSport School	23	46%
	Comprehensive Arts Training Organizations	24	48%
	Fitness clubs	1	2%
	Others (please specify)	2	4%
	Total	50	100%

Note: Constructed by the Author

Multiple Linear Regression Results

Researchers use multiple linear regression (MLR) to test the causal relationship between independent and dependent variables to determine if each hypothesis is supported. Testing research hypotheses requires a scientific approach. Considering that all variables in this study were derived from a five-level Likert scale, it is reasonable to use multiple linear regression analysis to test the validity of the research hypotheses.

Table 4 shows the relationship between the independent variables and the dependent variable (Teacher Career Satisfaction (TSC)) at the diagnostic stage. The results of the study show that the p-value of the variables Supervisory Support (SS), Value Congruence (VC), Professional Identity (VI), and Career Development (CD) is less than 0.05, indicating that these four independent variables have a significant effect on the dependent variable Teacher's Career Satisfaction (TST). In the multiple linear regression analysis, this study also analyzed supervisory support (SS) and the other seven independent variables with multiple covariates. In addition, the variance inflation factors (VIF values) for supervisory support (SS), value congruence (VC), vocational identity (VI), and career development (CD) were 2.35, 5.58, 4.06, and 3.52, respectively, which were less than 5, indicating that there was no serious multicollinearity among the four independent variables (Table 5).

Table 4 The multiple linear results of the seven independent variables on teachers' career satisfaction

Variables	Standardized Coefficients Beta	t	P-value	R	R Square
Student Engagement	0.0851	1.6025	0.117		
Supervisory Support	0.1594	2.3218	0.025		
Belonging	-0.0672	-0.4620	0.646		
Relations with Colleagues	-0.1786	-1.4829	0.146	.922	0.850
Value Consonance	0.2215	2.1478	0.038		
Vocational Identity	0.3891	2.6068	0.013		
Career Development	0.3963	3.2186	0.002		

Variables	Standardized Coefficients Beta	t	P-value	R	R Square
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Dependent variable: Teachers' Career Satisfaction

Note: Constructed by the Author

Results of hypothesis testing

From the study, for the previous seven hypotheses of 3.1, the results of multiple linear regression (MLR) support four hypotheses: the results of multiple linear regression (MLR) support four hypotheses (Figure 2).

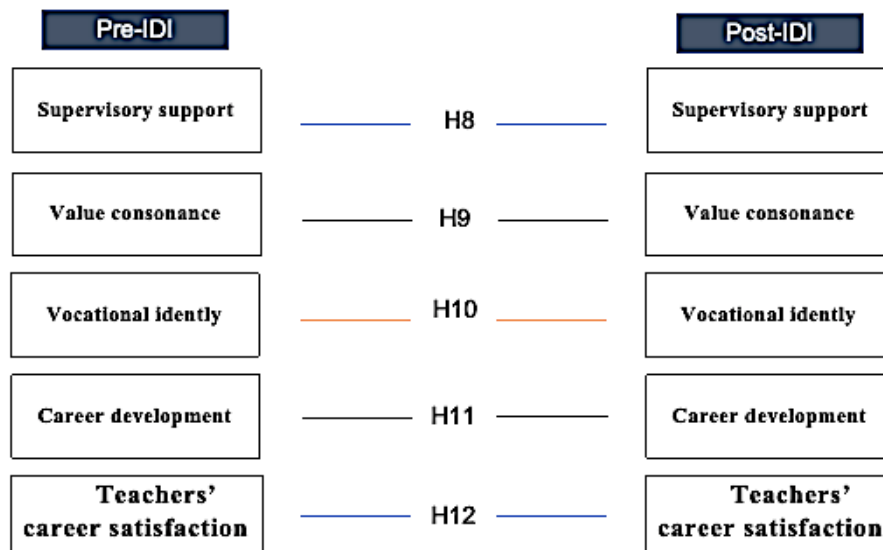


Figure 2 Hypothesis at the diagnosis stage

Note: Constructed by the Author

The results of the hypothesis testing are as follows:

H2: Supervisory Support (SS) has a significant impact on DanceSport teachers' career satisfaction (TCS). ($\beta = 0.1594$, $p < 0.05$)

H5: Value Consonance (VC) has a significant impact on DanceSport teachers' career satisfaction (TCS). ($\beta = 0.2215$, $p < 0.05$)

H6: Vocational Identity (VI) has a significant impact on DanceSport teachers' career satisfaction (TCS). ($\beta = 0.3819$, $p < 0.05$)

H7: Career Development (CD) has a significant impact on DanceSport teachers' career satisfaction (TCS). ($\beta = 0.3963$, $p < 0.05$)

In this case, the researcher removed the independent variables of Student Engagement (SE), Belonging (B), and Relationship with Colleagues (RC). As a result, the stage hypotheses were developed based on the results of the multiple linear regression analysis. IDI analysis was conducted based on the following hypotheses:

H8: There is a significant difference in supervisory support between the pre-intervention (pre-IDI) and post-intervention (post-IDI) phases.

