

OPTIMIZING DANCE EDUCATIONAL MANAGEMENT IN YUNNAN KUNMING ART VOCATIONAL COLLEGE

Huaidan Fan¹, Ganratchakan Lertamornsak²

¹*Student of Master in Educational Administration, Graduate School, Suan Sunandha Rajabhat
University, Bangkok, Thailand
E-mail: s67561802126@ssru.ac.th*

²*Graduate School, Suan Sunandha Rajabhat University, Bangkok Thailand
Email: Ganratchakan.le@ssru.ac.th*

ABSTRACT

This study aims to explore the optimization level of dance education management at Kunming Vocational College of Arts in Yunnan Province and formulate targeted development guidelines for its dual-core dance major pattern of ethnic dance and international standard dance. As a representative higher vocational art college in China's multi-ethnic areas, the college's dance education shoulders the dual mission of cultivating applied dance talents and inheriting excellent ethnic dance culture. Based on human resource management theory, curriculum theory and collaborative governance theory, this research constructs a scientific analytical framework covering teacher, student, dance major and educational management dimensions. A mixed research method combining stratified random sampling questionnaire survey and purposive sampling in-depth interview was adopted, with 134 valid teacher questionnaires collected and 5 core administrative staff interviewed, and data analyzed by SPSS 26.0 software. The research results show that the overall optimization level of dance education management at the college reaches a relatively high level, with prominent advantages in regional cultural adaptation and inheritance, but there are prominent problems such as unbalanced resource allocation between the two dance directions, insufficient professional development support for teachers, shallow school-enterprise cooperation and insufficient digital teaching integration. Based on the research conclusions, targeted optimization strategies are proposed from five aspects: improving collaborative governance mechanism, optimizing resource allocation system, strengthening teachers' professional development system, perfecting curriculum and teaching management system, and building regional adaptation and cultural inheritance system. This research not only provides practical solutions for the sustainable development of dance education in Kunming Vocational College of Arts, but also offers a valuable practical reference for the management innovation of dance education in similar higher vocational colleges in multi-ethnic areas.

Keywords: Educational management; Higher vocational dance education; Dance education management.

INTRODUCTION

In recent years, with the continuous development of China's art education policies and the vigorous rise of the cultural tourism industry, higher vocational dance education has become an important force in cultivating applied dance talents and inheriting excellent traditional culture, and its educational management optimization has become a core research topic in the field of art vocational education (Li, X., 2021). Yunnan Province, as a multi-ethnic gathering area in China, has rich and diverse ethnic dance

resources, and the demand for professional dance talents in the cultural tourism industry is increasing day by day, which puts forward higher requirements for the professional setting and educational management of local higher vocational dance education (Zhang, S., 2019). Kunming Vocational College of Arts, rooted in Yunnan's ethnic cultural soil, has formed a distinctive dual-core development pattern of ethnic dance and international standard dance, and has important representative significance in the field of higher vocational dance education in southwest China.

However, with the diversification of social market demand for dance talents and the increasingly strict requirements for students' comprehensive professional abilities, the traditional dance education management model of higher vocational colleges is facing severe challenges, and the rapid adaptability of management system has become a key factor restricting development (Brown, B., 2019). On the one hand, the contradiction between cultural inheritance and market adaptation in ethnic dance education is becoming increasingly prominent, and the problem of insufficient market-oriented transformation ability of ethnic dance works needs to be solved urgently; on the other hand, international standard dance education is faced with the problems of lagging update of international competition rules and insufficient localized innovation. In addition, common problems such as unbalanced curriculum structure (Chen, C., 2021), insufficient integration of industry and education (Wang, Y., 2022), uneven quality of teaching staff (Green, L., 2017) and lagging digital transformation (Bates, T., 2019) in higher vocational dance education have also restricted the further development of dance education in Kunming Vocational College of Arts. The China Art Education Development Report (2020-2021) also points out that the optimization of educational management is the core driving force for the high-quality development of vocational art education in China, and it is necessary to break the traditional management model and build a diversified and collaborative education management system (China Art Education Promotion Association, 2021).

