The Quality Improvement Path for Optimizing the Talent Training Program of Dance Professionals in Dalian Art College, Liaoning Province, China

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Abstract

This study examines the impact of quality improvement pathways on optimizing the training program for dance professionals at Dalian Art College in China. The study aims to address the need for effective training arrangements to improve student achievement and meet society's demand for skilled professionals. A questionnaire was used to collect data from 316 participants using a simple random sample method. Descriptive statistics, reliability analysis, correlation analysis and regression analysis were used to evaluate the proposed hypotheses. The results show that the quality improvement path has a positive impact on the optimization of talent training plans, thus promoting the professional development of dance graduates. The results are statistically significant at the 0.01 level. This research not only provides practical insights for improving talent development programs and advancing the dance industry but also contributes to the broader academic discussion of artistic dance professionals. In addition, it aligns with several Sustainable Development Goals (SDGS), in particular quality education (SDG4) to ensure quality dance education and promote equity in education, and satisfactory work and economic growth by increasing career opportunities for dance professionals. The study also supports gender equality by providing equitable educational resources and opportunities for all dancers. Overall, this holistic quality improvement path promotes individual career development while contributing to sustainable development and gender equality in society.

Keywords: Quality Improvement Path, Gender Equality, Talent Training Program, Dance Professionals, Arts College.

Introduction

With the continuous improvement of the quality of higher education in China, cultivating high-level talents has become a core task. In recent years, the country has attached great importance to the construction of dance disciplines, and has successively issued policy documents such as Implementation Plan for Accelerating the Modernization of Education (2018-2022) and China's Education Modernization 2035. These documents list "dance" as an independent discipline and establish a first-level discipline of dance in graduate education. As an important base for cultivating artistic talents,

Dalian Art College has achieved certain results in the cultivation of dance talents. However, it still faces multiple challenges. At present, the college's professional course settings, practical teaching arrangements, faculty and talent training models are insufficient and have failed to fully adapt to society's increasingly diversified needs for dance professionals. The training model needs to be further innovated to improve students' comprehensive quality and professional competitiveness and promote the development of dance disciplines.

Existing research is mostly focused on the theoretical basis and teaching methods of dance education, and the discussion on the training path of dance professionals is relatively limited. For example, some studies focus on the optimization of curriculum design, emphasizing the improvement of students' academic literacy by adding theoretical courses. Other studies focus on the importance of practical teaching and suggest increasing practical training opportunities to improve students' professional abilities. However, these studies often independently explore specific courses or teaching links, lacking a systematic analysis of quality improvement paths. In contrast, the uniqueness of this study is that it takes the "quality improvement path" as the core variable and comprehensively analyzes its impact on the optimization of talent training plans and the development of dance professionals, aiming to provide more comprehensive and systematic improvement suggestions through quantitative research. This study not only continues the previous discussion on curriculum optimization and teaching improvement but also combines it with the quality improvement path, filling the gap in research in this field.

Research Objectives

1. To study the quality improvement path's impact on the optimization of the talent training programs in Dalian Art College, China.
2. To analyze the optimization of the talent training program's impact on the dance professionals at Dalian Art College, Liaoning province, China.
3. To explore the quality improvement path's impact on dance professional majors at Dalian Art College, Liaoning province, China.

Conceptual Framework

Figure 1 Conceptual model

Literature Reviews

This research is based on the theory of ADDIE model, Multiple Intelligence Theory, Self-Determination Theory (SDT), Quality Improvement Path.

The Relationship between the Quality Improvement Path and the Optimization of Talent Training Program

Quality improvement path refers to the systematic approach or methodical process adopted by an organization to improve the quality of its products, services, processes or systems. It can identify areas for improvement, set goals, implement changes, and continuously monitor and evaluate results to achieve better quality standards.