H9: There is a significant difference in value consonance between the pre-design and post-design phases.

H10: There is a significant difference in career identity between the pre-intervention (pre-IDI) and post-intervention (post-IDI).

H11: There is a significant difference in career development between the pre-IDI and post-IDI phases.

H12: There is a significant difference in teachers' career satisfaction between the pre-IDI and post-IDI phases.

IDI intervention stage

Based on the results of the MLR, the author focused on the intervention of the factors affecting teachers' professional satisfaction (Figure 3).

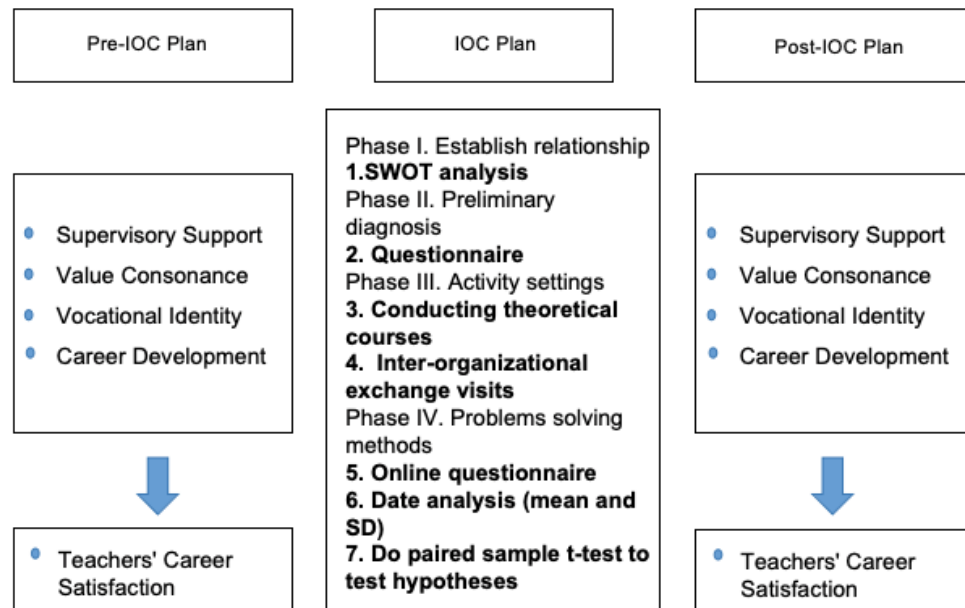


Figure 3 Implementation time and activities as IDI plan

Note: Constructed by the Author

The specific design of the IDI phase covered 8 weeks, with the intervention targeting 50 physical DanceSport teachers from the top 8 training organizations in Chengdu. The intervention was divided into two major steps: Based on the pre-SWOT analysis, theoretical courses on concepts related to Supervisory Support, Value Consonance, Vocational Identity, and Career Development were provided to the intervention participants, aiming to, through systematic learning and guidance, to Through systematic learning and guidance, the program aims to enhance the participant's knowledge and understanding so that they can better carry out the work in the future. Next, inter-organizational visits were conducted to learn about the management and support strategies of various DanceSport training organizations. Ultimately, it promotes the career satisfaction of DanceSport teachers.

Paired Sample T-Test Results for Pre and Post Design

This section will show the results of the paired sample test for each variable pre- and post-IDI and reveal whether the intervention worked or not (Table 5).

Table 5 Paired-Sample T-Test Results (n=50)

Variables	Mean	SD	SE	p-value
Supervisory Support				
Pre-IDI	3.90	0.606	0.0857	p<0.001
Post-IDI	4.75	0.280	0.0395	
Value Consonance				
Pre-IDI	4.04	0.622	0.0880	p<0.001
Post-IDI	4.48	0.481	0.0681	
Vocational Identity				



Variables	Mean	SD	SE	p-value
Pre-IDI	4.45	0.365	0.0516	p<0.001
Post-IDI	4.59	0.395	0.0558	
Career Development				
Pre-IDI	4.42	0.414	0.0586	p<0.001
Post-IDI	4.44	0.618	0.0874	
Teachers' career satisfaction				
Pre-IDI	4.30	0.455	0.0644	p<0.001
Post-IDI	4.51	0.533	0.0754	

Note: Constructed by the Author

There was a significant difference in Supervisory Support between pre-IDI (M=3.90, SD=0.606) and post-IDI (M=3.90, SD=0.606) conditions; t-value=-11.195, p-value <0.01, and the mean difference was -0.8514.

There was a significant difference in Value Consonance between pre-IDI (M=4.04, SD=0.622) and post-IDI (M=4.04, SD=0.622) conditions; t-value=-5.820, p-value< .001, and the mean difference was -0.4360.