Against this background, it is of great practical significance to carry out research on the optimization of dance education management at Kunming Vocational College of Arts. This research takes the college's dance education management as the research object, systematically analyzes its current development situation, existing problems and key influencing factors, and constructs a systematic optimization system combining cultural inheritance and industrial development. The research results can not only help the college break through the development bottleneck of dance education, improve the quality of talent cultivation, but also provide a reference for the management reform of dance education in other higher vocational colleges in multi-ethnic areas, and promote the high-quality development of higher vocational dance education in China.

OBJECTIVE

1. To study the level of Optimizing Dance Educational Management in Yunnan Kunming Art Vocational College
2. To propose the guidelines for developing Optimizing Dance Educational Management in Yunnan Kunming Art Vocational College

METHODOLOGY

This research adopts a mixed research method combining quantitative and qualitative research, which organically integrates questionnaire survey, in-depth interview and statistical analysis to ensure the scientificity and comprehensiveness of the research results. The research process mainly includes four parts: population and sample determination, research tool design, data collection and data analysis.

Sub-Section 1

Population and Sample

The research population is all full-time teachers involved in dance education and teaching management at Kunming Vocational College of Arts. According to the college's official data in 2024, the college has 204 full-time teachers, and the sample size is determined to be 134 by referring to the Krejci & Morgan sample size table (1970) with a 95% confidence level and a $\pm 5\%$ sampling error. Stratified random sampling method is adopted, and the stratification criteria include teaching unit, subject type, teaching experience and job type, which ensures the representativeness of the sample. In addition, 5 core administrative staff familiar with dance education management are selected by purposive sampling for in-depth interviews, including the dean of the College of Art, the director of the Dance Department, the deputy director of the Academic Affairs Office, the director of the Student Affairs Office and the director of the Logistics Support Department.

Sub-Section 2

Research Tools

Two main research tools are designed for this research: a teacher questionnaire and an expert interview outline. The questionnaire is divided into two parts: the first part is the basic information of the respondents, including teaching unit, subject type, teaching experience, educational background, etc.; the second part is the core measurement items, which includes 5 first-level dimensions and 40 second-level items, covering cognitive and collaborative abilities in dance education, dance education management practice, professional development support for dance teachers, quality and effectiveness of dance education, and regional adaptation and inheritance of dance education, using a 5-point Likert scale for scoring (1=Strongly Disagree, 5=Strongly Agree). The interview outline is designed around the core research issues, focusing on the advantages, bottlenecks, resource allocation, curriculum design, school-enterprise cooperation and other aspects of the college's dance education management, to obtain in-depth first-hand information.

The questionnaire has passed expert review and reliability and validity tests: three experts in dance education and higher vocational education management are invited to evaluate the content validity, and the Item-Objective Congruence (IOC) values are all above 0.67; the pre-survey is conducted among 30 teachers, and the Cronbach's alpha coefficient of the whole questionnaire is 0.9152, and the alpha coefficients of each dimension are all above 0.88, indicating that the questionnaire has good reliability and validity.

Data Collection

A total of 168 questionnaires are distributed in this research, 156 are recovered, and 134 valid questionnaires are obtained after excluding invalid questionnaires (incomplete filling, regular answering), with an effective recovery rate of 80%, which meets the requirements of statistical analysis. The questionnaire data is collected through on-site distribution and online submission with the assistance of the college's teaching management department. In-depth interviews with 5 administrative staff are conducted in the form of face-to-face interviews, each interview lasting about 60 minutes, with on-site notes and audio recording (with the consent of the interviewees), and the interview content is sorted out and coded after the interview.

