

**Development of Management Guidelines to Enhance Tibetan Dance
Education at Deqin County Ethnic Primary School,
Yunnan Province, China**

Aree Ussavanuphap*

Lecturer of Educational Administration and Leadership, Faculty of Education, Dhonburi Rajabhat University, Thailand

Email: areeup99@gmail.com

Li Meng

M.Ed student of Educational Administration and Leadership, Faculty of Education, Dhonburi Rajabhat University, Thailand

Email: 875330406@qq.com

*Corresponding Author

Received: 23/03/2025

Revised: 25/04/2025

Accepted: 27/04/2025

Abstract

The objectives of this research were 1) to investigate current situations of Tibetan dance education, and 2) to develop management guidelines for enhancing Tibetan dance education. The respondents were divided into 2 groups; namely, 1) 200 students derived from the Taro Yamane formula, and stratified random sampling, and 2) 26 teachers were selected by purposive sampling. This study employed quantitative and qualitative methods. The research instruments were questionnaires and questions for focus group discussions. The statistics used in this study were descriptive statistics and content analysis. The findings indicated that 1) the current situation of Tibetan dance education, perceived by students' parents and teachers, was at a moderate level. School planning and organizing were rated highly by the students' parents, while innovation technology and evaluation were at a moderate level, 2) management guidelines for enhancing Tibetan dance education were composed of 4 aspects: (a) Planning 3 guidelines including course planning, involving stakeholder in a team planning, and dynamic planning adjustment, (b) Organizing 3 guidelines including parent participation, team collaboration, and dance activities, 3) Innovation and Technology 2 guidelines including innovative teaching methods and resources for dance education, (d) Evaluation 2 guidelines including feedback system and evaluation system. All these aspects and guidelines were evaluated by 3 experts, which means that the management guidelines for improving Tibetan dance education were acceptable and could be used for Deqin County Ethnic Primary School.

Keywords: Management Guidelines, Tibetan Dance Education

Introduction

Background and Significance of Research Problem

Deqin County National Primary School is located in Diqing Tibetan Autonomous Prefecture. The students are mainly Tibetans, and the school carries a rich ethnic culture. Tibetan dance, as an important part of Tibetan culture, occupies an important position in students' daily life, cultural identity and community life. Although the school has carried out relevant teaching explorations, there is a clear gap in teaching quality and management practices compared with developed regions (Li, 2021, pp. 741-746).

The main problems include the lack of standardized teaching management guidelines, which leads to a lack of consistency and coherence in the teaching process, affecting the effective transmission of Tibetan cultural knowledge and the effectiveness of dance education; the limited number of professional Tibetan dance teachers, and the lack of teaching skills and experience of some teachers, making it difficult to fully impart the essence of traditional dance; the lack of teaching resources, such as the lack of professional teaching tools and the latest teaching materials, limits the depth and breadth of teaching, and is not conducive to the cultivation of students' artistic skills and understanding of cultural heritage (Li, 2021, pp. 741-746; Su et al., 2002, pp. 17-33; Yuan, 2024, pp. 46-52).

It is crucial to strengthen the formulation of Tibetan dance teaching management guidelines in primary schools. Standardized teaching practices help clarify teaching objectives, content, and methods, improve the structuring and effectiveness of teaching, and promote the application of scientific teaching methods (Liu, 2021, pp. 98-105; Li, 2021, pp. 245-248). A sound teaching system can cultivate students' interest in dance, aesthetic ability, and physical coordination and promote their development in creativity, discipline, and teamwork (Jonassen, 1997, pp. 65-94). In addition, strengthening teaching management is conducive to protecting and inheriting Tibetan dance, an intangible cultural heritage (Saxer, 2012, pp. 65-82). From a theoretical perspective, it provides a framework for integrating traditional arts into formal education, which can be used as a reference for other ethnic minority areas; from a practical perspective, it can provide similar schools with strategies to improve Tibetan dance education; from a social perspective, it helps to enhance society's recognition and appreciation of Tibetan culture and promote national unity and cultural exchanges (Liu, 2021, pp. 98-105; Li, 2021, pp. 245-248). Therefore, it is of utmost importance to develop and implement context-specific management guidelines for Tibetan dance education at Deqin County Ethnic Primary School. By doing so, the school can address the existing issues in teaching quality and management, standardize teaching practices, and improve the overall educational experience for students. This will not only enhance students' dance skills and cultural understanding but also contribute to their personal development and the preservation of Tibetan cultural heritage. Moreover, it can serve as a model for other similar schools in ethnic minority areas, promoting the wider development of Tibetan dance education. Additionally, it will play a positive role in strengthening ethnic unity and cultural exchanges at the social level, which is essential for the long-term development of ethnic arts education and the maintenance of cultural diversity.

