

Roles of Administrators in Promoting Faculty Members of use Digital Media for Learning Management in Dance College

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Abstract

The objectives of this research were: 1) to study the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics, and 2) to compare the role of administrators in promoting faculty members to use digital media classified by gender, age, education level, and work experience. The sample consisted of 43 faculty members selected through simple random sampling. The research instrument was a questionnaire with an item validity (IOC values) between .67-1.00 and a reliability value of .92. The data were analyzed using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research revealed that: 1) the role of administrators in promoting faculty members to use digital media, in overall and particular aspects, was at a high level, ranking the highest to the lowest: systematic improvement, followed by visionary leadership, digital citizenship, excellent professional practice, and the digital age learning culture, and 2) the opinion of faculty members on the role of administrators in promoting faculty members to use digital media, classified by gender and education level was not different in overall and specific aspects, When classified by age was not different in overall but in the aspect of the systematic improvement was considered statistically significant at .05 level, that the mean of the age more than 35 years old is higher than the mean of the age 29-35 years old and the age 23-28 years old. Work experience was not different in overall but in the aspect of the Digital

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citizenship was considered statistically significant at .05 level, that the mean of the working years of more than 10 years is higher than the mean 5 to 10 years, and then less than 5 years.

Keyword: Digital media, learning management, Haikou University of Economics (HUE)

Introduction

Higher education is in the era of digital transformation (Dx). Learning technologies and digital platforms are no longer an afterthought; they are critical for teaching and learning. The COVID-19 pandemic served as a catalyst for Dx, forcing colleges, universities, instructors, and students to shift online rapidly. Some instructors and students were prepared for the shift; those who were unprepared had to catch up quickly (Martin and Xie 2022). In the context of dance college, we need to look objectively at faculty members' use of digital media for learning management. As a fast and efficient communication technology tool, digital media can play a positive role in dance education. Through digital media, faculty members can convey dance knowledge and skills more directly and vividly and improve students' learning experience and participation. Therefore, when faculty members use digital media for learning management, we must make full use of its advantages, and at the same time pay attention to guiding students to use digital media correctly and cultivate students' critical thinking and information literacy. By continuously improving teaching methods and management strategies, we can ensure that digital media plays a positive role in teaching in dance college and promote the all-round development of students.

The development of educational technology, and in particular Learning Management Systems (LMS), is inextricably linked to the evolution and changing needs of the education sector. The origins of LMS can be traced back to the early 2000s, when the first platforms, such as Blackboard Inc. and Course Info, initiated a new era in education, introducing the Interactive Learning Network, which was installed in institutions like Yale Medical School and Cornell University. It was a groundbreaking moment that initiated the digital era in education, enabling faculty members and

students to access resources and educational materials online (Grupa. IT, 2023).

The seminar of Nanhai Dance college pointed out that, first, the leadership of the dance college needs to strengthen the formulation and implementation of strategies that combine traditional teaching methods with digital media teaching methods, give full play to the potential of digital media in teaching management, and thus affect teaching effectiveness and the professional development of faculty members. Second, although the dance college emphasizes professional practice, it is not closely connected with the actual industry. It should increase the opportunities for faculty members and students to communicate and practice directly with industry experts to meet the needs of the professional dance community. Excellent professional practice not only includes high-level technical performance, but also requires close contact with the industry, continuous learning and innovation (Faculty Members of Nanhai Dance College, 2023). Several issues were raised in the professional quality assessment: 1) Unbalanced resource allocation; 2) Traditional teaching methods cannot meet the needs of modern dance education, and innovative technologies need to be introduced; 3) There are problems with the internal communication mechanism, and the efficiency of decision-making and coordination needs to be strengthened (Nanhai Dance College, 2023). The actual problems faced by the dance college in the field of digital media involve technical support, academic resources, teaching equipment, academic guidance, teacher training and academic activities (Nanhai Dance College, 2023).

Research Objectives

1. To study the role of administrators in promoting faculty members to use digital media for learning of the Dance college of Haikou University of Economics.
2. To Compare the role of administrators in promoting faculty members to use digital media for learning of the Dance college of Haikou University of Economics.