Data Analysis

SPSS 26.0 statistical software is used for data analysis, and the main analysis methods include: (1) Descriptive statistics, calculating frequency, percentage, mean and standard deviation to describe the

sample characteristics and the overall level of each dimension of dance education management; (2) Independent sample t-test to compare the cognitive differences between dance major teachers and non-dance major teachers; (3) Pearson correlation analysis to explore the correlation among the five core dimensions; (4) Multiple linear regression analysis to identify the key influencing factors of dance education management optimization. In addition, content analysis method is used to sort out and analyze the interview content, and extract the core problems and optimization suggestions of dance education management.

RESULTS

Basic Sample Information Analysis

The 134 valid samples cover 5 teaching units of the college, including the Dance Academy (26.12%), the Academy of Performing Arts (20.90%), the College of Culture and Tourism (23.88%), the College of Education (15.67%) and other colleges/departments (13.43%). In terms of subject type, art category accounts for 47.01%, cultural tourism category 23.88%, education category 15.67% and management category 13.43%. In terms of teaching experience, teachers with less than 3 years account for 20.15%, 3-10 years 39.55% and more than 10 years 40.30%, with mid-to-senior teachers as the main body. In terms of educational background, 72.39% of the teachers have a master's degree or above, and 43.28% have participated in interdisciplinary projects. The sample structure is consistent with the overall distribution of the college's teachers, with good representativeness.

Basic Sample Information Analysis

The 134 valid samples cover 5 teaching units of the college, including the Dance Academy (26.12%), the Academy of Performing Arts (20.90%), the College of Culture and Tourism (23.88%), the College of Education (15.67%) and other colleges/departments (13.43%). In terms of subject type, art category accounts for 47.01%, cultural tourism category 23.88%, education category 15.67% and management category 13.43%. In terms of teaching experience, teachers with less than 3 years account for 20.15%, 3-10 years 39.55% and more than 10 years 40.30%, with mid-to-senior teachers as the main body. In terms of educational background, 72.39% of the teachers have a master's degree or above, and 43.28% have participated in interdisciplinary projects. The sample structure is consistent with the overall distribution of the college's teachers, with good representativeness.

Overall Level of Dance Education Management Optimization

The mean value of the overall optimization level of dance education management at Kunming Vocational College of Arts is 3.84 (5-point scale), reaching a relatively high level, which shows that the college's dance education management has a solid foundation and basically meets the quality requirements of dance education management (Anderson, A., 2018). The mean values of each first-level dimension are ranked from high to low as follows: regional adaptation and inheritance of dance education (3.93), quality and effectiveness of dance education (3.89), cognitive and collaborative abilities in dance education (3.86), dance education management practice (3.78), and professional development support for dance teachers (3.72). The results show that the college's dance education management has prominent advantages in regional cultural adaptation and inheritance, which is closely related to the college's full use of Yunnan's multi-ethnic cultural resources (Zhang, S., 2019), but there are uneven development characteristics among dimensions, and the professional development support for teachers is the weakest link, which is consistent with the common problems of vocational dance education in China (Green, L., 2017).

Table 1

Table 1: Overall Level and Mean Analysis of Each Dimension of Dance Education Management

First-level dimension	Number of items	Mean	Standard Deviation	Dimension ranking	Evaluation grade
Regional adaptation and inheritance of dance education	8	3.93	0.75	1	Relatively high level
Quality and effectiveness of dance education	8	3.89	0.77	2	Relatively high level
Cognitive and collaborative abilities in dance education	3	3.86	0.79	3	Relatively high level
Dance education management practice	2	3.78	0.83	4	Relatively high level
Professional development support for dance teachers	2	3.72	0.86	5	Relatively high level
Overall level	2	3.84	0.78	-	Relatively high level

From Table 1.