This study emphasizes the close relationship between the quality improvement path and the optimization of talent training programs in dance education. Huang (2019) emphasized that by improving teaching methods, optimizing curriculum and emphasizing practical experience, the systematic training model has significantly improved students' professional ability and artistic expression. Huang (2019) believes that with the improvement of teaching quality, students' career prospects will also improve, thus driving further optimization of talent training programs. Similarly, Zhizho (2023) highlights the key role of improved educational resources and teacher training in raising teaching standards, which directly benefits the development of students' dance skills and increases their employment opportunities. Risner (2010) emphasized this relationship by analyzing the current situation of higher dance education and advocating innovative teaching methods and effective resource allocation. The findings show that the implementation of modern teaching strategies can greatly improve students' professional abilities and career trajectories. Overall, these studies show

that a robust quality improvement path is critical to optimizing dance talent training programs ([Qi & Rattanapun, 2024](#)). This integration will ultimately improve students' educational outcomes, enhance students' career readiness, and ensure they can thrive in the dynamic dance sector.

H1: The quality improvement path has a positive impact on the dance optimization talent training program of Dalian Art College.

A Study to Optimize the Relationship between Talent Training Programs & Dance Professionals

Research can optimize talent training programs in order to develop and implement effective training programs through systematic evaluation and continuous improvement to enhance employee skills, meet organizational needs, and promote career development. Key elements include needs assessment, customized training programs, diversified learning methods, continuous learning culture, evaluation and feedback, technology integration, soft skills and diversity training, career development paths, and return on investment evaluation. The goal is to enhance skill development and ultimately improve overall satisfaction ([Zhang et al., 2024](#); [Rattanapun, 2021](#); [Rattanapun et al., 2018](#)) by aligning training programs with organizational goals.

Recent studies have emphasized the relationship between the optimization of talent training programs and the growth of dance professionals. [Cui (2023)](#) emphasizes the importance of employment trends in shaping the training mode of comprehensive and popular dance professionals and emphasizes the connection between the training of dance professionals and market demand. The author believes that optimizing the talent training program can improve the vocational competitiveness of students and increase the employment rate. [Huang (2019)](#) further supports this view, exploring the role of scientific training programs in the dance profession. The author believes that systematic curriculum design and training can significantly improve students' professional skills and artistic literacy, ensuring that students receive comprehensive guidance to excel in their field. [Warburton (2002)](#) introduced a multidimensional assessment model, emphasizing the need for a comprehensive assessment of talent

in dance education. Combined with the theory of multiple intelligences, the study advocates using different evaluation criteria to identify and cultivate students' various talents. This multidimensional approach provides a strong theoretical basis for optimizing training programs, proving that such improvements are essential for the overall development and innovation of the dance profession. Taken together, these studies show that effectively optimizing talent training programs is critical to developing skilled, competitive dance professionals in today's growing industry.

H2: The optimization talent training program has a positive impact on the dance professionals of Dalian Art College.

The Relationship between the Quality Improvement Path and Dance Professionals

The dance professional is involved in an academic field dedicated to the art of dance, covering dance performance, choreography, dance history, dance theory and dance education. In the dance professional field, students master the basic skills and expression methods of dance through systematic course learning and practical training. They must understand the development history and theoretical basis of dance art. The dance professional also emphasizes the cultivation of students' core qualities, such as physical coordination, artistic expression, creative thinking and teamwork ability. These qualities not only enhance students' dance skills but also help them fill a variety of professional roles in dance performance, education and creation. Through this comprehensive education, the dance professional field aims to cultivate students' comprehensive qualities and professional qualities, laying a solid foundation for their long-term development in the field of dance art.

