

# **The Art Education Management in Higher Vocational Colleges of Hubei Province**

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## **Abstracts**

The aim of this study was to find the art education management in higher vocational colleges of Hubei Province. The research established a theoretical framework based on related literature on art education management, Ethnographic Future Research and related studies/researches on art education management. A total of 17 art education management experts from three groups were selected by the researcher to be the participants of this study. The researcher conducted one-to-one interview with the experts to explore their perceptions of the art education management in higher vocational colleges of Hubei Province. The data collected from the experts were analyzed and summarized by the researcher. Subsequently, the researcher constructed several dimensions related to the art education management in higher vocational colleges of Hubei Province using the data collected from the expert interviews. The results of this study revealed ten key dimensions that were vital for the art education management in higher vocational colleges in Hubei Province. These dimensions are as follows: 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) Internationalization integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management. In order to consider the management of art education in higher vocational colleges of Hubei Province, it was necessary to focus on the ten dimensions that were identified and summarized in this study.

**Keywords:** The Art Education Management; Higher Vocational Colleges; Hubei Province

## **Introduction**

In light of the comprehensive promotion of quality education, the significance of art education is expected to rise as Chinese colleges and universities prioritize all-round development and deepen reforms (Zhang, 2020 : 9-11). Moreover, as higher vocational colleges progressively recognize the importance of art education in quality education, they are actively initiating relevant programs (Meng, 2010 : 32-33). As the cradle of cultivating socially skilled talents, higher vocational art education is currently in a period of rapid development. However, due to the constraints of objective conditions and the lack of subjective awareness in management, higher vocational art education still faces many challenges such as insufficient leadership, inadequate teacher capacity, outdated hardware and software facilities, unclear educational objectives, and overly formalized teaching methods (Sun and Huang, 2015 : 15). As a province famous for education in China, the art education in many higher vocational colleges of Hubei province currently presents a state of multi-head management and disorderly management, resulting in low efficiency in management of higher vocational art education,

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insufficient guarantee in the management, motivation and evaluation mechanisms of art education, and the use of financial input, while leaders and teachers in higher vocational colleges have not paid sufficient attention to the correct guidance of art education, still conducting teaching with traditional education concepts, and without reasonable control of student management scale, leading to phenomena such as disconnection between student education and management (List of national institutions of higher learning, 2021; Wang, 2012 : 92-93). According to Chen (2021 : 50-54), although art education in higher vocational colleges of Hubei province has made great progress, there are still many problems to be solved, and the current situation of many higher vocational colleges is far from the policy requirements of the Chinese Ministry of Education. Therefore, improving the quality of management is crucial for the art education of higher vocational colleges in Hubei province. Ali and Mohamed (2017 : 326-329.) mentioned that the effect of educational management is to improve the overall quality and efficiency of education, by providing effective leadership and direction, establishing clear goals and objectives, ensuring adequate resources and support, and implementing appropriate policies and procedures. Gaining a deeper understanding and exploring the art education management in higher vocational colleges of Hubei province can contribute to improving the quality of art education in the higher vocational colleges.

Textor (1995 : 461-471) introduced the Ethnographic Future Research (EFR) approach in 1976, which incorporates cultural anthropology and ethnography elements. This method is characterized as open-ended and non-directive, utilizing an interview protocol with pre-set prompts to explore various aspects of the community, including infrastructure, the economy, and environmental management (Gordon, 2021: 1-22). According to Textor (1980:1), EFR is a method that derives theoretical meaning from data and is grounded in empirical evidence. This method can draw views and insights from participants to guide practical affairs (Mitchell, 2002: 129-134.). Olla and Choudrie (2013: 369–382) stated that EFR provides a time-related phenomenon and evaluation of the future, which is important for researchers to analyze and predict the research object. The research results can be converted into achievable actions or implementable plans with a high probability. One common strategy employed by managers is to rely on past experiences and utilize intuition to envision future scenarios, which can then generate new ideas to effectively address potential problems (Kuo, 1998: 89–103; Mintzberg, 1973:7). According to Tao (2019: 56-62) ,Although there have been some studies on art education management both domestically and internationally, there are few relevant empirical studies, and there are no studies using EFR as a research method in China.