Group Difference Analysis

Independent sample t-test results show that there are extremely significant differences between dance major teachers and non-dance major teachers in three dimensions: cognitive and collaborative abilities in dance education ($p=0.005$), regional adaptation and inheritance of dance education ($p=0.003$) and quality and effectiveness of dance education ($p=0.012$), with dance major teachers scoring significantly higher than non-dance major teachers. There is a marginal significant difference in the dimension of professional development support for dance teachers ($p=0.051$), and no significant difference in the dimension of dance education management practice ($p=0.069$). The results indicate that there is information asymmetry in dance education management cognition among different teacher groups, and non-dance major teachers have insufficient understanding of the cultural connotation and professional characteristics of dance education, which restricts the interdisciplinary collaboration of dance education (Sun, S., 2023) and the construction of a comprehensive teaching management system (Anderson, A., 2018).

Correlation Analysis of Core Dimensions

Pearson correlation analysis shows that there is a significant positive correlation among all five first-level dimensions ($p<0.01$), with correlation coefficients ranging from 0.68 to 0.88, indicating that dance education management is an organic whole, and each link promotes and influences each other, which is consistent with the systematic characteristics of educational management (Fullan, M., 2014). The strongest correlation is between the quality and effectiveness of dance education and the regional adaptation and inheritance of dance education ($r=0.88$), followed by the correlation between dance education management practice and the quality and effectiveness of dance education ($r=0.85$), indicating that cultural inheritance and industrial adaptation are the core driving forces for improving the quality of dance education (Zhang, S., 2019), and the optimization of management practice can directly promote the improvement of talent cultivation effect (Anderson, A., 2018), which is also the core conclusion of visible learning research (Hattie, J., 2009) that teaching management practice has a significant impact on students' learning outcomes.

Key Influencing Factor Identification

Taking the overall level of dance education management as the dependent variable and the five first-level dimensions as independent variables, multiple linear regression analysis is conducted. The adjusted R^2 of the regression model is 0.836, and $F=67.32$ ($p<0.001$), indicating that the model has a good fitting effect, and the five dimensions jointly explain 83.6% of the variation of the overall management level, which is a high explanatory level in educational management research (Anderson, A., 2018). The regression coefficients show that all five dimensions have a significant positive impact on the overall management level ($p<0.001$), and the influence intensity is ranked as follows: dance education management practice ($\beta=0.286$) > cognitive and collaborative abilities in dance education ($\beta=0.215$) > regional adaptation and inheritance of dance education ($\beta=0.207$) > quality and effectiveness of dance education ($\beta=0.192$) > professional development support for dance teachers ($\beta=0.158$). Management practice such as resource allocation and curriculum coordination is the direct key influencing factor of dance education management optimization, which is consistent with the research conclusion that teaching management system is the core of dance education quality (Anderson, A., 2018).

Table 2: Regression Coefficients of Key Influencing Factors of Dance Education Management Optimization

Independent variable	Regression coefficient (β)	Standard error	t value	P value	VIF	Influence ranking
Constant term	0.321	0.087	3.69	0.000**	-	-
Cognitive and collaborative abilities in dance education	0.215	0.042	5.12	0.000**	1.87	2
Dance education management practice	0.286	0.045	6.35	0.000**	2.13	1
Professional development support for dance teachers	0.158	0.039	4.05	0.000**	1.76	5
Quality and effectiveness of dance education	0.192	0.041	4.68	0.000**	2.35	3
Regional adaptation and inheritance of dance education	0.207	0.043	4.81	0.000**	2.21	4
Note: $p<0.001$; VIF<3, no multicollinearity						