This study highlights the key relationship between quality improvement pathways and professional development in dance. [Warburton (2002)](#) introduced a multidimensional assessment model, arguing that dance education should go beyond mere technical performance and cover students' diverse abilities. The findings suggest that optimizing the assessment system can unlock the multidimensional potential of students, thereby improving course design

and teaching methods, and improving the overall quality of the dance profession. Similarly, Risner (2010) emphasizes that dance education must be adapted to contemporary needs through innovative teaching strategies and structured curricula. The research shows that reforming and innovating teaching methods can significantly improve the learning experience and overall quality of the dance profession. Huang (2019) further emphasized the importance of scientific training programs, arguing that systematic training is essential to improve students' professional skills. It was pointed out that the optimization of training methods directly improves the teaching quality of dance majors, and emphasizes the interrelation between quality improvement approaches and the development of dance education. Together, these studies confirm that a comprehensive quality improvement strategy is essential for the advancement of the dance field, ensuring that students are equipped with the skills and competencies needed to succeed in their careers.

H3: The quality improvement path has a positive impact on the development of the dance professionals of Dalian Art College.

Research Methodology

In this study, a combination of quantitative and qualitative research was used to investigate the training quality of dance talents at Dalian Art College in Liaoning Province. The population of this study consisted of 316 participants, including 90 professional dance graduates students in 2021, 60 professional dance graduates students in 2022, 80 professional dance graduates students in 2023, 80 current professional dance students and 6 professional dance teachers, according to graduation year, grade, status, and gender to ensure representativeness. Data collection and analysis took place from June to October 2024, culminating in a comprehensive report.

The primary data collection tool was a well-designed questionnaire using a Likert scale to assess the optimization and quality improvement path of the talent development program. The questionnaire focuses on three key variables: optimizing the talent training program (course structure, special ability, employment direction), the core quality of the

dance profession and the quality improvement path (teaching quality, management level). In addition, it incorporates elements of multiple intelligences theory, emphasizing autonomy, competence, and relevance. All scales are pre-tested and reviewed by experts to ensure their validity and applicability. The questionnaire is divided into three distinct sections to facilitate comprehensive data collection.

Descriptive statistics are used to analyze correspondents' fundamental information using frequencies, percentages, means, and standard deviation. Inferential statistics in this study included correlation analysis, analysis of variance, and regression analysis.

Results

Table 1 Descriptive Analysis for Demographic Factors (N=316)

Name	Variables	Frequency (f)	Percent (%)
Gender	Male	174	55.06
	Female	142	44.94
Age	18-22	245	77.53
	23-27	50	15.82
	28-32	13	4.11
	33-36	8	2.53
Identity	Students	226	71.52
	Teachers	34	10.76
	Industry experts	31	9.81
	Others	25	7.91
Grade	Freshman - Sophomore	58	18.35
Grade	Junior - Senior	92	29.11
	Graduate	62	19.62
	PhD	9	2.85
	Other	95	30.06
Graduation Date	2021-2022	45	14.24
	2023-2024	120	37.97
	2025-2026	117	37.03
	2027-2028	34	10.76
	Total	316	100

A total of 316 questionnaires were issued, and the data showed the distribution of participants by gender, age, status, grade and graduation date. Males accounted for 55.06% and females for 44.94%. The

age of 18 to 22 years old, accounted for 77.53%. This was followed by those aged 23 to 27 at 15.82%. In terms of identity, the proportion of students is the highest, reaching 71.52%. Teachers and industry experts accounted for 10.76% and 9.81% respectively. In the grade distribution, freshman to sophomore students accounted for 18.35%, junior to senior students accounted for 29.11%, graduate students accounted for 19.62%, and other grades accounted for 30.06%. In terms of graduation dates, the majority of participants are expected to graduate in 2023-2024 and 2025-2026, at 37.97% and 37.03%, respectively.

