INVESTIGATING NEEDS AND PROBLEMS OF DANCE EDUCATIONAL MANAGEMENT IN HIGH SCHOOL: A CASE STUDY OF TSINGHUA UNIVERSITY HIGH SCHOOL JIANGTAILU IN BEIJING[*]

[1]Xin Xiaolei   [2]Nithipattara Balsiri   [3]Wannapa Phopli   [4]Samith Jueajinda
[5]Narongpon Aulpaijidkul   [6]Pakkanat Chantanawaranont
[1,2,3,4,5]Dhonburi Rajabhat University, Thailand
[6]Burapha University, Thailand
Corresponding Author E-mail: wannapa.p@dru.ac.th

Abstract

The purposes of this study were as follows: 1) To investigate the problems and needs of dance educational management in Tsinghua University High School·JIANGTAILU. 2) To propose guidelines for improving the quality of dance educational management in Tsinghua University High School·JIANGTAILU. In this study, 302 students, 78 teachers, and 40 school administrators in Tsinghua University High School JIANGTAILU were selected through stratified random sampling techniques. The research instruments used in this study included the following: 1) Questionnaires with 5-point rating scales for the three sample groups; 2) Focus group discussions were conducted to propose guidelines for improving the quality of dance educational management. The collected data were analyzed and presented in the form of frequency counts, percentages, average values, and standard deviations. The results of this study showed that needs of teachers and school administrators rated dance education as "the highest level" when it came to using modern technology for teaching. Students' needs for improving dance learning skills and artistic levels were also rated as "the highest level." The guideline for dance education management in Tsinghua University High School JIANGTAILU was constructed, encompassing the following: 1) Maintaining the basic principles of dance education management in senior high schools; 2) Perfecting the dance education management system; 3) Clarifying the objectives of education, teaching, and management. Through the data analysis team, the guiding document for dance education management in Tsinghua University High School JIANGTAILU was constructed, providing a reference for subsequent researchers. The main research results of this paper were as follows: 1) Dance teachers used modern educational technology and comprehensive teaching methods to conduct dance instruction; 2) Teachers had passed strict selection procedures to ensure that every dance teacher possessed professional knowledge and teaching ability.

Keywords: Dance Education Management, Middle School Dance Education, Guidelines.

Introduction

Improving the quality of the whole nation is a fundamental task for the overall socialist modernization of China since the reform and opening up. As a way to improve people's comprehensive quality, quality education pays attention to the cultivation of people's body and mind, personality, ideology and morality. There is a global consensus that stimulating and fostering children's creativity in education is crucial. Addressing creativity has become an imperative in educational policies and in school curricula internationally. School-based physical education (PE), and specifically the teaching area of dance, has been identified as an important pedagogical setting within which to develop creativity (Engdahl et al., 2021). Nowadays, quality education continues to deepen and develop, and art education has become one of the important contents of quality education. Dance integrates culture, music, action and other elements, which cannot be underestimated. Dance educational management is also an important content of quality education, which has paced into the university, middle school, primary school campus. Consequently, more and more students begin to get involved in dance courses, which not only strengthens the popularity of the dance educational management, but also promotes the development of dance educational management career.

With the deepening of education teaching reform, primary and secondary school dance education mode has taken place in China. Quality education is reflected in all aspects of education and teaching, and dance educational management just gives full play to the requirements of quality education incisively and vividly. Dance education refers to taking dance as a hobby in normal primary school, junior high school and senior high school education, and making use of spare time to provide students with suitable dance training venues and age-appropriate dance teaching content, so as to carry out dance training. Dance educational management refers to the management of dance teaching and research, the development of professional teaching plans, and the improvement of teaching outlines; Develop a teaching and research work plan and supervises the results of teaching and research. In the middle school stage, in order to promote the comprehensive development of middle school education, the construction of campus culture and school characteristic education, many middle schools have increased art education for the cultivation of students' interests, such as music, dance and art, and these phenomena are very common. There are also many schools that do not set up dance related courses, but generally set up dance interests or dance groups or other amateur dance organizations, and offer centralized training for students who own talents and pass the selection examination. These schools generally have professional dance teachers to guide students, with a relatively perfect dance hardware facilities. In the dance training, the school has a clear training purpose and training program, for students with high standards, high requirements, high intensity of dance training. Dance

teaching has many benefits to students, for instance, dance education improves students': (1) success in school, (2) artistic knowledge, (3) cultural competency, (4) career preparedness, (5) social skills, and (6) wellbeing (Petrie, 2020). Panagiotopoulou (2018) also mentions the remarkable contribution of dance education to students' emotional skills. Furthermore, dance education is closely related with students' creativity (Cremades Andreu and Lage Gómez, 2023). It is noted that teachers show great interests in dance education. (Beserra et al., 2021)