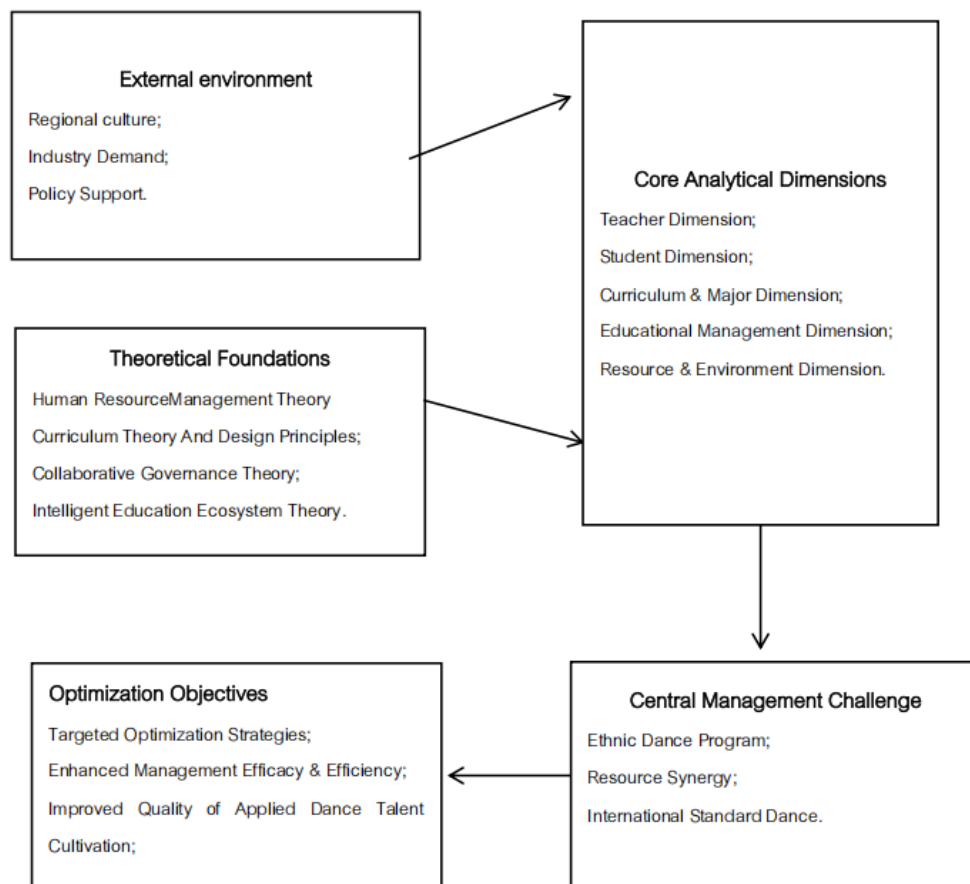
From Table 2.

Core Problems Identified by In-Depth Interview

Combined with the in-depth interview content of 5 administrative staff, the core problems of the college's dance education management are further refined, which are also the common bottlenecks of dual dance major education management in China (Chen, C., 2021; Jackson, M., 2020): (1) Unbalanced resource allocation between ethnic dance and international standard dance, insufficient special funds for ethnic dance field research and international standard dance professional venue maintenance, which affects the coordinated development of the dual-core major (Zhang, S., 2019); (2) Insufficient professional development support for teachers, lacking customized training for ethnic dance teachers' cultural inheritance ability and international standard dance teachers' international rule update ability, and low digital teaching literacy of teachers (only 36.8% of teachers can proficiently use AI motion capture, VR

teaching and other digital tools) (Bates, T., 2019; Green, L., 2017); (3) Shallow school-enterprise cooperation, with cooperative enterprises participating in curriculum design less than 20%, and the course content is disconnected from the actual needs of the cultural tourism industry, which fails to realize the deep integration of industry and education (Jackson, M., 2020; Wang, Y., 2022); (4) Rigid curriculum structure, low proportion of interdisciplinary courses, and insufficient cultivation of students' compound abilities (digital media application, project operation, etc.), which is not in line with the interdisciplinary integration development trend of vocational dance curriculum (Sun, S., 2023; Johnson, L., 2019); (5) Imperfect evaluation and incentive mechanism, low weight of practical achievements such as industry cooperation and cultural inheritance in teachers' professional title evaluation, failing to effectively stimulate teachers' innovation enthusiasm, which is inconsistent with the career orientation requirements of vocational dance education (Liu, Y., 2021).