Variables Characteristics
Table 2 Descriptive Statistics of Dance Professional

Dance Professional	Mean	S.D.	Meaning
I think dance courses can help students develop good physical coordination.	4.060	0.966	agree
The curriculum can enhance students' artistic expression, self-confidence and creative thinking.	4.165	0.886	agree
Students can develop excellent music perception ability through the course.	4.146	0.875	agree
The dance course focuses on the cultivation of teamwork ability, which can improve the ability to resist pressure.	4.171	0.910	agree
The school encourages students to reflect and evaluate themselves to improve their abilities.	4.133	0.902	agree
Total	4.135	0.908	agree

The table shows that the respondents generally believe that dance classes are good at cultivating physical coordination, artistic expression, music perception and teamwork. The highest mean is 4.171, indicating that the course is highly recognized for enhancing teamwork and stress resistance. The lowest mean is 4.060, which is still a positive evaluation, but the recognition is slightly lower. The minimum standard deviation is 0.875 and the maximum is

0.966. The descriptive statistics for the dance major show that the overall evaluation is positive, with a mean of 4.135 and a standard deviation of 0.908, indicating that the overall evaluation of the course is relatively positive and can effectively cultivate students' multiple key abilities. These results show that the course effectively supports the development of basic abilities.

Table 3 Descriptive Statistics of Optimized Talent Training Programs

Optimized Talent Training Programs	Mean	S.D.	Meaning
I think the current teaching method can effectively improve students' dancing skills and artistic accomplishment.	4.095	0.924	agree
I think the school's teaching resources (such as equipment and textbooks) are sufficient and conducive to students' learning.	4.136	0.935	agree
The management of the college actively participates in the improvement of the quality of dance education.	4.035	0.964	agree
The school regularly evaluates the teaching quality and takes improvement measures.	4.114	0.908	agree
I think the teaching team has a high level of professional knowledge and teaching skills.	4.120	0.928	agree
Total	4.100	0.932	agree

The data show that respondents believe that teaching methods, resources and management measures have a positive impact on the quality of dance education. The statement with the highest average score of 4.136 reflects a strong recognition that the school's teaching resources are adequate and beneficial to student learning. Conversely, the statement with the lowest average score of 4.035,

relating to the role of college management in quality improvement, still received positive reviews. The standard deviation ranged from 0.908 to 0.964, indicating that respondents agreed. Overall, the optimized talent development program scored an average of 4.100 (SD=0.932), highlighting the effectiveness of current teaching methods, resources, and teacher expertise in enhancing students' dance skills and artistic development.

Table 4 Descriptive Statistics for Quality Improvement Paths

Optimized Talent Training Programs	Mean	S.D.	Meaning
I think the current dance course structure is reasonable and meets the development needs of students.	4.032	0.929	agree
I think the course content can effectively improve students' special dance ability.	4.101	0.967	agree
I think the curriculum helps students define their future career direction.	4.070	0.960	agree
I think the course content is updated timely and can reflect the latest development trend of the dance industry.	4.117	0.924	agree
I think special training in dance can improve students' professional performance in dance performance.	4.133	0.937	agree
Total	4.090	0.943	agree

The data showed that the respondents generally believed that the dance course structure was reasonable and met the needs of students. "Specialized training improves students' professional performance" scored the highest, 4.133, indicating a high recognition of skill development. "The course helps to clarify the career direction" scored the lowest, 4.070, which is still a positive evaluation. The standard deviation is between 0.924 and 0.967, and the response is

consistent. Descriptive statistics show that the overall mean is 4.090, reflecting that the course has a positive impact on students' professional growth, skill improvements that align with industry trends, and helps to clarify career direction.

Reliability Analysis

Table 5 Cronbach's Alpha Reliability Analysis of Quality Improvement Path and Optimized Talent Training Plan for Dance Professional

Variable	Cronbach's Alpha Test	Number of Statements
Dance professionals	0.887	5
Optimized talent training program	0.892	5
Quality improvement path	0.887	5
Autonomy	0.854	4
Competence	0.884	4
Relatedness	0.855	3
Total	0.877	26

Cronbach's Alpha coefficient was used for reliability analysis, which showed that all variables had high internal consistency, among which "optimizing talent training plan" scored the highest (0.892). The scores of "dance major" and "quality improvement path" were both 0.887, indicating high reliability. In addition, "ability" (0.884), "autonomy" (0.854), and "relevance" (0.855) also show high internal consistency. The overall Cronbach's Alpha coefficient for 26 questions was 0.877, confirming the reliability of the survey tool in assessing key factors for improving dance training programs, although further optimization could improve consistency.