Based on the prevalence of numerous challenges facing the art education management in higher vocational colleges of Hubei Province, as well as China's growing recognition of the significance of art education, it is imperative to conduct empirical research on the art education management in higher vocational colleges of Hubei Province. This study aims at finding the art education management in higher vocational colleges of Hubei Province. The research framework was based on literature related to art education management, literature related to EFR and studies/research related to art education management using EFR to find the art education management in higher vocational colleges of Hubei province and to test the hypothesis that art education management in higher vocational colleges of Hubei province consists of multiple dimensions. The findings of this study can provide valuable insights for higher education colleges of Hubei Province to enhance their art education management practices and facilitate informed decision-making in this area. Moreover, this study can help

bridge the research gap in empirical studies on art education management in China that utilize EFR as the research method. By advancing the understanding of the complex dimensions of art education management in higher vocational colleges, this study can contribute to the development of effective strategies and policies to promote the quality and efficiency of art education in China.

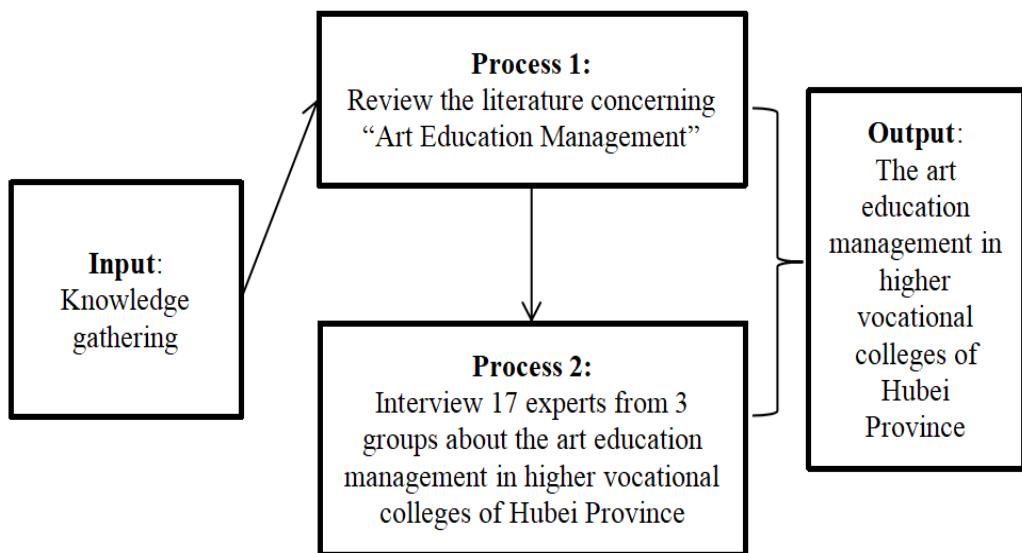
## Research Objective

In this study, the objective is to investigate the art education management in higher vocational colleges of Hubei Province.

## Research Methodology

### 1. Research procedure

In this study, the objective is to investigate the art education management in higher vocational colleges of Hubei Province. The research was conducted in several stages, as depicted in Figure 1.



**Figure, /1/**Research Procedure

#### Stage 1: Input - Knowledge Gathering

Reviewing the literature concerning "Art Education Management".

#### Stage 2: Process - Data Collection

Interviewing 17 experts from 3 groups one-to-one to explore their perceptions of the art education management in higher vocational colleges of Hubei Province.

#### Stage 3: Output - Results and Conclusion

Analyzing and synthesizing the gathered data to draw conclusions about the art education management in higher vocational colleges of Hubei Province.