There was a significant difference in Vocational Identity between pre-IDI (M=3.98, SD=0.578) and post-IDI (M=4.45, SD=0.365) conditions; t-value=-4.154, p-value <0.01, and the mean difference was -0.1429.

There was a significant difference in Career Development between pre-IDI (M=3.95, SD=0.661) and post-IDI (M=4.42, SD=0.414) conditions; t value=-0.249, p-value=0.805, and the mean difference was -0.0150

There was a significant difference in Teachers' career satisfaction between pre-IDI (M=3.91, SD=0.699) and post-IDI (M=4.30, SD=0.455) conditions; t-value=-4.185, p-value <0.01, and the mean difference was -0.2100.

The above study verified the four hypotheses of IDI, and the results showed that there was a significant difference between the pre- and post-instruction stages in terms of supervisory support, value consonance, vocational identity, career development, and teacher career satisfaction. There was also a significant increase in teacher career satisfaction between the pre- and post-IDI stages through the IDI intervention.

Discussion

This research thoroughly investigated the key factors affecting career satisfaction among teachers in DanceSport training organizations, focusing on Supervisory Support (SS), Value Consonance (VC), Vocational Identity (VI), and Career Development (CD). Guided by theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Social Cognitive Career Theory (SCCT), the study constructed a model that revealed the significant relationships between these variables and career satisfaction.

It employed a structured three-phase approach encompassing diagnosis, intervention, and evaluation to comprehensively analyze these factors. The diagnostic phase involved constructing a conceptual framework through literature review and quantitative research, establishing a foundation for understanding the current state of career satisfaction among DanceSport teachers and the predictive effect of each variable. The intervention phase featured an 8-week program for 50 physical education DanceSport teachers, including theoretical courses and inter-institutional exchange visits aimed at enhancing career awareness and satisfaction. Practical engagement during this phase sought to strengthen Vocational Identity, Career Development, and Management Support while promoting Value Consonance.

The evaluation phase validated the intervention's effectiveness through paired-sample t-tests, revealing significant improvements in career satisfaction post-intervention. The findings confirmed that targeted strategies addressing the four primary variables could substantially enhance teachers' professional fulfillment. Vocational Identity emerged as a significant predictor of career satisfaction, with teachers



showing strong identification with their professional roles exhibiting higher job satisfaction, engagement, and motivation. Career Development, which includes structured growth opportunities and skill enhancement, was identified as the critical factor, emphasizing the importance of clear career paths and advancement opportunities. Supervisory Support was proven to be essential, promoting career satisfaction through fair management practices and supportive work relationships. The presence of supportive supervisors fostered trust and positive interaction, enhancing teacher commitment and overall satisfaction. Value Consonance played an important role by aligning teachers' beliefs and values with institutional norms, contributing to a sense of belonging and loyalty.

Conversely, variables such as Student Engagement, Belonging, and Relations with Colleagues were not found to significantly impact career satisfaction. This suggests that while these aspects contribute to general workplace well-being, they do not drive career satisfaction in the same way as the primary four variables.

Discussion

This study delved into the multiple factors that influence teachers' career satisfaction in DanceSport training institutions and analysed them based on existing theories and empirical data. The mechanisms of these factors and their practical significance in educational management will be discussed one by one below.

1. Supervisory Support (SS)

Supervisory support is regarded as an important external motivational factor in teachers' work environment, which directly affects career satisfaction. According to Herzberg's two-factor theory, good supervisory support can not only satisfy teachers' basic needs but also stimulate their higher level of motivation. In this study, the positive relationships established between teachers and their colleagues and supervisors through interactions in the intervention phase significantly increased their career satisfaction. This suggests that educational administrators should prioritise how to provide fair and transparent support when implementing management policies to ensure that teachers feel trusted and respected in the workplace. In particular, supervisory support is effective in enhancing teachers' professional resilience in the face of work pressures and challenges, prompting them to participate more actively in school affairs. Developing the leadership capacity of managers to enable them to provide support and feedback effectively is, therefore, a key initiative to enhance teachers' career satisfaction.

2. Value Consonance (VC)

Value Consonance also plays an important role in enhancing teachers' career satisfaction. This study found that when teachers' values were congruent with those of the institution, their job satisfaction increased significantly. This congruence not only enhances teachers' sense of belonging but also promotes their professional identity. By engaging with the values and goals espoused by the educational institution, teachers are better able to integrate into the team and become actively engaged in their work. To this end, educational administrators should aim to create a consistent values culture that enhances teachers' motivation and loyalty through clear value transfer and shared goals. This will not only help to retain good teachers, but also have a profound impact on improving the quality of education.