Research Methodology

The study population consisted of 45 faculty members of Dance college in Haikou University of Economics. The research sample used in this study is 43 faculty members from the Dance college. Simple random sampling is used to open the sample scale of Krejcie and Morgan (Krejcie & Morgan, 1970, as cited in Petchroj, 2019) for division.

The research employed a structured questionnaire as the principal instrument of inquiry, designed in accordance with established practices in educational research. The instrument comprised two sections. Part A collected demographic information and elicited faculty members' perspectives on the use of digital media in learning management, with comparative analysis across gender, age, educational level, and work experience. Part B assessed perceptions of the roles of administrators in facilitating the integration of digital media into teaching, utilizing a five-point Likert scale (Likert, 1976) ranging from 1 ("lowest") to 5 ("highest"). To enhance the rigor of the instrument, procedures for ensuring validity and reliability were undertaken, including expert evaluation for content relevance and clarity, as well as a pilot study conducted with a representative sample prior to the final administration.

Data collection was carried out in three phases. First, formal permission and administrative support were obtained from the Head Office of Haikou University of Economics. Second, the questionnaire was prepared, reviewed, and tested for accuracy. Finally, the validated instrument was distributed electronically via WeChat and Tencent QQ to 43 faculty members of the Dance College, ensuring efficiency and accessibility in response gathering.

The data were analyzed using descriptive and inferential statistics. Frequency, mean, and standard deviation were employed to summarize responses, while independent-samples t-tests were used to examine differences by gender. One-way ANOVA was conducted to assess variations across age, education level, and work experience, with the Least Significant Difference (LSD) method applied for post hoc comparisons. This systematic approach to instrument design, data collection, and analysis enhanced the reliability and validity of the findings.

Results

Table 1 Means and standard deviation of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics in overall.

(n=43)

| Aspect | Effective use of digital media in learning management | \bar{X} | S.D. | Level | Ranking |
|--------------|---|-------------|------------|-------------|---------|
| 1 | Visionary leadership | 4.08 | .73 | High | 2 |
| 2 | Digital age learning culture | 3.99 | .74 | High | 5 |
| 3 | Excellence in professional practice | 4.07 | .73 | High | 3 |
| 4 | Digital citizenship | 4.07 | .73 | High | 3 |
| 5 | Systematic improvement | 4.11 | .78 | High | 1 |
| Total | | 4.06 | .74 | High | |

From Table 1: it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics was considered at the high level ($\bar{X} = 4.06$, S.D.= .74) in overall, when considering in each aspect, all aspects were at a high level, ranking from the highest to the lowest mean: systematic improvement ($\bar{X} = 4.11$ S.D.=.78), followed by visionary leadership; digital citizenship; excellence in professional practice; and Digital age learning culture.

Table 2 Comparison of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by gender.

(n=43)

| Aspect | Use of digital media in learning management | Gender | | | | t | Sig. | | |
|--------|---|-----------|------|-----------|------|-----|------|--|--|
| | | Male | | Female | | | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | | | | |
| 1 | Visionary leadership | 4.14 | .45 | 4.04 | .51 | .61 | .60 | | |

Table 2 (Cont.)

| Aspect | Use of digital media in learning management | Gender | | | | t | Sig. | | |
|--------|---|-----------|------|-----------|------|------|------|--|--|
| | | Male | | Female | | | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | | | | |
| 2 | Digital age learning culture | 3.98 | .39 | 3.99 | .50 | -.05 | .16 | | |
| 3 | Excellence in professional practice | 4.18 | .43 | 4.00 | .49 | 1.2 | .49 | | |
| 4 | Digital citizenship | 4.04 | .49 | 4.07 | .51 | -.20 | .76 | | |
| 5 | Systematic improvement | 4.05 | .49 | 4.13 | .59 | -.40 | .23 | | |
| Total | | 4.08 | .37 | 4.05 | .43 | .24 | .45 | | |

From Table 2, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics by gender have no significant difference.