### 2. Research Method

Based on the objective of to find the art education management in higher vocational colleges of Hubei Province and the existing theoretical basis, this study used the EFR method.

Seventeen experts in art education management were selected and divided into three groups according to Textor, 1980 : 1approach. The researchers conducted one-on-one interviews with these experts to explore their expectations of art education management in higher vocational colleges in Hubei Province.

### 3. Jury of experts

The researcher selected 17 experts in art education management and divided them into three groups to conduct one-on-one interviews (Textor, 1980 : 1). The participants were required to meet the following qualifications for the interviews: (1) actively engaging in art education-related work and possessing a comprehensive understanding of art education management in colleges and universities in Hubei Province; (2) being familiar with advanced management concepts and development trends both domestically and internationally; and (3) holding a minimum of 5 years of relevant working experience and holding a position of lecturer or above.

### 4. Data collection

In this study, the EFR method was employed to conduct interviews with 17 experts in art education management. The interviews followed an unstructured approach, allowing for flexibility and openness in the questioning process. The objective of each interview was to find the experts' expectations regarding the art education management in higher vocational colleges of Hubei Province. All interviews were recorded, transcribed, and analyzed to identify emerging dimensions and summarize key findings.

### 5. Data analysis

The data gathered from the EFR interviews with 17 art education management experts were analyzed by the researcher. The resulting data was used to construct dimensions related to the art education management in higher vocational colleges of Hubei Province, and corresponding items were listed according to the content of each dimension.

## Research Scope

The research of this study is to investigate the art education management of higher vocational colleges of Hubei Province. The research hypothesis is the art education management in higher vocational colleges of Hubei Province consisted of multiple dimensions. The participants selected for this study were 17 art education management experts who met specific criteria. These criteria include actively engaging in art education-related work, possessing a comprehensive understanding of art education management in colleges and universities in Hubei province, demonstrating familiarity with advanced management concepts and staying updated with domestic and international development trends, having a minimum of 5 years of relevant working experience, and holding a position of lecturer or above. The research design consisted of three key steps. First, the literature review was conducted to gather knowledge on art education management. This step involved reviewing existing scholarly articles, books, and reliable sources. Second, data collection involved conducting one-to-one interviews with 17 experts from 3 groups. Finally, the gathered data was analyzed and synthesized to draw conclusions about the art education management in higher vocational colleges of Hubei Province. The study identified ten essential dimensions for the art education management in higher vocational colleges of Hubei Province, emphasizing the need for a comprehensive approach. It provided practical guidance for administrators to evaluate and

improve their programs, preparing students for successful careers in the art field.

## Research Results

### 1. The Results of Expert Interview

According to the perspectives of the experts, ten dimensions that need to be considered for the art education management in higher vocational colleges of Hubei Province were as follows: 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) International integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management. The scale items for each dimensions were as following section.

### 2. Scale Items

Based on the perspectives of experts, ten dimensions were identified as crucial considerations in managing the art education in higher vocational colleges of Hubei Province. These dimensions are: 1) Curriculum and instructional management, 2) Teacher professional management, 3) Student support system management, 4) International integration management, 5) Technology integration management, 6) Quality assurance, 7) Philosophy of art education management, 8) Promotion of cultural heritage preservation, 9) Artistic resource management, and 10) Safety and risk management. Based on the content of the expert interviews, the scale items for the 10 dimensions are summarized as the following contents.