Given the significance of dance education, the researcher conducted an in-depth investigation and analysis of the dance development of the Tsinghua University High School JIANGTAILU, where multiple methods were employed, such as questionnaires and interviews. The author explored basic information of the dance teachers, the use of dance teaching facilities and books and video materials, and the attitude and understanding of students and teachers towards dance educational management. Thus, this study is expected to objectively reflect the current situation of dance educational management, and to reflect on the deficiencies in dance educational management in this school, then put forward the relevant strategic suggestions.

Objectives of this Research

1. To Investigate problems and needs of dance educational management in Tsinghua University High School·JIANGTAILU.

2. To propose guideline for improving the quality of dance educational management in Tsinghua University High School·JIANGTAILU.

Research Methodology

The research focuses on an investigate of Problems and Needs of Dance Educational Management in High School: A Case Study of Tsinghua University High School JIANGTAILU in Beijing.

1. Research design

Mixed methods research (Quantitative research and Qualitative research) is employed to analyze the data because both quantitative and qualitative approaches are adopted in the research process.

2. Population and sample group

2.1 Population

In order to further study and understand the present situation of dance education in Tsinghua University High School JIANGTAILU, especially the existing problems, The populations of this research are the students, teachers and school administrators of

Tsinghua University High School JIANGTAILU. There are 1,231 students, 101 teachers and 40 school administrators selected as the research objects.

2.2 Sample Group

The sample size obtained by using Taro Yamane Formula (Yamane, 1973): student samples are 302, teacher samples are 78 and school administrator samples are 40.

3. Research instruments

3.1 Questionnaires

The first part consisted of closed questions which were used to collect personal information of the respondents include gender, age, and identity. The second part of the questionnaire asked the respondents their opinions on problems and needs in dance education management, teaching process, and promotion of facilities by using Likert Scaling. The questions were reviewed and checked by three experts and the methodology of valuation used was the IOC (index of item-objective congruence).

3.2 Focus group discussion

In order to put forward the guiding opinions to improve the management of dance education in Tsinghua University High School JIANGTAILU, five experts held a focus group meeting and conducted research.

4. Data Collection

This research collected data and information from a sample group of 302 students, 78 teachers and 40 school administrators through the "Questionnaires" APP.

5. Data Analysis

The data and information about problems and needs collected from the sample group are analyzed, interpreted and presented according to frequency count, percentage, average value and standard deviation. The five-point Likert rating scale is used to evaluate the opinions of respondents. In addition, the opinions and ideas of the five focus group discussions are analyzed through content analysis, and then the management guidelines of dance education in Tsinghua University High School JIANGTAILU was created.

Research Results

      1. Investigate problems and needs of dance educational management in Tsinghua University High School·JIANGTAILU.

Table 1 Students' Problems and Needs of Dance Education and Management

Questions	n=302		Level of problems and needs
	$\bar{x}$	S. D.	
Problems:			
Education management			
1. I think the dance course has brought many problems to the learning system.	4.96	0.20	Highest
2. I think the dance curriculum is very unreasonable	4.88	0.33	Highest
Teaching process			
1. The difficulties and keynotes in learning dance courses are not clear.	4.95	0.21	Highest
2. The teaching of dance courses does not match the needs of students.	4.95	0.21	Highest
Promotion of facilities			
1. I think the hardware facilities and equipment of dance courses can't meet the learning needs of students	4.92	0.27	Highest
2. I don't think dance courses can promote students' autonomous learning ability.	4.91	0.27	Highest
Needs:			
Education management			
1. I think the participation in dance courses is high.	4.96	0.34	Highest
2. My dance course has various forms of resource materials.	4.88	0.32	Highest
Needs: (Continue)			
Teaching process			
1. The teaching of dance courses matches the needs of students.	4.92	0.27	Highest

Questions	n=302		Level of problems and needs
	$\bar{x}$	S. D.	
2. The learning difficulties and keynotes of dance courses are clear.	4.88	0.33	Highest
Promotion of facilities			
1. I think dance courses can promote students' autonomous learning ability.	4.98	0.20	Highest
2. I think modern educational technology has been integrated into the study of dance courses.	4.96	0.20	Highest