Table 3 Mean and standard deviation of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by age.

(n=43)

| Aspect | Effective use of digital media in learning management | Age | | | | | | F | Sig. | | |
|--------|---|-----------------|------|-----------------|------|------------------------|------|-----|------|--|--|
| | | 23-28 years old | | 29-35 years old | | More than 35 years old | | | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | \bar{X} | S.D. | | | | |
| 1 | Visionary leadership | 4.01 | .52 | 4.18 | .60 | 4.08 | .33 | .43 | .65 | | |
| 2 | Digital age learning culture | 3.94 | .45 | 4.00 | .56 | 4.05 | .42 | .18 | .84 | | |

Table 3 (Cont.)

| Aspect | Effective use of digital media in learning management | Age | | | | | | F | Sig. | | |
|--------|--|--------------------|------|--------------------|------|---------------------------|------|-------|------|--|--|
| | | 23-28 years old | | 29-35 years old | | More than 35 years old | | | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | \bar{X} | S.D. | | | | |
| 3 | Excellence in professional practice | 3.97 | .47 | 4.08 | .59 | 4.18 | .35 | .80 | .46 | | |
| 4 | Digital citizenship | 4.13 | .56 | 4.02 | .62 | 4.01 | .26 | .28 | .76 | | |
| 5 | Systematic improvement | 3.94 | .59 | 4.00 | .55 | 4.43 | .41 | 3.51* | .04 | | |
| | Total | 4.00 | .44 | 4.06 | .50 | 4.15 | .26 | .50 | .60 | | |

*Statistically significant at level .05

From Table 3, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by age. The highest mean was the group with more than 35 years old, followed by 29-35 years old and 23-28 years old. When concerning data analysis of One-way analysis of variance for age, it found that except for systematic improvement, which has a statistical difference at the .05 level, there are no differences in other aspects. The comparison results of the LSD test are shown in Table 4.

Table 4 The pairwise mean differences were compared using the LSD opinion method of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics, in systematic improvement divided by age.

(n=43)

| Use of digital media in learning management | age | | |
|---|------------|------------|--------------------|
| | 23-28 year | 29-35 year | More than 35 years |
| | year | year | 35 years |
| 5. Systematic improvement | 3.94 | 4.00 | 4.43 |
| 23-28 year | 3.94 | - | -.06* |
| 29-35 year | 4.00 | - | -.43* |
| More than 35 years | 4.43 | - | - |

*Statistically significant at level .05

From Table 4, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by age in the aspect of the systematic improvement was considered statistically significant at .05 level, that the mean of the age more than 35 years old is higher than the mean of the age 29-35 years old and the age 23-28 years old.

Table 5 Comparison of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by educational level.

(n=43)

| Aspect | Use of digital media in learning management | Educational level | | t | Sig | | |
|--------|---|------------------------------------|------|------|-----|--|--|
| | | Bachelor degrees and Master Degree | | | | | |
| | | \bar{X} | S.D. | | | | |
| 1 | Visionary leadership | 4.03 | .51 | 4.13 | .32 | | |
| 2 | Digital age learning culture | 3.92 | .47 | 4.08 | .41 | | |
| 3 | Excellence in professional practice | 4.01 | .52 | 4.08 | .59 | | |
| 4 | Digital citizenship | 4.07 | .57 | 3.77 | .32 | | |
| 5 | Systematic improvement | 4.04 | .42 | 4.28 | .48 | | |
| Total | | 4.02 | .42 | 4.07 | .37 | | |
| | | | | .25 | .24 | | |

From Table 5, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics by educational level have no significant difference.

Table 6 Mean and standard deviation of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by work experience.