#### 1) Curriculum and instructional management

Regarding the art education management in higher vocational colleges of Hubei Province, experts have recommended a focus on curriculum and instructional management. Specifically, attention should be given to the following items: 1) The curriculum should be aligned with the needs of the industry and the job market to prepare graduates for their careers. 2) The curriculum should provide a solid foundation in the basics of art and design, while also fostering creativity and flexibility in developing students' individual artistic styles. 3) Project-based learning and experiential learning should be utilized as effective teaching methods for art education. 4) Teachers should be trained to provide personalized and student-centered instruction, and to create a supportive and inclusive learning environment. 5) Collaboration and communication skills should be developed in students through group projects and other activities. 6) Higher vocational colleges should encourage teachers to take a leadership role in the design and implementation of new curricula and teaching methods. 7) Higher vocational colleges need to develop policies to ensure that the curriculum is aligned with industry standards and the requirements of the national education sector. 8) Continuous evaluation and improvement of the curriculum and teaching methods are necessary for ensuring the quality of art education in higher vocational colleges.

#### 2) Teacher professional management

In relation to the art education management in higher vocational colleges of Hubei Province, experts have recommended that future efforts should be directed towards teacher professional management. This will entail prioritizing the following items: 1) Ongoing professional development opportunities should be provided for art education teachers in higher vocational colleges in Hubei province. 2) Teacher training programs should provide opportunities for teachers to improve their knowledge of art theory and practice. 3) Higher vocational colleges should provide leadership training for faculty and staff, offering them

opportunities to develop their skills in areas such as communication, conflict resolution and decision-making. 4) Teachers should learn about new technologies and teaching methods that can be incorporated into the classroom. 5) Mentoring and peer learning can help new teachers adapt to the unique demands of teaching art in a vocational college setting. 6) Higher vocational colleges should establish support systems to help new teachers adapt to the unique demands of teaching art in a vocational college setting. 7) Higher vocational colleges should offer competitive salaries and benefits for the talents. 8) Higher vocational colleges should implement policies to ensure fairness and diversity in recruitment and promotion. 9) Incentivizing and rewarding excellence in teaching can attract and retain talented educators and promote a culture of continuous improvement in the field of art education.

### 3) Student support system management

Experts have emphasized the importance of student support system management for the art education management in higher vocational colleges of Hubei Province. In this regard, experts recommend prioritizing the following items: 1) Higher vocational colleges should regularly evaluate their art education curricula and teaching methods to align them make them suitable for students' future employment direction. 2) Higher vocational colleges should partner with industry leaders to provide internships and real-world projects for art education students. 3) Art education programs should offer a diverse and comprehensive education to prepare students for various careers in the art industry. 4) Career guidance and support services should be provided to art education students to help them transition from college to the workforce. 5) Practical experience, such as internships, exhibitions, and hands-on learning, should be offered to students to help them build professional networks and become versatile and adaptable in a rapidly changing job market. 6) Art education programs should include training in the liberal arts and other foundational skills to provide a well-rounded education to students. 7) Career development support, such as counseling and mentor-ship, should be provided to students to help them establish successful long-term careers in the art industry.

### 4) International integration management

Experts specializing in art education management have suggested that increased attention should be given to international integration management regarding art education management in higher vocational colleges of Hubei Province. This can be achieved by focusing on the following items: 1) Art education programs should establish partnerships with foreign institutions and offer exchange programs for students to gain international experience. 2) Exposure to diverse cultural and artistic traditions should be incorporated into the curriculum to foster global understanding and appreciation of art. 3) Faculty training should prioritize effective teaching and integration of international perspectives into the curriculum. 4) Partnerships with international art industry leaders should be established to provide students with access to global trends and practices. 5) International student recruitment programs should be developed to attract a diverse student body. 6) The classroom environment should be designed to enhance global perspectives, such as incorporating diverse perspectives into discussions and critiques. 7) Art education programs should encourage students to explore global issues and consider the impact of art on a global scale. 8) Study abroad programs should be promoted to provide students with opportunities to gain firsthand experience in different cultural and artistic contexts.