According to Table 1, students' assessment in education management, teaching process, education and promotion in overall both problems and needs perspectives are at the highest level. Among the problems of education management "I think the dance course has brought many problems to the learning system." was the highest score ($\bar{x}$= 4.98, S. D. = 0.20). Teaching process "The difficulties and keynotes in learning dance courses are not clear" was the highest score ($\bar{x}$= 4.95, S. D. = 0.21). Promotion of facilities "I think the hardware facilities and equipment of dance courses can't meet the learning needs of students" was the highest score ($\bar{x}$= 4.92, S. D. = 0.27). For the needs of Education management, "I think the participation in dance courses is high" was the highest score ($\bar{x}$= 4.96, S. D. = 0.34). For Teaching process, "the teaching of dance courses matches the needs of students." was the highest score ($\bar{x}$= 4.92, S. D. = 0.27). Moreover, the problems of Promotion of facilities "the teaching of dance courses matches the needs of students." was the highest score ($\bar{x}$= 4.98, S. D. = 0.20).

Table 2 Teachers' Problems and Needs of Dance Education and Management

Questions	n=302		Level of problems and needs
	$\bar{x}$	S. D.	
Problems:			
Education management			
1. I think the arrangement of dance teaching is very unreasonable	4.94	0.20	Highest
2. I think dance teaching has influenced other teaching tasks	4.89	0.34	Highest
Teaching process			

Questions	n=302		Level of problems and needs
	$\bar{x}$	S. D.	
1. There are significant differences in the implementation and design of dance teaching.	4.96	0.20	Highest
2. Not interested in dance teaching content.	4.96	0.37	Highest
Promotion of facilities			
1. Dance teachers have not been strictly selected.	4.98	0.20	Highest
2. Dance teachers have no chance to participate in professional training	4.98	0.20	Highest
Needs:			
Education management			
1. I think the requirements for dance teaching are reasonable.	4.98	0.20	Highest
2. I feel satisfied with the dance teaching setup.	4.97	0.20	Highest
Teaching process			
1. The key and difficult points in dance teaching are clear.	4.96	0.20	Highest
2. Interested in dance teaching content.	4.91	0.28	Highest
Needs: (Continue)			
Promotion of facilities			
1. I think the hardware facilities and equipment of dance teaching can meet the learning needs of students.	4.98	0.20	Highest
2. I think dance teachers have a high level of teaching implementation.	4.96	0.20	Highest

As you can see in Table 2, teachers' assessment in education management, teaching process, education and promotion in overall both problems and needs perspectives are at the highest level. Among the problems of education management "I think the arrangement of dance teaching is very unreasonable." was the highest score ($\bar{x}$= 4.94, S. D = 0.20). Teaching process "There are significant differences in the implementation and design of dance teaching." was the highest score ($\bar{x}$= 4.96, S. D = 0.20). Promotion of facilities "Dance teachers

have not been strictly selected." was the highest score ($\bar{x}$= 4.98, S. D = 0.20). For the needs of Education management, I think the requirements for dance teaching are reasonable." was the highest score ($\bar{x}$= 4.98, S. D = 0.20). For Teaching process, "The key and difficult points in dance teaching are clear." was the highest score ($\bar{x}$= 4.96, S. D = 0.20). Moreover, the problems of Promotion of facilities "I think the hardware facilities and equipment of dance teaching can meet the learning needs of students." was the highest score ($\bar{x}$= 4.98, S. D = 0.20).

Table 3 Administrators' Problems and Needs of Dance Education and Management

Questions	n=302		Level of problems and needs
	$\bar{x}$	S. D.	
Problems:			
Education management			
1. The design and implementation of dance education management are quite different.	4.96	0.20	Highest
2. The management of dance education does not match the needs of teachers' development.	4.94	0.20	Highest
Teaching process			
1. The management of dance education does not match the needs of teachers' development.	4.94	0.20	Highest
2. Dance education management has not promoted the development of students	4.89	0.34	Highest
Promotion of facilities			
1. No professional training opportunities were provided for dance teachers	4.96	0.20	Highest
2. There is no opportunity for dance teachers to participate in lectures or guidance on special topics.	4.87	0.35	Highest
Needs:			
Education management			
1. I think the regime of dance education management is reasonable.	4.98	0.20	Highest
2. I think the working framework of dance education management is reasonable	4.96	0.24	Highest