Hypothesis Test

H1: The quality improvement path has a positive impact on the dance optimization talent training program of Dalian Art College

To verify hypothesis H1, regression analysis was used to study the impact of QIP on OTP. The results show that QIP has a very significant impact on OTP, with an F value of 1884.225, p<0.001, a regression coefficient β of 0.857, and a regression weight of 0.926. This shows that the quality improvement path has a strong positive impact on optimizing talent training projects, verifying hypothesis H1.

H2: Optimizing talent training programs has a positive impact on dance major of Dalian Art College

In hypothesis H2, the effect of OTP on PD was studied. The analysis results show that the F value is 1472.418, p<0.001, the regression coefficient β is 0.824, and the regression weight is 0.908, indicating that the optimization of talent training programs has a positive promoting effect on the growth of dance professional talents, supporting hypothesis H2.

H3: Quality improvement path has a positive impact on growth of dance majors at Dalian Art College

Regarding hypothesis H3, the impact of QIP on PD was analyzed. The results show that the F value is 2211.320, p<0.001, the regression coefficient β is 0.876, and the regression weight is 0.936, indicating that the quality improvement path has a significant positive impact on the growth of dance professional talents, supporting hypothesis H3.

Table 7 Hypothesis Test by Regression Analysis

Variable	Regression Weight	Beta Coefficient	R²	F-values	P-value	Result Hypothesis supported
H1	QIP- OTP	0.926	0.857	1884.225	0.000**	accepted
H2	QIP-PD	0.908	0.824	1472.418	0.000**	accepted
H3	OTP-PD	0.936	0.876	2211.320	0.000**	accepted

*p<0.05; **p<0.01

In summary, test results of the three hypotheses consistently show that the quality improvement path and the dance optimization talent training program have a significant positive impact on the development of the dance majors as Dalian Art College and its practitioners.

Conclusion

The research on "optimizing the quality improvement path of the training program for dance professionals in Dalian Art College" has achieved several important results, providing valuable insights for improving talent training through curriculum structure, professional skills and career guidance. It also emphasizes the importance of improving teaching quality and management practice. However, a limitation of the study is that it only focuses on a single college, which may affect the broad applicability of the findings. In addition, while the key factors affecting talent development have been identified, future research could be expanded to include more institutions for comparative analysis.

The practical implications of this study are of great significance for improving dance training programs, making them more in line with industry needs and improving student learning outcomes. The results can guide curriculum improvement, teaching strategies and resource allocation. Further exploration of the relationship between training models and industry trends could lead to sustained improvements in dance education.

Discussion

Quality Improvement Path has a Positive Impact on the Dance Optimization Talent Training Program of Dalian Art College

The quality improvement path plays a key role in improving the talent training program of dance, significantly improving the overall structure, effectiveness and outcomes of dance education. This path includes key elements such as improving teaching quality, fine-tuning curriculum design and promoting student development. Together, these elements form the backbone of an effective talent training process. This study resonates with the findings of Wang and Zhang in that both studies emphasize the need for structured improvements in teaching and management practices. However, this study explores more deeply specific factors such as resource allocation and student engagement - factors that are critical to the optimization process but are often overlooked in previous studies.

In this context, the researcher applied three theoretical frameworks: self-determination theory (SDT), multiple intelligence theory (MIT) and the ADDIE model. SDT emphasizes the importance of intrinsic motivation in the learning process, arguing that when students feel competent and engaged, their performance and satisfaction will improve. MIT theory emphasizes the diverse ways in which individuals learn and advocates a tailored educational approach that recognizes the unique strengths of each student. At the same time, the

ADDIE model provides a systematic approach to instructional design that focuses on analysis, design, development, implementation, and evaluation, ensuring that training programs remain effective and meet student needs.

