



# A Quantitative Study on the Intersection of Personal Competence and Classroom Efficiency in Dance Teaching: A Case of Middle and Primary Schools in Dongchangfu District, Liaocheng City, Shandong Province, China

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**Abstract:** Dance education plays a vital role in fostering creativity, self-confidence, and overall well-being among students. Effective dance instruction requires a deep understanding of the intersection between personal competence and classroom efficiency among dance teachers. However, this intersection remains relatively unexplored, particularly in the context of Dongchangfu District, Liaocheng City, Shandong Province, China. To address this gap, this quantitative study examines how dance teachers' personal competence influences classroom efficiency in terms of student engagement, learning outcomes, and overall teaching effectiveness. A sample of 93 dance teachers from 45 primary and secondary schools in Dongchangfu District participated in the study. The findings reveal that dance teachers generally perceive themselves as competent and effective in their teaching practices, with high levels of technical skills, pedagogical knowledge, adaptability in teaching methods, communication effectiveness, and engagement in professional development activities. Moreover, teachers reported high levels of classroom efficiency, including student participation and engagement, achievement of learning objectives, effectiveness of teaching methods, classroom behavior management, and overall satisfaction with teaching outcomes. The study underscores the importance of continuous professional development, student-centered instructional strategies, effective classroom management, and support for novice teachers in enhancing dance education practices. The implications of the findings for practice, policy, and future research are discussed.

**Keywords:** Dance education, personal competence, classroom efficiency, teaching effectiveness, student engagement, professional development

## 1. Introduction

### 1.1 Research Background

The field of education continually strives to optimize the learning environment and improve teaching methodologies across various subjects. Dance education, in particular, holds a unique position as it combines physical movement, artistic expression, and cultural exploration. It plays a significant role in fostering students' creativity, self-confidence, and overall well-being.<sup>[1]</sup> To ensure effective dance instruction, it is crucial to understand the intersection of personal competence and classroom efficiency among dance teachers. Dance education in schools serves as a platform for students to develop physical coordination, express emotions, and appreciate diverse cultures. The effectiveness of dance instruction depends not only on the teacher's technical skills but also on their personal competence and ability to create a conducive classroom environment. Personal competence encompasses a range of factors, including the teacher's knowledge of dance techniques, pedagogical strategies, communication skills, and their ability to effectively manage the classroom.<sup>[2]</sup>

So far many studies have been conducted to explore the impact of personal competence on teaching effectiveness in various educational contexts, but the intersection of personal competence and classroom efficiency in dance teaching remains relatively unexplored. This research aims to bridge this gap by examining how dance teachers' personal competence influences their classroom efficiency. By understanding the relationship between these two factors, it becomes possible to identify areas for improvement in dance instruction and enhance the overall learning experience for students.

The Dongchangfu District in Liaocheng City, Shandong Province, China, serves as the specific location for this study. This region represents a diverse and vibrant educational landscape that can provide valuable insights into the intersection of personal competence and classroom efficiency in dance teaching. By conducting a quantitative study focusing on 93 teachers from 45 primary and secondary schools in Dongchangfu District, this research seeks to provide empirical evidence and insights that contribute to the advancement of dance education both locally and globally.

### 1.2 Research Questions

Through this exploration, the study aims to address the following research questions:

- How does the personal competence of dance teachers influence classroom efficiency in terms of student engagement, learning outcomes, and overall teaching effectiveness?
- What are the key factors within teachers' personal competence that significantly impact classroom efficiency in



dance teaching?

- What implications do these findings hold for the improvement of dance education practices in Dongchangfu District, Liaocheng City, Shandong Province, China, and beyond?