Research Objectives

1. To investigate the current situation of Tibetan dance education at Deqin County Ethnic Primary School, Yunnan Province, China.
2. To develop management guidelines for enhancing Tibetan dance education at Deqin County Ethnic Primary School, Yunnan Province, China.

Research Methodology

Research Methods

This study employed a mixed method: quantitative and qualitative research.

Population

The population was 390 parents and 26 teachers from ethnic primary schools in Deqin County.

Samples

The 200 parents were selected as samples through the Taro Yamane formula and stratified random sampling technique, and 26 teachers were selected by purposive sampling technique.

Research Instruments

1) Questionnaire

In this research project, the data was collected using a questionnaire. It was divided into 2 sets: students' parents set, and teachers set, with three sections: 1) General Information, 2) the Current situation of school management for enhancing Tibetan Dance Education at Deqin County Ethnic Primary School, and 3) Suggestions and recommendations on strengthening the Tibetan dance education management in ethnic Primary School in Deqin County, which was validated by three specialists with IOC values ranging from 0.67 - 1.00, and had a Cronbach's alpha coefficient of 0.80 (Cronbach, 1951, pp. 297-334).

2. Questions for focus group discussion

For the focus group discussion, the questions were derived from the results of the analysis of suggestions and recommendations of the questionnaire for enhancing the Tibetan dance education management in ethnic Primary School in Deqin County.

Data Collection

Questionnaires were distributed after school approval, ensuring anonymity and voluntary participation. Focus groups used semi-structured questions to explore stakeholders' perspectives on identified gaps.

Data Analysis

Quantitative data was analyzed using descriptive statistics (frequency, mean, and S.D.) Qualitative data is thematically coded to identify recurring themes and refine guidelines.

Conceptual Framework

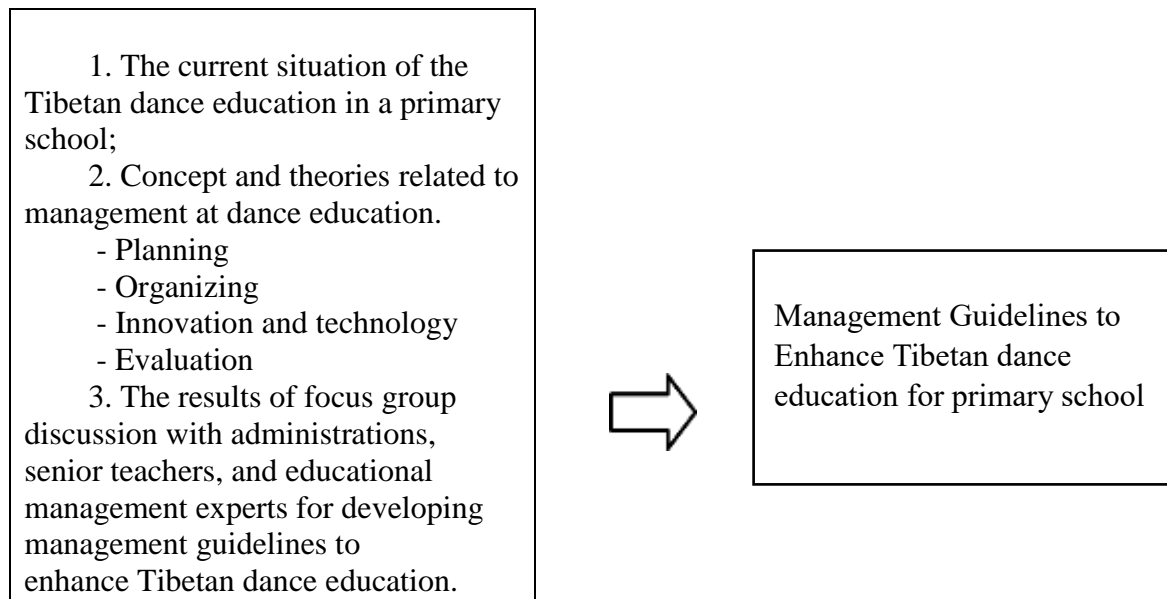


Figure 1 Conceptual Framework

Research Results

1 The current situation of Tibetan dance education in Deqin County Ethnic Primary School as perceived by student's parents and teachers.