At Dalian Art College, students and educators alike highly valued all aspects of the quality improvement path, including teaching standards and resource management. This overwhelmingly positive feedback is consistent with the findings of earlier studies. In addition, the correlation and regression analyses of this study provided strong evidence to support the view that the quality improvement path has a positive impact on the optimization of talent development programs, thereby strongly verifying Hypothesis 1. These findings reaffirm that improving program quality is essential to developing technically proficient and adaptable dancers. While this study provides new insights into resource management and student-centered improvements, it is consistent with a broader academic discourse that emphasizes the key role of continuous quality improvement in talent development.

The Optimization Talent Training Programs has a Positive Impact on the Dance Professionals of Dalian Art College

The effectiveness of dance professionals is closely related to the quality of their talent training programs. Sun (2018) defined an optimized training program as one that enhances professional training through innovative teaching methods, rich practical experience, and the promotion of increased student engagement. This study is consistent with their conclusions, especially with regard to the emphasis on hands-on learning and industry readiness. However, this study further explored how to optimize training programs to enhance students' intrinsic motivation, drawing on self-determination theory (SDT) as the underlying framework. In contrast, Sun's study did not emphasize motivation as a key factor in career readiness, making this study unique in this key aspect.

In the analysis of the study, the theory of multiple intelligences (MI) plays an important role in understanding how students thrive in different learning environments. By combining diverse teaching methods that cater to various intelligences,

optimized talent training programs increase student engagement and satisfaction, ultimately contributing to their success in dance professions.

In the context of Dalian Art College, optimized talent training programs are critical in shaping the trajectory of dance professionals. High scores in key areas such as skill development and career readiness reflect Sun's findings. In addition, regression analysis reconfirmed the positive impact of optimized training programs on the success of dance professionals, strongly supporting Hypothesis 2. Although this study places greater emphasis on intrinsic motivation and career development than previous research, the overall conclusion remains clear: optimized talent development programs are essential for the growth and success of dance professionals.

The Quality Improvement Path has a Positive Impact on the Development of the Dance Professionals of Dalian Art College

The advancement of dance professionals is deeply rooted in the quality of their education, and quality improvement pathways are a key catalyst for this development. Zhang argue that well-designed quality improvement pathways focus on developing technical and soft skills, creating opportunities for creative expression and professional adaptability. This study confirms their findings, especially regarding the importance of personalized instruction and frequent performance opportunities for developing essential skills. Nonetheless, this study extends this narrative by highlighting the importance of industry-relevant training, an area that has received limited attention in previous investigations.

The ADDIE model is a framework for evaluating the effectiveness of quality improvement pathways in developing dance professionals. By systematically evaluating each stage of the instructional design process - analysis, design, development, implementation, and evaluation - this study can identify areas for continuous improvement to ensure that the educational experience remains relevant and effective.

At Dalian Art College, there is evidence that quality improvement initiatives have significantly promoted the development of dance professionals, particularly in terms of improving technical skills and cultivating creative expression. Correlation

and regression analyses provide strong support for Hypothesis 3, indicating that quality improvement pathways have a positive impact on the overall development of dance professionals. While this study highlights other factors such as industry connections and adaptability, both studies agree on one fundamental point: continuous quality improvement is essential to developing well-rounded, competitive dance professionals. This consistency emphasizes that despite the different focuses, the overall conclusions remain consistent, reaffirming the importance of quality improvement pathways in the growth of dance professionals.

Combining these insights, it is clear that the optimization of quality improvement pathways and talent development programs are fundamental drivers of the success of the dance profession at Dalian Art College. Together, these studies illustrate how continuous improvement can not only enhance the training process but also significantly promote the career development of aspiring dancers and shape a better future for the discipline of dance. By integrating theoretical frameworks, this study not only lays a solid foundation for practical application but also enriches the discussion about best practices in dance education.