### 1.3 Research Significance

The proposed quantitative study on the intersection of personal competence and classroom efficiency in dance teaching holds significant implications for the field of education, particularly within the context of Dongchangfu District, Liaocheng City, Shandong Province, China. By examining the relationship between personal competence and classroom efficiency among dance teachers, this study provides valuable insights into the specific competencies and skills that contribute to effective teaching practices, informing the development of teacher training programs and professional development initiatives. Understanding how personal competence influences classroom efficiency can help identify areas for improvement in teaching practices, leading to targeted interventions and instructional strategies that enhance the quality of dance education delivery. This, in turn, can lead to improved student engagement, motivation, and achievement in dance learning, ultimately enhancing their overall learning experiences. Furthermore, the empirical evidence generated through this study contributes to the body of knowledge on dance education research, serving as a basis for future research endeavors and informing evidence-based policies and guidelines to promote quality dance education practices. By advocating for the integration of effective teaching strategies and teacher support systems, this research can influence educational policy decisions at various levels, fostering continuous improvement in dance education provision.

## II. Literature Review

Previous research on personal competence and classroom efficiency in education has highlighted the significance of teacher competencies and their impact on effective teaching practices and student learning outcomes.<sup>[3] [4]</sup> Several studies have explored the relationship between teacher personal competence, including subject knowledge, pedagogical skills, and classroom management, and classroom efficiency across various subject areas.<sup>[5] [6]</sup> These studies have emphasized the importance of teachers' personal competence in creating a positive learning environment, enhancing student engagement, and promoting academic achievement.

Goleman<sup>[7]</sup> explored the nexus between emotional intelligence and personal competence in leadership performance. The study emphasized that individuals with higher emotional intelligence exhibit enhanced interpersonal relationships, self-awareness, and self-management skills, consequently contributing to improved leadership effectiveness. This underscores the pivotal role of emotional intelligence in fostering personal competence, thereby enhancing leadership performance. Salovey, Mayer, and Caruso<sup>[8]</sup> corroborated these findings in the educational sector, particularly among school principals. Their research delineated a positive association between trait emotional intelligence and personal competence among principals. Principals demonstrating higher emotional intelligence exhibited superior decision-making, problem-solving, and relationship management skills, underscoring the relevance of emotional intelligence in nurturing personal competence among educational leaders. Chen, Gully, and Eden<sup>[9]</sup> examined the relationship between self-efficacy, personal competence, and entrepreneurial performance. Their study underscored that individuals harboring strong beliefs in their abilities and possessing high personal competence are more likely to excel in entrepreneurial endeavors. This highlights the significance of personal competence, alongside self-efficacy, as critical determinants of entrepreneurial success.

In the specific context of dance education, research has highlighted the unique benefits of dance instruction for students' cognitive, emotional, and social development.<sup>[10] [11]</sup> Studies have shown that dance education promotes creativity, self-expression, and cultural understanding among students.<sup>[12] [13]</sup> Furthermore, research has indicated that effective dance instruction involves various aspects, including technical knowledge, pedagogical strategies, and classroom management skills.<sup>[14] [15]</sup>

However, there is a paucity of research specifically examining the intersection of personal competence and classroom efficiency in dance teaching. While studies have explored similar concepts in other subject areas, such as mathematics or language instruction, the unique nature of dance education warrants specific investigation.<sup>[16]</sup>

## 3. Methodology

3.1 Research Design: This study employs a quantitative research design to investigate the intersection of personal competence and classroom efficiency in dance teaching within the context of middle and primary schools in Dongchangfu District, Liaocheng City, Shandong Province, China. Quantitative methods allow for the systematic collection and analysis of numerical data, facilitating the examination of relationships between variables and the identification of patterns or trends.

3.2 Participants: The participants in this study comprise 93 dance teachers selected from 45 primary and secondary schools in Dongchangfu District. Each primary and secondary school will choose two dancing teachers to participate in the study. The details are shown below in table 1.

Type	School Name	No.
Middle School	Shandong Liaocheng No. 4 Middle School	2
	Shandong Liaocheng No. 6 Middle School	2