3. Vocational Identity (VI)

Vocational identity is one of the core factors affecting teachers' career satisfaction. Research shows that a strong sense of professional identity makes it easier for teachers to gain a sense of work achievement and professional pride, thus enhancing their career satisfaction. According to Resource Conservation Theory, professional identity provides teachers with important psychological resources to help them better cope with pressures and challenges at work. Teachers can participate more actively in school activities and enhance their sense of self-efficacy as they learn about their values and the significance of their profession. Therefore, educational institutions should pay attention to the development of teachers' professional identity and enhance teachers' identification with their roles through professional development and training opportunities to further increase their job satisfaction.

4. Career Development (CD)

Career development is another key factor influencing teachers' career satisfaction. Effective career development programmes not only enhance teachers' professional skills but also significantly increase their job satisfaction. Studies have shown that when teachers feel that their institutions value their career development, they are more likely to stay in the education sector. By organising vocational training and management exchanges, teachers can clarify their career paths, thus enhancing career stability. Therefore,

educational institutions should provide more career development opportunities to help teachers achieve their career goals, which in turn will improve overall satisfaction and teaching quality.

This study highlights the importance of supervisory support, value congruence, professional identity, and career development in enhancing the career satisfaction of physical education and dance teachers. Educational administrators should pay attention to the interaction of these factors to enhance teachers' professional well-being by building a supportive and positive work environment. This is not only crucial for teachers' professional development, but it will also contribute to the quality of education and the sustainability of the institution. Future research could further validate the applicability of these factors in a wider sample and explore their impact in different educational contexts and cultures.

Recommendation

This study reveals the key factors affecting teachers' career satisfaction in DanceSport training institutions, and based on the findings, the following recommendations are made to help training institutions enhance teachers' career satisfaction and provide directions for future research.

1. Promoting supervision, management, and policy development

The study found that teachers' participation in organisational decision-making activities was generally low, suggesting that teachers' voices in management and supervision have not been adequately valued. To improve this situation, it is recommended that training institutions establish a more comprehensive management policy system that encourages teachers to participate in the decision-making process and enhances communication channels. This will not only enhance teachers' motivation but also create an atmosphere of emotional security and trust, which will contribute to the sustainable development of the organisation. Institutions should incentivise active participation in teaching and management by requiring teachers to set milestones and providing positive feedback when they achieve them.

2. Strengthening resource co-operation and responsibility allocation

The results of the questionnaire show that teachers' satisfaction with the remuneration system and extra work rules is generally low. It is recommended that training institutions use performance evaluation as an important basis for career planning and collect information on teachers' career goals and interests, to better integrate teachers' individual needs with institutional goals. In addition, it is recommended that collaborative projects be established with other institutions and the community to optimise the use of teaching resources, while clarifying the responsibilities of parents to create a synergy of support for teachers. Such co-operation not only reduces teachers' work pressure but also enhances value congruence between teachers and institutions, thereby improving the overall teaching environment and quality, and in turn increasing teachers' professional satisfaction.

3. Enhancement of professional identity and social recognition

Teachers' sense of professional identity has a direct impact on their professional performance. However, the study found that some teachers lack sufficient awareness of their professional identity, which leads to a feeling of non-recognition of their social status, thus affecting their self-confidence. For this reason, it is recommended that education administrators strengthen professional identity education to help teachers realise the importance and influence of their role. At the same time, a positive learning and growth environment should be created to support the professional development of physical education dance teachers and enhance their sense of professional identity. Such an environment not only helps teachers' personal growth but also brings long-term benefits to the institution.

4. Promotion of career development and advancement

According to the findings of the study, the promotion of career development variables significantly improved teachers' career satisfaction. To further improve teachers' career satisfaction, it is recommended that professional development programmes be designed for physical education and dance teachers to provide broader career advancement opportunities. In addition, career counselling, mentoring, career workshops, and development programmes are organised to support teachers' career planning. These supportive measures will help teachers identify more growth opportunities, optimise the environment for professional growth, and ultimately increase career satisfaction and build a stronger foundation for the development of physical education and dance programmes and institutions.

Limitations and future research

This study is based on Maslow's theory of motivation to provide theoretical support for the study of DanceSport training organizations, but some limitations need to be addressed in future research:

1. Geographic and sample limitations: The sample is from Chengdu, with a high proportion of females, and future research needs to expand the geographic scope and sample diversity.
2. Sample size and generalization: The sample size is small; future research should increase the sample size, conduct multi-level analysis, and improve the robustness of the results.
3. Diversity of influencing factors: The study did not explore all influencing factors in-depth, and future studies should expand the regions and explore the relationship of factors in different cultural contexts.
4. Improvements in methodology and design: quantitative methods and cross-sectional design were mainly used; future studies should use mixed methods and longitudinal design to improve the precision of results.

These improvements will promote a more comprehensive understanding of physical education and DanceSport teachers' career satisfaction to support policy and practice.

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