### 5) Technology integration management

Experts in the field of art education management have emphasized the importance of technology integration management in higher vocational colleges of Hubei Province. In order to effectively implement this, they recommend focusing on the following items: 1) Higher vocational colleges should incorporate digital technology and new media in their art education programs to enhance students' learning experience. 2) Art education teachers should receive training in the use of digital tools and technologies to effectively teach and engage students in the classroom. 3) Higher vocational colleges should invest in the necessary infrastructure and equipment to support the integration of technology in art education programs. 4) Art education programs should teach students the technical skills required to succeed in the modern art industry and related fields. 5) Regular assessments and evaluations of technology integration should be conducted in art education programs to ensure effective use and identify areas for improvement. 6) Integrating technology in art education promotes innovation and creativity in the classroom, better preparing students for their chosen field. 7) Art education programs should provide opportunities for students to explore and experiment with different forms of artistic expression through the use of digital technology and new media. 8) Art education programs should incorporate online resources and virtual learning tools to provide students with access to a broader range of art and cultural experiences.

### 6) Quality assurance

According to the perspective of experts, ensuring quality assurance should be the main priority for art education management higher vocational colleges in Hubei Province going forward. To achieve this aspect, they recommend focusing on the following items: 1) Regular program evaluation should be conducted to ensure that the curriculum meets industry standards and that graduates are well-prepared for the job market. 2) Higher vocational colleges need to rationalize the allocation of financial resources to support the goals and objectives of arts education programs. 3) Higher vocational colleges should implement sound financial management practices to optimize resource allocation and establish mechanisms for ongoing evaluation and monitoring of financial performance. 4) External funding should be effectively managed for budgetary purposes to ensure the sustainability of its programs. 5) Student performance should be assessed through both formative and summative evaluations, with clear learning objectives and assessment criteria provided to students. 6) Feedback from students, alumni, and industry partners should be collected and used to inform program improvements. 7) Faculty members should be evaluated regularly on their teaching performance, research productivity, and service to the institution. 8) Quality assurance systems should be established to ensure that courses are delivered effectively and efficiently, and that resources are used appropriately. 9) Higher vocational colleges should ensure that all courses are properly accredited by relevant authorities, and that all necessary licenses and certifications are obtained. 10) Regular professional development opportunities should be provided to faculty members to enhance their knowledge and skills in teaching and research. 11) Higher vocational colleges monitor staff compliance with laws and regulations. 12) Higher vocational colleges should have a clear policy and procedure for handling complaints and grievances from students, faculty, employers, and other members of the wider art community. 13) Higher vocational colleges should develop and implement policies in line with government and industry standards, and review and update policies in real time as circumstances change. 14) The programs need to be led by effective leaders who are committed to maintaining high standards of quality and continuous improvement.

### 7) Philosophy of art education management

For the art education management in higher vocational colleges of Hubei Province, experts have underscored the importance of prioritizing the development of philosophy of the art education management in higher vocational colleges of Hubei Province. To accomplish this objective, the following items should be the primary focus: 1) The curriculum for art education should include activities and assignments that encourage creative and critical thinking, such as problem-solving exercises, brainstorming sessions, and case studies. 2) Teachers in higher vocational colleges should create a classroom environment that fosters creativity and encourages self-reflection and peer critique. 3) Assessment methods should be designed to measure various aspects of creative and critical thinking, such as fluency, originality, flexibility, and elaboration, using rubrics or other evaluation tools. 4) Art education programs should integrate design thinking, technology, and business concepts into their curricula to better prepare students for careers in the art industry and related fields. 5) Faculty training should include workshops and professional development opportunities that focus on teaching creative and critical thinking skills and incorporating new teaching strategies into the classroom. 6) Art education programs should provide opportunities for students to collaborate with professionals from different fields, such as designers, engineers, and marketers, to gain practical experience and develop a broader perspective on the art industry. 7) Teachers should encourage students to develop their own artistic voice and style, while also providing guidance and feedback to help them refine their skills 8) Art education programs should provide resources and support for students to pursue independent projects and research, allowing them to explore their interests and develop their creative and critical thinking skills in a self-directed manner.