Recommendations

Based on the results of this study, several suggestions are put forward to improve the quality of dance courses at Dalian Art College, emphasizing key factors such as quality improvement pathways, optimization of talent training programs and core competencies of dance professional

Dance courses have a more flexible and diverse curriculum structure to accommodate students' individual requirements, learning styles, and professional goals. The curriculum should include aspects from the ADDIE model that are regularly examined and revised to reflect current trends in the dance industry. This includes providing a diverse range of dancing genres and methods, as well as incorporating interdisciplinary courses to boost creativity and critical thinking.

The institutions shall give priority to the continuing professional development of dance educators in order to ensure a high quality of teaching. This can be achieved by providing regular training seminars, opportunities for peer observation, and access to the latest research and teaching strategies. In line with the SDT principles, educators should be encouraged to create supportive and stimulating learning environments that promote student autonomy, competence, and connectedness.

It is essential to implement a student-centered learning approach that recognizes the diverse intelligence and unique talents of each student. Utilizing the theory of multiple intelligences, dance programs should provide personalized learning opportunities, such as differentiated instruction, coaching, and personalized feedback, to help students maximize their potential and determine career paths.

To achieve continuous improvement of dance education, the institution shall establish a strong quality assurance process. This includes regular curriculum reviews, student and faculty feedback loops, and data-driven decision-making to improve teaching methods and administrative practices. Improving management through strategic planning and effective communication will also support the overall quality of education.

To develop the core competencies of dance professionals, dance courses should clearly define and focus on the core competencies necessary for dance professionals. In addition to technical skills, these competencies should include adaptability, emotional intelligence and collaboration to prepare students for a variety of career opportunities in the dance industry. Institutions should integrate experiential learning, such as internships and performance opportunities, to reinforce these competencies in real-world Settings.

Encourage interdisciplinary collaboration and innovation to promote innovation in dance education, which may include collaboration with other art forms, participation in digital technologies, and participation in interdisciplinary projects.

These initiatives can stretch students' creative boundaries and improve their ability to adapt to a rapidly changing cultural environment. By implementing these recommendations, dance education institutions can better meet the needs of their students, improve the quality of their programs, and ensure the development of well-rounded,

competent dance professionals who are ready for future career growth.

Anyway, policymakers should promote and support present and new professional dance through funding, awards, and long-term advantages for professional artists, parents, instructors, communities, educational institutions, and industry in education, art, and economic growth.

Research Contribution

This study makes an important contribution to the improvement of multi-level dance education. At the teacher level, it provides a framework that integrates the ADDIE model, self-determination theory (SDT), and multiple intelligences theory, guiding educators to tailor teaching approaches to each student's unique talents and learning preferences. These strategies are designed to improve students' technical skills, creativity, self-confidence and adaptability, and ultimately develop high-quality talents in the dance profession.

For dance schools and the wider education sector, the study suggests effective strategies to strengthen talent training programs and management practices, foster a supportive learning environment, and improve student satisfaction and educational outcomes. It also emphasizes inclusiveness and diversity in dance education, enriching the cultural atmosphere and promoting public participation in the arts. Policymakers can use these insights to shape national cultural and educational policies that support the development of skilled and innovative talent. In addition, the study aligns with several Sustainable Development Goals (SDGS) by improving curriculum design and promoting equity in education, in particular Goal 4: Quality education. It also supports Goal 5: Gender equality and ensuring equal opportunities for all dance professionals. Overall, the study highlights the potential of integrated dance education to advance social and cultural development while enhancing individual career prospects.

Further Research

This study focuses on the analysis of the quality improvement path, the optimization of talent training programs and the core quality of dance professionals at Dalian Art College. However, future research could further explore how these strategies can be better adapted to the changing dance education environment. For example, future research could focus on how the college can adapt teaching content and methods in the context of globalization and digitalization to respond to emerging dance trends and technologies. In addition to this, the study should also explore how the college can strengthen its collaboration with industry to enhance internship opportunities and career paths for students. Another important area is assessing the impact of different teaching models and management strategies on students' long-term career development. Future research will help reveal how these factors work together to contribute to the future direction of dance education and the academy's long-term strategic planning.

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