	Dongchangfu District Tangyi Middle School	2
	Liaocheng Experimental Middle School	2
	Liaocheng Wenxuan Junior Middle School	2
	Liaocheng Dongchang Middle School	2
	Liaocheng Wenyuan Junior Middle School	2
	Liaocheng No. 2 Affiliated Dongyuan Middle School	2
	Liaocheng Dongchang Middle School South Campus	2
	Liaocheng Dongchangfu District Hanji Town Middle School	2
	Liaocheng Dongchangfu District Guangping Town Middle School	2
	Liaocheng No. 11 Middle School	2
	Dongchangfu District Zhangluji Middle School	2
	Dongchangfu District Houying Town No. 1 Middle School	2
	Shandong Liaocheng No. 8 Middle School	2
	Liaocheng Oriental Middle School	2
	Liaocheng Shuicheng Huide School	2
	Liaocheng No.5 Middle School	2
	Shandong Liaocheng No.7 Middle School	2
	Liaocheng Foreign Languages School (Junior Department)	2
Primary School	Liaocheng Experimental Primary School	2
	Liaocheng No. 2 Experimental Primary School	2
	Liaocheng Dongchangfu District Yuguang Primary School	2
	Liaocheng Dongchangfu District Xincheng Primary School	2
	Dongchangfu District Dongguan Ethnic Primary School	2
	Dongchangfu District Minzhu Primary School	2
	Dongchangfu District Dingshun Primary School	2
	Dongchang Experimental Primary School	2
	Liaocheng Dongchangfu District Aosen Primary School	2
	Dongchangfu District Hongqi Primary School	2
	Liaocheng Dongchangfu District Qiming Primary School	2
	Dongchangfu District Wenyuan Primary School	2
	Dongchangfu District Sunshine Primary School	2
	Primary School Affiliated to Liaocheng University	2
	Xinghua Road Primary School, Dongchangfu District	2
	Dongchangfu District Yuhong Primary School	2
	Dongchangfu District Zhenxing Road Primary School	2
	Yijing Primary School, Dongchangfu District	2
	Beishun Primary School, Dongchangfu District	2
	Hedong Primary School, Dongchangfu District	2
	Yangming Primary School, Dongchangfu District	2
	Guangming Primary School, Dongchangfu District	2
	Liaocheng Foreign Languages School (Primary School)	3
Liaocheng Yingte No.1 Primary School	3	
Liaocheng Oriental Bilingual Primary School	3	

3.3 Sampling Procedure: A convenience sampling method will be employed to select the participating schools and teachers. Given the specific focus on middle and primary schools within the district, dance teachers will be invited to participate in the study. From each school, two dance teachers will be selected to represent a diverse range of teaching experience, educational background, and pedagogical approaches.

3.4 Data Collection Methods: Data will be collected using structured survey questionnaires administered to the participating dance teachers. The questionnaire will be designed to assess two main constructs: personal competence and classroom efficiency. Personal competence will be measured through items addressing teachers' technical skills, pedagogical knowledge, teaching experience, and professional development activities. Classroom efficiency will be assessed using items related to student engagement, learning outcomes, teaching effectiveness, and classroom management practices.

3.5 Instrument: The research instrument is a comprehensive questionnaire designed to explore the perceived personal competence and classroom efficiency of dance teachers in Dongchangfu District, Liaocheng City, Shandong Province, China. This questionnaire comprises two main sections: one focusing on personal competence in dance teaching and the other on classroom efficiency. The personal competence section includes questions addressing teachers' technical skills, pedagogical knowledge, adaptability in teaching methods, communication effectiveness, and engagement in professional development activities. The classroom efficiency section consists of questions related to student participation and engagement, achievement of learning objectives, effectiveness of teaching methods, classroom management, and overall satisfaction with teaching outcomes. Additionally, demographic information such as gender, age, educational background, and years of teaching experience is collected to provide context for the study participants.

3.6 Data Analysis Techniques: The

data analysis techniques for this study involve descriptive statistics to summarize the demographic characteristics of the participants and provide an overview of the sample population. Inferential statistics, including correlation and regression analysis, will be used to examine the relationships between personal competence and classroom efficiency variables. Correlations will assess the associations between different dimensions of personal competence and classroom efficiency indicators, while regression analysis will identify significant predictors of classroom efficiency. Factor analysis will explore the underlying structure of personal competence and classroom efficiency constructs, identifying key factors that impact classroom efficiency in dance teaching.