Table 1 The overall of current situation of dance education perceived by students' parents

Items	n=200		Level
	\bar{X}	S.D.	
Planning	3.54	1.47	High
Organizing	3.53	1.42	High
Innovation And Technology	3.38	1.47	Moderate
Evaluation	3.46	1.45	Moderate
Overall	3.48	1.45	Moderate

Table 1 shows that the overall current situation of dance education perceived by students' parents is at a moderate level ($\bar{X}=3.48$, S.D. =1.45). The first rank is planning, at a high level ($\bar{X}=3.54$, S.D. =1.47). The second rank is organizing, at a high level ($\bar{X}=3.53$, S.D. =1.42). The third rank is evaluation, at a moderate level ($\bar{X}=3.46$, S.D. =1.45).

Table 2 The overall of current situation of dance education perceived by teachers

Items	n=26		Level
	\bar{X}	S.D.	
Planning	3.41	1.30	Moderate
Organizing	3.27	1.48	Moderate
Innovation And Technology	3.27	1.33	Moderate
Evaluation	3.08	1.42	Moderate
Overall	3.26	1.39	Moderate

Table 2 shows that the overall current situation of dance education perceived by teachers is at a moderate level (\bar{X} =3.26, S.D. =1.39). The first rank is planning, at a moderate level (\bar{X} =3.41, S.D. =1.30). The second rank is organizing (\bar{X} =3.27, S.D. =1.48), and innovation and technology, at a moderate level (\bar{X} =3.27, S.D. =1.33). The third rank is evaluation, at a moderate level (\bar{X} =3.08, S.D. =1.42)

2 The results of focus group discussion for developing the management guidelines to enhance Tibetan dance education at Deqin county ethnic primary school

In the focus group discussions, there were two administrators, four senior teachers, and three educational management experts. The questions in the focus group discussion were derived from the suggestions and recommendations of the questionnaires. The results were as follows:

In terms of planning, administrators believe that parents do not have enough understanding of their children's skill improvement speed, cultural inheritance expectations, and teachers' teaching resources and curriculum integration needs, which leads to a disconnect between planning and actual expectations. Senior teachers believe that some teachers are influenced by traditional teaching concepts and pay too much attention to mechanical skill training, ignoring students' comprehensive quality and cultural innovation and inheritance. The planning guidance provided by experts may be out of touch with theory and practice.

In this meeting, all participants suggested that the school needs to strengthen communication between home and school, and should have parent training so that parents can understand the actual needs of teaching. Besides, the school should organize teacher training, change teaching concepts, and cultivate students' comprehensive literacy. The experts should provide planning guidance after in-depth research, and establish an audit mechanism to ensure the feasibility of the plan.

In terms of organizing, administrators pointed out that the allocation of teaching resources is unreasonable, affecting teaching order and parent evaluation. Senior teachers believe that some teachers' teaching organization methods are outdated and it is difficult to adjust teaching according to students' conditions. The educational management experts said that the organization suggestions provided by experts may be too idealistic and difficult to implement under the existing management and personnel structure.

In the discussion, they suggest the school should optimize the allocation of teaching resources and establish a supervision team. In addition, teachers should participate in training to learn advanced organizational methods, and the school should evaluate the feasibility of experts' organization suggestions before implementing them. The experts suggested that the school should conduct in-depth research on the school's management and personnel structure based on the actual situation before implementing them.

In terms of innovation and technology, administrators believe that the school does not pay enough attention to dance education innovation, and the investment in funds, equipment procurement, and teacher training is limited. The senior teachers mentioned that some teachers are slow to accept new teaching technologies due to their age and teaching habits; education management experts pointed out that the innovative technologies and methods recommended by experts may not fully consider the actual situation of the school.

In the discussion, the solution they proposed was that the school should increase investment, set up special funds, formulate incentive policies, and train teachers at different levels to master new technologies. In addition, when experts recommend, they fully consider the actual situation of the school and conduct pilot projects before promotion.