### 8) Promotion of cultural heritage preservation

Regarding the art education management in higher vocational colleges of Hubei Province, experts have recommended a focus on promotion of cultural heritage preservation. Specifically, attention should be given to the following items: 1) The art curriculum should integrate traditional techniques and materials to promote the preservation of Chinese cultural heritage, as well as contemporary techniques to evolve it. 2) Art educators should teach and raise awareness of Chinese cultural heritage, promoting appreciation and understanding of its significance. 3) Art educators should encourage students to develop a sense of responsibility for preserving Chinese cultural heritage, emphasizing its importance and relevance. 4) Institutions should establish partnerships with museums, cultural centers, and other organizations to provide opportunities for students to engage with Chinese cultural heritage and develop related skills, such as through collaborative projects and exhibitions. 5) Students should have opportunities to participate in cultural heritage preservation projects and apply their skills in real-world contexts, such as through community service or internships. 6) Institutions should provide resources and support for faculty to conduct research on Chinese cultural heritage preservation and develop innovative strategies for incorporating it into art education. 7) Institutions should encourage interdisciplinary collaboration between art and other fields, such as history and anthropology, to promote a deeper understanding of Chinese cultural heritage and its preservation. 8) Institutions should also foster international exchange and cooperation in the preservation and promotion of cultural heritage, promoting cross-cultural dialogue and understanding.