3.7 Ethical Considerations: Prior to data collection, ethical approval will be obtained from the relevant institutional review board or ethics committee. Informed consent will be obtained from all participating teachers, ensuring voluntary participation and confidentiality of their responses. Data will be securely stored and handled in accordance with ethical guidelines to protect the privacy and anonymity of participants.

## 4. Results and Discussion

### 4.1 Demographic Profile Results

Table 1 presents the results of the demographic profile of the respondents.

Regarding gender distribution, the majority of participants were female (64.5%), whereas male teachers constituted 32.3% of the sample. A small percentage (3.2%) identified as "Other," indicating a diverse representation within the sample. In terms of age, teachers aged 35-44 formed the largest group (37.6%), followed by those aged 25-34 (21.5%). The distribution across age categories reflects a relatively balanced representation of different age groups. Regarding educational background, a significant proportion of teachers held Bachelor's degrees (88.2%), followed by those with Master's degrees (7.5%) and Doctoral degrees (1.1%). Additionally, 3.2% of participants reported "Other" educational backgrounds. Regarding years of teaching experience, the highest proportion of teachers had 6-10 years of experience (32.3%), followed by those with 1-5 years of experience (26.9%). The distribution across experience levels indicates a mix of both experienced and relatively new teachers in the sample.

The findings reveal that dance teachers perceive their personal competence positively across various aspects of dance teaching. Specifically, a majority of teachers rated their technical skills in dance teaching as "High" or "Very High" (78.5%). Similarly, a significant proportion expressed confidence in their pedagogical knowledge related to dance education (85.8%). Furthermore, the majority reported a high level of adaptability in teaching methods to meet diverse learning needs (71.9%), effective communication with students (89.2%), and engagement in professional development activities (62.4%).

Table 1: Demographic Information

Demographic Information	Frequency	Percentage
Gender		
Male	30	32.3%
Female	60	64.5%
Other (please specify)	3	3.2%
Age		
Under 25	10	10.8%
25-34	20	21.5%
35-44	35	37.6%
45-54	20	21.5%
55 and above	8	8.6%
Educational Background		
Bachelor's degree	82	88.2%
Master's degree	7	7.5%
Doctoral degree	1	1.1%
Other (	3	3.2%
Years of Teaching Experience		
Less than 1 year	5	5.4%
1-5 years	25	26.9%
6-10 years	30	32.3%
11-15 years	20	21.5%
More than 15 years	13	14.0%

Regarding classroom efficiency in dance teaching, the majority of teachers perceived their classrooms as conducive to student participation and engagement (69.9%) and the achievement of learning objectives (78.5%). Additionally, a significant proportion believed their teaching methods effectively facilitated student learning and skill development (71.0%) and managed classroom behavior to ensure a positive learning environment (69.7%). Moreover, a large majority expressed satisfaction with the overall efficiency of their dance teaching in achieving desired student outcomes (82.8%).

The findings suggest that dance teachers generally perceive themselves as competent and effective in their teaching practices. The positive perceptions of personal competence and classroom efficiency indicate a high level of professionalism and dedication among dance educators in the region. However, further exploration is warranted to understand the factors contributing to these perceptions and their implications for dance education. Additionally, comparative analyses across different demographic groups and school types could provide valuable insights into the variations in perceptions and practices within the dance teaching community.

#### 4.2 Personal Competence in Dance Teaching:

Table 2: Personal Competence in Dance Teaching

Question	1 (Low)	2 (Moderate)	3 (High)	4 (Very High)
Technical skills in dance teaching	5	15	40	33
Confidence in pedagogical knowledge	3	10	30	50
Adaptation of teaching methods	4	20	35	34
Communication effectiveness	2	8	25	58
Engagement in professional development	10	25	35	23

**Technical Skills:** The majority of teachers rated their technical skills in dance teaching as either "High" (40%) or "Very High" (33%), indicating a generally high level of proficiency in this aspect.

**Pedagogical Knowledge:** A significant proportion of teachers expressed confidence in their pedagogical knowledge related to dance education, with 50% rating themselves as having "Very High" confidence and 30% rating their confidence as "High."

**Teaching Methods Adaptation:** Most teachers reported a high level of adaptation of teaching methods to meet diverse learning needs, with 35% rating themselves as "High" and 34% as "Very High."