In terms of evaluation, administrators pointed out that the school evaluation system is imperfect and does not cover key indicators. The senior teachers believed that some teachers have a single evaluation standard and pay too much attention to skill mastery. The educational management experts said that the evaluation system constructed with the help of experts has problems such as loose logical relationship of indicators and unreasonable weight setting.

In the discussion, they suggested that schools should improve the evaluation system, include key indicators, and clarify weights and methods. Train teachers to establish a comprehensive evaluation concept and establish a diversified evaluation mechanism. In addition, the evaluation system should be reviewed and adjusted regularly.

Discussion

The findings are discussed concerning the key theoretical frameworks from the literature review: while also highlighting limitations and contributions to existing knowledge.

1 The current situation of Tibetan dance education in Deqin County Ethnic Primary School as perceived by students' parents

The student's parents believe that the current status of Tibetan dance education at Deqin County National Primary School is at a moderate level. In terms of planning, the teachers regularly adjust the teaching plan to meet their child's learning needs. It is aligned with Chen's view (1999, pp. 16-28), he stated that curriculum planning should fully meet the needs of student development and cultural inheritance and innovation. Besides, the organizing aspect is generally good, but there are problems with the efficiency of teaching resource allocation, which is related to the research views of Spillane and Hopkins (2013, pp. 721-747). In terms of innovative technology, the school's resources (such as venues, facilities, and equipment) in Tibetan dance education are sufficient at a moderate level, and the school needs to strengthen the integration of new technologies and teaching, which is consistent with the views of Admiraal et al. (2017, pp. 57-68) and Serdyukov (2017, pp. 4-33). In terms of evaluation, the existing evaluation system is not comprehensive enough, focusing too much on dance performance skills, ignoring cultural background understanding, choreography creativity, and art appreciation, which is inconsistent with the comprehensive evaluation concept emphasized by Hallinger et al. (2014, pp.5 -28) and Peterson (2004, pp.60-79).

In terms of evaluation, student's parents reflect that the school's Tibetan dance education plan is out of touch with contemporary education trends, which hinders students' growth and reduces parents' satisfaction. In terms of skill development, teachers lack professional performance experience, which affects students' skill mastery and performance level, which is consistent with Beijgaard & Verloop (1996, pp. 275-286) who emphasize the critical role of teachers' practical expertise in teaching effectiveness and the negative impacts

of its absence on students' skill acquisition and performance. The school's resource management dilemma is prominent, and insufficient funds and lagging infrastructure affect the quality of teaching, such as the lack of professional dance classrooms, sound, lighting systems and other hardware facilities, which is consistent with the research of Raheb et al. (2019, pp. 1-37); at the same time, the lack of a practice platform also hinders the improvement of students' skills. There are systematic defects in the evaluation standards. The teacher-centered evaluation lacks standardized tools, which affects the reliability of the feedback mechanism, which is consistent with the research conclusions of Hu (2015, pp. 91-147) who points out the systemic flaws in the evaluation criteria and the negative consequences for instructional improvement and student development.

2 The current situation of Tibetan dance education in Deqin County Ethnic Primary School as perceived by teachers

Teachers believe that the current status of Tibetan dance education in schools is at a moderate level. In terms of planning, the curriculum matches the school's goals and incorporates cultural elements, there is room for improvement in long-term development planning, clarity of lesson plans, and the integration of traditional and modern teaching, which is consistent with Meylani (2023, pp. 520-555). In terms of organizing, teachers performed well in teaching materials and space organization and activity communication, but there is room for improvement in teaching team collaboration, division of labor, and effectiveness of teacher training, which is consistent with the research results of Park et al. (2005, pp. 462-479). In terms of innovation and technology, teachers have some performance in resource utilization and receiving innovation training, but there are deficiencies in trying new teaching methods and technologies, exploring the application of new teaching tools, and the school's provision of modern multimedia teaching resources, which is consistent with the observations of Zhang & Wu (2025, pp. 1-19). In terms of evaluation, teachers are relatively satisfied with the evaluation of the school's teaching facilities and the participation of senior teachers or experts in teaching evaluation, but the course evaluation mechanism does not work well, and there is insufficient work to collect student feedback and adjust teaching methods accordingly, which is consistent with the criticism of Baker et al. (2010, p. 278) who emphasized that the lack of systematic feedback mechanisms and adaptive adjustments undermines accurate progress measurement and teaching quality improvement.