Figure 1: Core theoretical framework diagram



This study systematically evaluates the optimization level of dance education management at Kunming Vocational College of Arts through mixed research methods, and draws the following core conclusions:

1. The overall optimization level of the college's dance education management reaches a relatively high level (mean=3.84), with prominent advantages in regional adaptation and inheritance of dance education, which is highly aligned with Yunnan's ethnic cultural protection policies and cultural tourism industry development needs, and the talent cultivation effect has been widely recognized by the industry.

2. There are obvious uneven development characteristics among the core dimensions of dance education management, with the professional development support for dance teachers as the weakest link, followed by dance education management practice. The main problems include unbalanced resource allocation, insufficient teacher training, shallow school-enterprise cooperation and lagging digital teaching integration.

3. There are significant cognitive differences between dance major teachers and non-dance major teachers in the core dimensions of dance education management, with non-dance major teachers having insufficient understanding of dance education's cultural connotation and professional characteristics, which restricts the depth of cross-disciplinary collaborative education.

4. All five core dimensions have a significant positive impact on the overall level of dance education management, among which dance education management practice (resource allocation, curriculum coordination, etc.) is the key direct influencing factor, and cognitive and collaborative abilities as well as regional adaptation and inheritance are important supporting factors.

5. Under the dual-core pattern of ethnic dance and international standard dance, the college's dance education management faces three key contradictions: the contradiction between cultural inheritance and internationalization, the contradiction between resource allocation and professional development, and the contradiction between cross-disciplinary collaboration and professional independence.

The research results verify the applicability of human resource management theory, curriculum theory and collaborative governance theory in the optimization of higher vocational dance education management in multi-ethnic areas, and clarify the core problems and key influencing factors of dance education management under the dual-core professional pattern, which enriches the theoretical system of higher vocational dance education management.

Future Work

Based on the research conclusions, targeted optimization strategies are proposed to promote the sustainable development of dance education at Kunming Vocational College of Arts, and the future research and practice directions are clarified as follows:

1. Improve the collaborative governance mechanism: Establish a "Dance Professional Construction Committee" composed of school administrators, core teachers, industry enterprise representatives and international dance association experts, and involve all parties in the whole process of talent training plan revision, curriculum design and quality evaluation to realize multi-party co-governance of dance education.

2. Optimize the resource allocation system: Establish a differentiated resource allocation mechanism based on the characteristics of ethnic dance and international standard dance, increase investment in digital teaching equipment (AI motion capture, VR cultural scene simulation, etc.), build a shared digital resource library, and improve the transparency and utilization efficiency of resource allocation.

3. Strengthen teachers' professional development system: Design customized training plans for teachers of different dance directions, establish a "teacher industry residency" system, carry out digital teaching skills training, and reform the evaluation and incentive mechanism to increase the weight of practical achievements such as industry cooperation and cultural inheritance in professional title evaluation.

4. Perfect the curriculum and teaching management system: Optimize the curriculum structure, increase the proportion of interdisciplinary courses (dance + cultural communication, dance + digital media) and practical courses, establish a diversified teaching evaluation system, and adopt project-based learning and scenario teaching to improve students' compound practical abilities.

5. Build a regional adaptation and cultural inheritance system: Deepen the inheritance of ethnic dance culture by building off-campus practice bases with intangible cultural heritage protection centers and compiling localized teaching materials, promote the localized innovation of international standard dance by integrating Yunnan ethnic cultural elements into choreography, and build a dance cultural communication platform to enhance the regional influence of dance education.