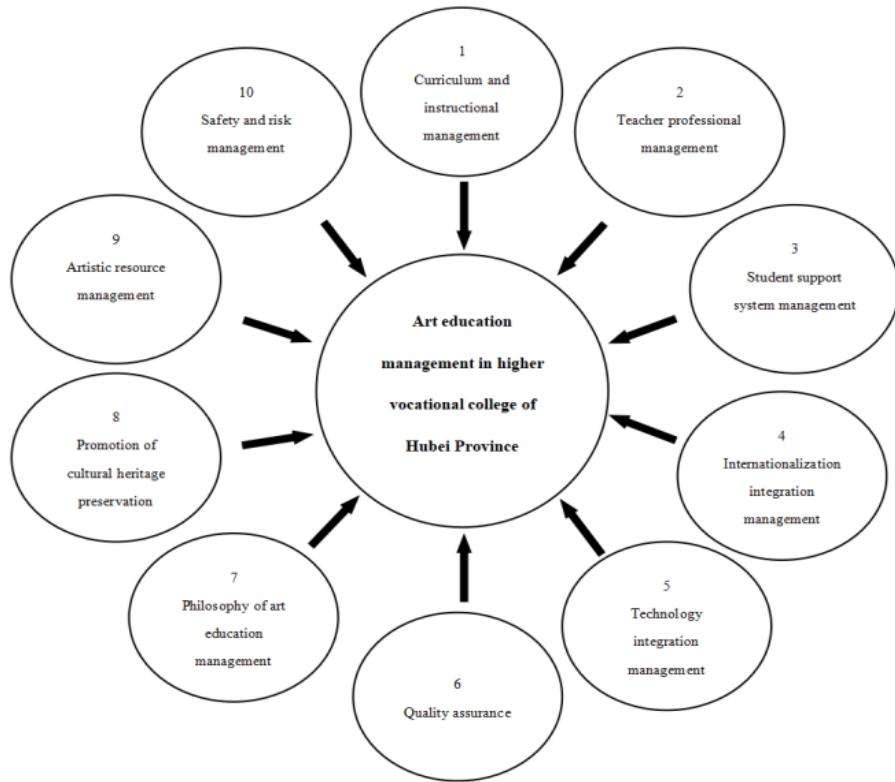
### 9) Artistic resource management

Experts specializing in art education management have suggested that increased attention should be given to artistic resource management regarding art education management in higher vocational colleges of Hubei Province. This can be achieved by focusing on the following items: 1) Higher vocational colleges should establish a comprehensive system of academic and career counseling services to support students throughout their educational journey. 2) Higher vocational colleges should offer internships that provide practical experience and allow students to apply the skills they have learned in the classroom to real-world situations. 3) Higher vocational colleges should provide apprenticeship opportunities that enable students to work alongside professionals in their field, gain valuable knowledge and skills, and build their networks. 4) Higher vocational colleges should encourage students to engage in community service projects that are relevant to their field of study, such as volunteering at local art galleries or museums, to develop a sense of social responsibility and civic engagement. 5) Higher vocational colleges should provide opportunities for students to participate in extracurricular activities that are relevant to their field of study, such as internships, apprenticeships, and community service projects. 6) Higher vocational colleges should create a supportive and inclusive learning environment that values diversity and encourages students to share their perspectives and ideas. 7) Higher vocational colleges should use technology to facilitate student engagement and enhance the learning experience, such as through online discussion forums and virtual learning communities. 8) Higher vocational colleges should encourage student participation in research and creative projects, providing opportunities for students to showcase their work and receive recognition for their achievements.

### 10) Safety and risk management

Experts with significant expertise in art education management have underscored the paramount importance of prioritizing safety and risk management regarding the art education management in higher vocational colleges of Hubei Province. Specifically, attention should be given to the following items: 1) Higher vocational colleges should prioritize safety and risk management in the management of art education. 2) Students in art education programs should receive proper training and supervision to minimize the risk of accidents or injuries when working with various materials and equipment. 3) Higher vocational colleges should develop comprehensive safety protocols and procedures, including emergency response plans and regular safety inspections, to ensure a safe learning environment. 4) Faculty and staff should be educated on safety protocols and procedures and ensure their consistent implementation. 5) Higher vocational colleges should prioritize the use of safe and environmentally friendly materials and equipment in their art education programs. 6) Facilities and equipment used in art education programs should be well-maintained and regularly serviced to ensure they are safe for use. 7) Higher vocational colleges should prioritize the safety and security of both students and faculty in the management of art education programs. 8) Safety and risk management should be integrated into all aspects of the management of art education in higher vocational colleges to ensure a safe and secure learning environment.

In conclusion, the experts in the field of art education management have outlined a comprehensive framework for higher vocational colleges in Hubei Province to improve the quality of art education management. This framework encompasses 10 key dimensions and 86 items, as illustrated in Figure 2.



**Figure, /2/The art education management in higher vocational college of Hubei Province**

## Discussion

According to the results of experts interviews, the research findings are as follows:

The study identified 10 dimensions and 86 items related to the art education management in higher vocational colleges of Hubei Province based on interviews with experts. The findings supported the hypothesis that the art education management in these colleges consisted of multiple dimensions. All dimensions were deemed critical for the success of the art education management in higher vocational colleges of Hubei Province and were supported by existing literature and previous research.

The improvement of art education management in higher vocational colleges can be achieved by prioritizing curriculum and instructional management and teacher professional management, as highlighted in the study of Zheng (2013 : 136.). He emphasized the importance of aligning the curriculum with educational objectives and providing students with comprehensive arts education, as well as ensuring that qualified and experienced art teachers deliver effective instruction and support.

The importance of student support system management was supported by the research of Mao (2013 : 154). In her research, she argued that the management model of art education should be constantly innovative and student-centred, and that the way talents are trained largely

determines the success of arts education management. Higher education colleges need to provide support for students of art education programs, both on and off campus, to improve their professional standards while seeking out the practical opportunities that may be available to them outside of school. In addition to the importance of student support systems, the role of artistic resource management cannot be ignored. The research of Ren (2018: 154) supported that art education management in higher vocational colleges should ensure the input of various arts resources and maximize the coordination of various resources to meet the basic needs of arts education development.