Questions	n=302		Level of problems and needs
	$\overline{x}$	S. D.	
Needs: (Continue)			
Teaching process			
1. I think there are many ways to manage dance education.	4.96	0.20	Highest
2. Dance education management can promote the development of students.	4.96	0.20	Highest
Promotion of facilities			
1. I think the hardware facilities and equipment of dance teaching can meet the needs of dance education and teaching	4.89	0.35	Highest
2. Provide professional training opportunities for dance teachers	4.86	0.27	Highest

As you can see in Table 3, administrators' assessment in education management, teaching process, education and promotion in overall both problems and needs perspectives are at the highest level. Among the problems of education management "The design and implementation of dance education management are quite different." was the highest score ($\overline{x}$= 4.96, S. D = 0.20). Teaching process "The management of dance education does not match the needs of teachers' development." was the highest score ($\overline{x}$= 4.94, S. D = 0.20). Promotion of facilities "No professional training opportunities were provided for dance teachers." was the highest score ($\overline{x}$= 4.96, S. D. = 0.20). For the needs of Education management, "I think the regime of dance education management is reasonable" was the highest score ($\overline{x}$= 4.98, S. D. = 0.20). For Teaching process, "I think there are many ways to manage dance education" was the highest score ($\overline{x}$= 4.96, S. D. = 0.20). Moreover, the problems of Promotion of facilities "I think the hardware facilities and equipment of dance teaching can meet the needs of dance education and teaching" was the highest score ($\overline{x}$= 4.89, S. D. = 0.35).

2. Propose guideline for improving the quality of dance educational management in Tsinghua University High School·JIANGTAILU.

From the analysis of focus group results, the guidelines for improving the quality of dance educational management in Tsinghua University High School JIANGTAILU. Here are the guidelines:

Dance education and teaching management guidelines Advocating all-round development: Dance education in senior high schools should aim at cultivating students'

comprehensive quality and pay attention to cultivating students' physical, psychological and aesthetic abilities.

Perfect management system of dance education. Strengthen security: Dance education in senior high schools should ensure the safety of students in the process of training and performance, establish and improve the safety management system, and conduct regular safety inspections and exercises.

The goal of education, teaching and management. Encourage interdisciplinary integration: High school dance education should encourage students to cross-integrate with other art forms and disciplines, such as the combination of dance with music and drama, so as to promote students' all-round development.

Environmental Protection of Dance Education in Senior High School Establish a good teaching staff: The management of dance education in senior high schools should focus on cultivating and introducing excellent dance teachers, providing them with opportunities for professional development and growth, and ensuring the quality and level of teaching.

Research Discussion

1. The current situation of dance education in Tsinghua University High School JIANGTAILU, China. Through the investigation and analysis of the teaching mode of dance education in Tsinghua University High School JIANGTAILU, we can find that it has the following characteristics: according to the investigation results, students think that their dance skills and artistic expression level have been greatly improved in the implementation of this teaching mode. The results of the questionnaire survey show that students' innovative consciousness has been improve, and students believe that their comprehensive quality has been further cultivated, their interest and participation in learning have been significantly improved, and their enthusiasm and enthusiasm for dance education have been fully stimulated. Teachers pay attention to the all-round development of students' body and mind. In the teaching process, teachers use various teaching methods and means such as lectures, demonstrations and practical exercises to help students master dance skills and artistic expression abilities. The application of modern educational technology makes teaching livelier and more interesting, provides rich learning resources and interactive teaching methods, and enables students to participate and learn in a more active way. Some teachers not only have profound dance skills and expressive capabilities, but also are familiar with the theories and methods of dance teaching, and can carry out personalized teaching according to the characteristics and needs of students. For the management mode of dance education in Tsinghua University High School JIANGTAILU, this study has found that its composition mainly includes the setting of teaching content, the selection of teaching methods and the way of teaching evaluation.

First of all, the management mode of dance education in this school pays attention to comprehensiveness and practicality in the setting of teaching content. Secondly, by designing diversified dance courses, the school attached importance to the combination of comprehensive evaluation and ability evaluation in teaching evaluation. The management mode of dance education in Tsinghua University High School JIANGTAILU is characterized by focusing on cultivating students' innovative spirit and practical abilities.

2. How to improve the dance education management in Tsinghua University High School JIANGTAILU. It is argued that social elements are of importance in dance education, so it is necessary for schools to improve dance education management in terms of work community, organization, networks and professional collaboration (Katja, Kaarina and Satu, 2020). Therefore, senior high schools are supposed to confirm and maintain the basic principles of dance education management in order to guarantee the effects of dance classes.