3 Management guidelines to enhance Tibetan dance education of Deqin County Ethnic Primary School

Management guidelines were finally developed based on the situation survey and focus group interviews.

Management guidelines for enhancing Tibetan dance education were composed of 4 aspects: (a) Planning 3 guidelines including course planning, involving stakeholders in team planning, and dynamic planning adjustment, (b) Organizing 3 guidelines including parent participation, team collaboration, and dance activities, (c) Innovation and Technology 2 guidelines including innovative teaching methods and resources for dance education, (d) Evaluation 2 guidelines including feedback system and evaluation system.

Aspect 1: Planning

Guideline 1 Course Planning: In-depth research is carried out on the expectations of parents, teachers, and students. Combining the local Tibetan culture, a scientific and reasonable course plan is designed with clear goals and progressive teaching content.

Guideline 2 Involving Stakeholders in Team Planning: A planning team composed of parents, teachers, experts, and students is formed. Each group contributes from their own perspectives to develop a plan that meets the needs of all parties.

Guideline 3 Dynamic Planning Adjustment: A feedback-based adjustment mechanism is established. The school reviews and adjusts the plan regularly according to policy changes, teaching problems, and feedback from all parties.

Aspect 2: Organizing

Guideline 1 Parent Participation: A regular communication mechanism between home and school is established. Parents are invited to participate in dance activities and teaching observation, strengthening home - school cooperation.

Guideline 2 Team Collaborative: The responsibilities of teaching team members are clearly defined, and regular communication and cooperation mechanisms are established. Teamwork is promoted in teaching preparation.

Guideline 3 Dance activities: A variety of dance-related activities are designed, including in-school competitions and cultural exploration activities, to enrich students' learning experience and deepen their understanding of Tibetan dance culture.

Aspect 3: Innovation and Technology

Guideline 1 Innovative Teaching Methods: Teachers are encouraged to adopt innovative teaching methods such as project-based learning and flipped classroom models.

Guideline 2 Resources for Dance Education: The innovative development of Tibetan dance education is promoted. Modern elements are integrated into traditional teaching, and students are encouraged to innovate in dance creation.

Aspect 4: Evaluation

Guideline 1 Feedback system: A comprehensive feedback system is established to collect opinions from students, parents, and teachers. The feedback is analyzed regularly to find areas for improvement.

Guideline 2 Evaluation System: An all-inclusive evaluation system for students is designed, including multiple evaluation methods. The system is regularly reviewed and adjusted to ensure its effectiveness.

Conclusion and Suggestions

This study concludes that context-specific management guidelines are essential for improving Tibetan dance education. The deficiencies in innovation, evaluation, and stakeholder collaboration found in the study are not only problems in ethnic primary schools in Deqin County but also systemic problems that exist in ethnic schools in general, which is of great significance to the broader discussion of inclusive education and cultural protection. For example, these problems reflect that in ethnic education, how to integrate modern educational concepts and technologies while maintaining cultural characteristics is a universal issue that needs to be solved urgently, which is related to the fairness of education and the effectiveness of cultural inheritance.

Based on the research results, practical suggestions are put forward. By implementing the management guidelines proposed in this study, schools can optimize resource allocation and ensure that teaching resources can be more reasonably allocated to Tibetan dance education, while strengthening teacher training and improving teachers' teaching levels. In addition, policy reforms are advocated, focusing on technology integration and cultural curriculum design, promoting the development of ethnic education from a policy level, making education better adapted to the needs of the times, and promoting the inheritance and development of ethnic culture.

Future research directions focus closely on the research conclusions. Conducting longitudinal research to explore the long-term effects of management guidelines on student learning outcomes and cultural retention will help understand the ongoing role of these guidelines in student growth and the long-term effect on ethnic cultural inheritance. Conducting comparative analysis and studying the management practices of other ethnic minority schools will help to discover commonalities and differences in different cultural backgrounds, and then summarize cross-cultural solutions, provide references for broader ethnic studies, and promote similar developments in the field of ethnic education.