Due to the need to prepare students for the globalized art world and to cultivate the concept of students on cultural heritage preservation, internationalization integration management and promotion of cultural heritage preservation are also critical for art education management in higher vocational colleges. These findings were supported by the research of Chang (2013: 30-34) and the research of Wu and Geng (2021: 123-127). Chang (2013: 30-34) believed that art education management in higher education institutions needs to integrate international elements and methods of arts education, which can enrich and deepen art education thinking and promote the exchange and dissemination of art activities at home and abroad. Wu and Geng (2015) highlighted the need to promote the preservation and transmission of culture in the process of art education management, as art education has the most dimensions related to cultural heritage preservation in higher education.

Furthermore, with the development of science and technology, more and more technological elements have been widely used in art education. Technology integration management is both an opportunity and a challenge for art education managers. Tao (2019: 56-62) combined literature on art education management from China and abroad and suggested that arts education managers should integrate digital as well as multimedia and other technologies into the process of art education to help students master the application of advanced technologies and promote reform and innovation in arts education. The finding of Tao (2019: 56-62) supported that technology integration management is an important dimension of art education management in higher vocational colleges.

The results of the interview should that the higher vocational colleges of Hubei Province should construct the philosophy of art education management. A study by Ulger (2019: 3-6) supported the importance of philosophy of art education management. Ulger (2019: 3-6) believed that art education management of higher education needs to integrate creative thinking and critical thinking into teaching to form a philosophy. Art is an interdisciplinary major that requires students to develop creativity and critical thinking in the process of learning art, thereby enhancing their ability to innovate and solve problems during the learning and practicing process.

In addition, the study of Zhang (2020: 9-11) found that effective art education management requires a focus on quality assurance. He proposed that higher vocational colleges should develop a comprehensive quality assurance system to monitor the whole process of art education. And Ruzic-Dimitrijevic and Dakic (2021: 137-152) considered that higher vocational colleges should pay more attention to safety and risk management to ensure that students are staying in a safe and supportive environment. These literatures supported the finding that quality assurance and safety and risk management are very important to art education management in higher vocational colleges.

The study has identified ten essential dimensions for the success of the art education management in higher vocational colleges of Hubei Province, supported by previous research in the field. Art education managers and administrators should focus on these dimensions to promote excellence in art education and prepare students for successful careers in the field.

## **Recommendations**

### **1. Theoretical Recommendation**

Based on the findings of this study, a theoretical recommendation is to further explore the ten dimensions identified in art education management for higher vocational colleges of Hubei Province. Future research should delve deeper into each dimension to gain a more comprehensive understanding of their individual impact and interrelationships. This exploration could involve investigating the specific strategies, methodologies, and best practices associated with each dimension, as well as their effects on overall program success. By expanding the theoretical knowledge base in art education management, scholars and practitioners can enhance the field's understanding and contribute to its ongoing development.

### **2. Policy Recommendation**

Based on the research findings, a policy recommendation is to develop and implement comprehensive policies and guidelines for the art education management in higher vocational colleges of Hubei Province. These policies should address each of the identified dimensions, providing clear directives and standards for curriculum and instructional management, teacher professional management, student support system management, international integration management, technology integration management, quality assurance, philosophy of art education management, promotion of cultural heritage preservation, artistic resource management, and safety and risk management. Establishing a robust policy framework will ensure consistent and effective management practices across institutions, leading to improved art education programs and outcomes.

### **3. Practical Recommendation**

To translate the research findings into actionable steps, a practical recommendation is to create a systematic approach for implementing and evaluating art education management practices in higher vocational colleges of Hubei Province. This approach should involve a collaborative effort between administrators, art education managers, teachers, and other stakeholders. Institutions can establish assessment tools and mechanisms to regularly evaluate the 10 dimensions and 86 items identified in this study. By conducting periodic assessments, colleges can identify areas for improvement, develop targeted interventions, and track progress over time. Additionally, professional development programs and workshops can be organized to provide ongoing training and support for administrators and art education managers, ensuring their skills and knowledge align with the best practices identified in the study.

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