In the future, follow-up research can expand the sample coverage to similar higher vocational art colleges in Yunnan and other multi-ethnic areas in China to carry out comparative research, explore the common laws and special characteristics of dance education management in different regions. At the same time, track and evaluate the long-term implementation effect of the optimization strategies proposed in this study, and continuously revise and improve the optimization plan according to the actual implementation situation. In addition, in-depth research on the construction path of the intelligent dance education ecosystem can be carried out to provide more technical support for the digital transformation of higher vocational dance education management.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research. This Independent Study was finally completed not only through my own efforts but also with the great guidance and assistance from many key individuals. I would like to express sincere thanks for their kind support to those who have helped me fulfill the requirements of this Independent Study. First and foremost, I would like to extend my deepest gratitude to my supervisor, Asst.Prof.Dr. Ganratchakan Lertamornsak. Her rigorous academic attitude and profound professional knowledge have benefited me greatly throughout the research process. I also want to take this opportunity to express my sincerest thanks to my family members and friends, who have supported me morally and emotionally, and assisted me financially. Finally, this research would not be possible without the support of the Department of Educational Administration, Graduate School, Suan Sunandha Rajabhat University and all its members. Their support and understanding have enabled me to successfully complete my studies. At the same time, I would like to thank my classmates for their care and encouragement during my postgraduate study, and I am grateful for this learning opportunity that allowed us to meet friendly teachers and classmates.

REFERENCES

- Anderson, A. (2018). Teaching management systems in dance education: Quality monitoring and evaluation. *Journal of Educational Administration*, 56(3), 345-362.
- Brown, B. (2019). Rapid adaptability in dance education management. *Arts Education Policy Review*, 120(5), 215-228.
- Bates, T. (2019). *Technology, e-learning and distance education*. Routledge.
- China Art Education Promotion Association. (2021). *China Art Education Development Report (2020-2021)*. Higher Education Press.

- Chen, C. (2021). A study on the curriculum system optimization of dual dance majors in higher vocational colleges—Taking ethnic dance and sports dance as examples. *Art Education*, (8), 132-135.
- Fullan, M. (2014). *The new meaning of educational change*. Teachers College Press.
- Green, L. (2017). Professional qualities of dance teachers in vocational colleges. *Journal of Dance Teacher Education*, 17(2), 89-102.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Jackson, M. (2020). School-enterprise cooperation in dual dance majors. *Industry & Higher Education*, 36(3), 219-231.
- Johnson, L. (2019). Dance curriculum system design in higher education. *Journal of Curriculum Studies*, 51(4), 567-589.
- Li, X. (2021). The role and optimization strategies of educational management in college dance education. *Drama Home*, 30, 137-139.
- Liu, Y. (2021). Career orientation of vocational dance education. *Journal of Vocational Education*, 42(7), 89-92.
- Krejci, V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Liu, Y. (2021). Career orientation of vocational dance education. *Journal of Vocational Education*, 42(7), 89-92.
- Risner, D., & Stinson, S. (2019). *Dance education research: Charting the field*. Routledge.
- Smith, J. (2018). Market-driven dance education: The US model. *Journal of Arts Management, Law, and Society*, 48(3), 167-178.
- Sun, S. (2023). Interdisciplinary integration in vocational dance curriculum. *Journal of Vocational Education Research*, (3), 78-83.
- Wang, Y. (2022). Particularity and realization path of school-enterprise cooperation in art vocational colleges. *Vocational and Technical Education*, 43(14), 56-60.
- Xu, G. (2018). *Vocational education curriculum theory* (3rd ed.). East China Normal University Press.
- Zhang, C. (2018). A Study on the Teaching Mode of Dance Teaching in Normal Universities. *Journal of Social Sciences Studies*, 3.
- Zhang, S. (2019). Curriculum system construction of vocational dance education in multi-ethnic areas. *China National Expo*, (12), 189-190.
- Zhou, Y. (2022). The value and application path of educational management in college dance teaching. *Art Evaluation*, 15, 163-166.
- Zhao, Z. (2020). *Modern apprenticeship system in vocational education*. Higher Education Press.