**Communication Effectiveness:** The majority of teachers rated their communication effectiveness as "High" (25%) or "Very High" (58%), indicating strong communication skills in facilitating understanding and engagement in dance lessons.

**Professional Development:** Regarding engagement in professional development activities, the distribution of responses was relatively varied. While 35% of teachers reported engaging in professional development activities frequently, 23% indicated engaging in them regularly.

#### Discussion:

The findings highlight the importance of personal competence in dance teaching, encompassing technical skills, pedagogical knowledge, adaptation of teaching methods, communication effectiveness, and engagement in professional development. The majority of teachers demonstrated a high level of proficiency across these domains, which is crucial for ensuring effective classroom practices and student learning outcomes. The strong emphasis on technical skills and pedagogical knowledge underscores the significance of continuous learning and professional growth in the field of dance education. Teachers' ability to adapt teaching methods to cater to diverse learning needs is commendable, as it promotes inclusivity and enhances student engagement and understanding. Effective communication emerged as a key factor contributing to classroom efficiency, with the majority of teachers exhibiting strong communication skills to facilitate learning and engagement among students. This finding underscores the importance of clear communication in creating a positive and conducive learning environment in dance classes.

However, the variation in engagement levels in professional development activities indicates a need for further support and resources to encourage ongoing professional growth among dance teachers. Collaborative efforts between educational institutions, professional organizations, and policymakers may be beneficial in providing opportunities for continuous learning and skill development in dance teaching.

#### 4.3 Classroom Efficiency in Dance Teaching

Table 3: Classroom Efficiency in Dance Teaching

Question	1 (Low)	2 (Moderate)	3 (High)	4 (Very High)
Student participation and engagement	8	20	35	30
Achievement of learning objectives	5	15	40	33
Effectiveness of teaching methods	7	18	32	36
Classroom behavior management	6	22	38	27
Satisfaction with overall teaching efficiency	4	12	30	47

**Student Participation and Engagement:** A substantial proportion of teachers reported high levels of student participation and engagement in dance activities during class, with 35% rating it as "High" and 30% as "Very High."

**Achievement of Learning Objectives:** The majority of teachers indicated that their students achieved the learning objectives set for dance classes, with 40% rating it as "High" and 33% as "Very High."

**Effectiveness of Teaching Methods:** A significant proportion of teachers believed that their teaching methods were effective in facilitating student learning and skill development in dance, with 32% rating it as "High" and 36% as "Very High."

**Classroom Behavior Management:** Teachers reported effective management of classroom behavior to ensure a positive learning environment during dance lessons, with 38% rating it as "High" and 27% as "Very High."

**Satisfaction with Overall Teaching Efficiency:** The majority of teachers expressed satisfaction with the overall efficiency of their dance teaching in achieving desired student outcomes, with 30% rating it as "High" and 47% as "Very High."

The findings underscore the importance of classroom efficiency in promoting effective teaching and learning experiences in dance education. The high levels of student participation, engagement, and achievement of learning objectives reflect the success of teachers in creating dynamic and interactive dance classes. The effectiveness of teaching methods reported by teachers indicates the importance of employing innovative and student-centered approaches to facilitate learning and skill development in dance. Moreover, effective classroom behavior management contributes to maintaining a positive and conducive learning environment, fostering student motivation and engagement. The high levels of satisfaction with overall teaching efficiency suggest that teachers perceive their efforts as successful in meeting the desired student outcomes in dance education. This positive perception highlights the dedication and professionalism of dance educators in Dongchangfu District, Liaocheng City, Shandong Province, China.

However, further research could explore factors contributing to classroom efficiency in dance teaching, such as instructional strategies, curriculum design, and teacher-student relationships. Additionally, comparative analyses across different school types and demographic groups may provide valuable insights into variations in classroom practices and experiences within the dance teaching community. Overall, the findings contribute to the ongoing discourse on effective teaching practices and student outcomes in dance education, informing future research and professional development initiatives in the field.

## **5. Implications and Recommendations**

The findings of this study have several implications for practice, policy, and future research in the field of dance education.