In addition, given the benefits of dance which have been mentioned before, it goes without saying that dance education needs to be aimed at cultivating students' all-round abilities. On top of that, schools should also take into consideration the mental influences of dance education on students. According to Grindheim and Grindheim (2021), when students are dancing, in a meditative state, having a sense of freedom and feeling body and mind as one, described as an overall "different", resilient way of being and belonging in a social context.

However, there remains quite a few problems in dance education management at present. Mattsson and Larsson (2021) has found that an aesthetic perspective on movement is lacking in physical education and that exploratory teaching assignments are rare. This is also what needs to be considered while schools and teachers implement dance education. For example, it is a good idea to engage students in moving through play, exploration, skill refinement, and finally, performance (Levenberg, Armstrong and Johnson, 2020).

Research Body of Knowledge

The Research Body of Knowledge of this study is the problems and needs of dance education management in middle schools, including educational management, teaching process, and promotion of facilities to create the academic administration guideline for Dance Educational Management in High School. It is shown in Figure 1.
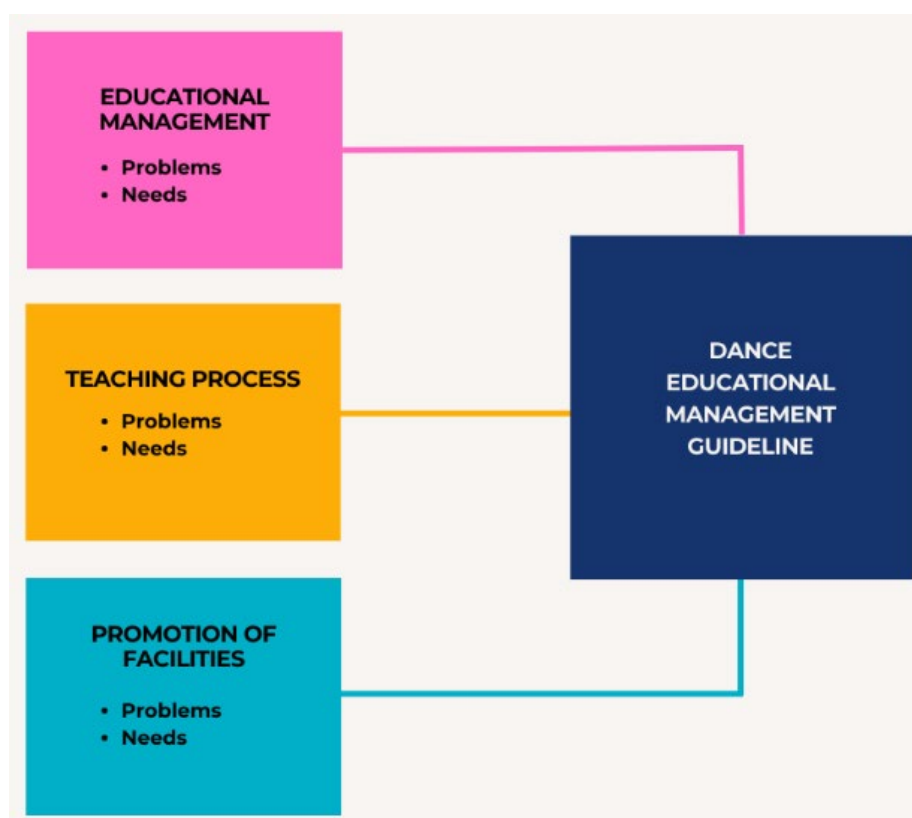
Figure 1 Research Body of Knowledge

Research Suggestion

  1. Suggestions in practice

   1.1 Schools can improve teaching evaluation and pay attention to future development trends.

   1.2 Teachers should keep updating skills and employ the newest teaching methods in dance education.

  2. Suggestions for research

   2.1 As for further studies, the researchers can consider choosing more schools as cases, and deeply explore the management of dance education in different regions and different types of schools, so as to enhance the representativeness and universality of the research. In the future, empirical research can be carried out to test whether the proposed improvement strategy can really solve the problems and needs in the management of dance education in senior high schools through practical operation and practice verification.

   2.2 Future researchers can further explore the teaching evaluation system of dance education and design a scientific and comprehensive measurement standard of dance education, so as to better evaluate the achievements of students' dance education and promote the sustainable development of dance education.

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