For further in-depth research, longitudinal studies can be conducted in the future to explore the long-term impact of management guidelines on student learning outcomes and cultural heritage; comparative analysis can also be conducted to study the management practices of other ethnic minority schools and find cross-cultural solutions to continuously improve the management system of ethnic dance education

Limitations

The study has certain limitations. It only uses one school as a research site, which limits the generalization of the research results to other situations; the cross-sectional design adopted cannot infer the long-term impact of management interventions

Despite the limitations, this study still promotes the development of scientific knowledge. In theory, it demonstrates the practical application of planning management theory in a specific cultural context, expanding the literature on ethnic education; in practice, the proposed management guidelines provide feasible strategies for similar schools to improve resource allocation and teacher training.

References

- Admiraal, W., Louws, M., Lockhorst, D., Paas, T., Buynsters, M., Cviko, A., & Kester, L. (2017). Teachers in school-based technology innovations: A typology of their beliefs on teaching and technology. *Computers & Education*, 114, 57-68.
- Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., & Shepard, L. A. (2010). *Problems with the Use of Student Test Scores to Evaluate Teachers*. EPI Briefing Paper 278. Economic Policy Institute.
- Beijaard, D., & Verloop, N. (1996). Assessing teachers' practical knowledge. *Studies in Educational Evaluation*, 22 (3), 275-286.
- Bell, L. (2002). Strategic planning and school management: full of sound and fury, signifying nothing. *Journal of Educational Administration*, 40 (5), 407-424.
- Chen, Y. (1999). Tradition and innovation in the Chinese school curriculum. *Research in Education*, 61 (1), 16-28.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16 (3), 297-334.
- Hallinger, P., Heck, R. H., & Murphy, J. (2014). Teacher evaluation and school improvement: An analysis of the evidence. *Educational Assessment, Evaluation and Accountability*, 26, 5-28.
- Hu, J. (2015). *Teacher evaluation based on an aspect of classroom practice and on student achievement: A relational analysis between student learning objectives and value-added modeling*, Doctoral dissertation, Boston College.
- Jonassen, D. H. (1997). Instructional design models for well-structured and III-structured problem-solving learning outcomes. *Educational technology research and development*, 45 (1), 65-94.
- Li, Y. (2021). Problems and countermeasures in the teaching of Tibetan dance in colleges and universities. In *7th International Conference on Arts, Design and Contemporary Education (ICADCE 2021)*. Atlantis Press.
- Liu, Q. (2021). Development and value of course resources of Guozhuang dance and sports in Gannan Tibetan region based on data analysis. *International Conference on Computers, Information Processing and Advanced Education*, 98-105.
- Meylani, R. (2023). A comparative analysis of traditional and modern approaches to assessment and evaluation in education. *Batı Anadolu Eğitim Bilimleri Dergisi*, 15 (1), 520-555.
- Park, S., Henkin, A. B., & Egley, R. (2005). Teacher team commitment, teamwork and trust: Exploring associations. *Journal of Educational Administration*, 43 (5), 462-479.
- Peterson, K. (2004). Research on school teacher evaluation. *Nassp Bulletin*, 88 (639), 60-79.
- Raheb, K. E., Stergiou, M., Katifori, A., & Ioannidis, Y. (2019). Dance interactive learning systems: A study on interaction workflow and teaching approaches. *ACM Computing Surveys (CSUR)*, 52 (3), 1-37.
- Saxer, M. (2012). The moral economy of cultural identity. Tibet, cultural survival, and the safeguarding of cultural heritage. *Civilisations Revue internationale d'anthropologie et de sciences humaines*, (61-1), 65-82.
- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of research in innovative teaching & learning*, 10 (1), 4-33.
- Spillane, J. P., & Hopkins, M. (2013). Organizing for instruction in education systems and school organizations: How the subject matters. *Journal of Curriculum Studies*, 45 (6), 721-747.
- Su, Z., Hawkins, J. N., Zhao, C., & Huang, T. (2002). Student teachers in Tibet: A case study. *Journal of Education for Teaching*, 28 (1), 17-33.
- Yamane, T. (1967). *Statistics: An Introductory Analysis*. (2nd Ed.). New York: Harper &

Row, Publishers, Incorporated. 887.

Yuan, Y. (2024). Tibetan dance and its artistic value rediscovered. *Communications in Humanities Research*, 13 (3), 46-52.

Zhang, Z., & Wu, Y. (2025). Revolutionizing dance education: integrating software coding and making competencies for creative expression and innovation. *Research in Dance Education*, 1-19.