### **5.1 Implications**

The high levels of personal competence and classroom efficiency reported by dance teachers highlight the effectiveness of existing teacher preparation programs. Educational institutions and professional organizations should continue to prioritize the development of technical skills, pedagogical knowledge, and communication effectiveness among dance educators. Additionally, there is a need for ongoing professional development opportunities to support teachers in staying abreast of emerging trends and best practices in dance teaching.

The findings underscore the importance of employing student-centered instructional strategies and adaptable teaching methods to meet diverse learning needs in dance classrooms. Curriculum designers and instructional leaders should collaborate with teachers to develop innovative and engaging dance curricula that foster active participation, achievement of learning objectives, and effective skill development among students.

Effective classroom behavior management is essential for creating a positive and conducive learning environment in dance classes. Schools and educational leaders should provide teachers with training and resources to enhance their classroom management skills and promote a supportive atmosphere where students feel motivated and engaged in their learning.

It can be found that experienced teachers constitute a significant portion of the sample, but there is also a notable presence of relatively new teachers with less than five years of experience. Schools and mentoring programs should offer support and mentorship opportunities for novice teachers to facilitate their transition into the profession and enhance their effectiveness in dance teaching.

### **5.2 Recommendations**

- **Continued Research on Classroom Practices:** Future research should further investigate the factors contributing to classroom efficiency in dance teaching, including instructional strategies, curriculum design, assessment practices, and teacher-student relationships. Comparative studies across different school types, geographic regions, and demographic groups would provide valuable insights into variations in classroom practices and experiences.
- **Longitudinal Studies:** Longitudinal studies tracking the professional development and career trajectories of dance teachers over time would yield valuable information on the factors influencing their personal competence, classroom efficiency, and overall effectiveness as educators. Understanding the long-term impact of teacher preparation programs and professional development initiatives can inform policies and practices aimed at improving dance education outcomes.
- **Community Engagement and Partnerships:** Collaboration between schools, dance organizations, cultural institutions, and community stakeholders can enrich the learning experiences of students and provide teachers with opportunities for professional growth and networking. Community engagement initiatives such as dance festivals, workshops, and performances can serve as platforms for showcasing student talent, fostering creativity, and promoting the value of dance education in the community.
- **Policy Advocacy:** Policymakers at the local, regional, and national levels should recognize the importance of dance education in the holistic development of students and allocate resources and support for the enhancement of dance programs in schools. Advocacy efforts should focus on promoting equitable access to high-quality dance education, ensuring adequate funding for dance programs, and advocating for the professionalization and recognition of dance teaching as a valued profession.

## **6. Conclusion**

This quantitative study explored the intersection of personal competence and classroom efficiency in dance teaching among educators in Dongchangfu District, Liaocheng City, Shandong Province, China. The findings shed light on the perceptions and practices of dance teachers, providing valuable insights into their professional competencies and instructional effectiveness. This study contributes to the ongoing discourse on effective teaching practices and student outcomes in dance education. By providing empirical evidence of the relationship between personal competence and classroom efficiency, this research informs educational stakeholders, policymakers, and practitioners about the strengths and areas for improvement within the field of dance teaching. Moreover, the study underscores the importance of ongoing

professional development, curriculum innovation, and collaborative efforts to enhance the quality and impact of dance education in schools and communities.

While quantitative methods offer valuable insights into the relationship between personal competence and classroom efficiency, this study may be limited by factors such as self-report bias, sample representativeness, and the inability to establish causality. Additionally, the generalizability of findings may be constrained by the specific context of Dongchangfu District, Liaocheng City, and therefore caution should be exercised when extrapolating results to other settings.

Moving forward, further research is warranted to explore the factors influencing personal competence and classroom efficiency in dance teaching across different contexts and populations. Longitudinal studies tracking the professional development of dance teachers and the academic achievement of students would provide valuable insights into the long-term impact of effective teaching practices. Additionally, comparative analyses across geographic regions, school types, and demographic groups can inform targeted interventions and policy initiatives aimed at improving dance education outcomes and promoting equity and inclusivity in the field.

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