(n=43)

| Aspect | Effective use of digital media in learning management | Work experience | | | | | | F | Sig. | | |
|--------|---|-----------------|------|------------|------|--------------------|------|-------|------|--|--|
| | | Within 5 years | | 5-10 Years | | More than 10 years | | | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | \bar{X} | S.D. | | | | |
| 1 | Visionary leadership | 3.99 | .53 | 3.99 | .44 | 4.33 | .45 | 2.12 | .13 | | |
| 2 | Digital age learning culture | 3.79 | .41 | 4.04 | .52 | 4.20 | .37 | 2.86 | .07 | | |
| 3 | Excellence in professional practice | 4.00 | .49 | 3.99 | .47 | 4.23 | .43 | 1.46 | .25 | | |
| 4 | Digital citizenship | 4.04 | .51 | 3.89 | .45 | 4.39 | .44 | 3.80* | .03 | | |
| 5 | Systematic improvement | 3.93 | .65 | 4.26 | .55 | 4.10 | .41 | 1.36 | .27 | | |
| | Total | 3.95 | .45 | 4.03 | .41 | 4.26 | .29 | 1.98 | .15 | | |

*Statistically significant at level .05

From Table 6, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by work experience. The highest mean was the group with working years of more than 10 years, followed by 5 to 10 years, and then less than 5 years. When concerning data analysis of One-way analysis of variance for work experience, it found that except for digital citizenship, which has a statistical difference at the .05 level, there are no differences in other aspects. The comparison results of the LSD test are shown in Table 7.

Table 7 The pairwise mean differences were compared using the LSD opinion method of the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics, in digital citizenship divided by work experience.

(n=43)

| Use of digital media in learning management | | Work experience | | |
|---|----------|-------------------|------------|--------------------|
| | | Less than 5 years | 5-10 years | More than 10 years |
| 4. Digital citizenship | ☒ | 4.04 | 3.89 | 4.39 |
| Less than 5 years | 4.04 | - | .16* | -.34* |
| 5-10 years | 3.89 | | - | -.50* |
| More than 10 years | 4.39 | | | - |

*Statistically significant at level .05

From Table 7, it found that the role of administrators in promoting faculty members to use digital media for learning in the Dance College of Haikou University of Economics classified by work experience in the aspect of the digital citizenship was considered statistically significant at .05 level, that the mean of the working years of more than 10 years is higher than the mean 5 to 10 years, and then less than 5 years.

The summary of the research results revealed that.

1) The role of administrators in promoting faculty members to use digital media for learning at the Dance College of Haikou University of Economics was perceived at a high level overall. When considering each dimension, all aspects were also rated at a high level. The most prominent role was systematic improvement, followed by visionary leadership, digital citizenship, excellence in professional practice, and digital age learning culture. These findings suggest that administrators are actively supporting the integration of digital media into learning management, with particular emphasis on improving systems and ensuring responsible digital practices, while also fostering professional growth and leadership in a digital context.

2) The comparison of the role of administrators in promoting faculty members to use digital media for learning at the Dance College of Haikou University of Economics revealed both similarities and differences across demographic variables. When classified by gender and educational level, no significant differences were found, indicating that faculty members, regardless of these characteristics, shared similar perceptions of administrators' roles in supporting digital media integration.

However, when classified by age, a significant difference was observed in the aspect of systematic improvement. Faculty members aged over 35 years perceived administrators' role in this dimension more positively compared to those aged 29–35 years and 23–28 years. Similarly, when classified by work experience, significant differences were found in the aspect of digital citizenship. Faculty members with more than 10 years of experience rated this role higher than those with fewer years of experience, particularly compared to the groups with 5–10 years and less than 5 years of experience.

Overall, the findings suggest that while perceptions of administrators' roles are generally consistent, specific dimensions such as systematic improvement and digital citizenship vary across age and work experience groups. This highlights the importance of considering faculty characteristics when developing strategies to promote the use of digital media in learning management.

Discussion

According to the data analysis and the summary of the research findings, the role of administrators in promoting faculty members to use digital media for learning, as opinion by faculty members at the Dance College of Haikou University of Economics are at a high level. The following are the discussions based on the results of role of administrators in promoting faculty members to use digital media for learning:

1. Visionary leadership is particularly important in promoting the use of digital media in learning management for faculty members at the Dance School of Haikou University of Economics. According to Timothy (2011), visionary leaders have three

significant characteristics: first, they are able to foresee and prepare for future changes; second, they are able to clearly establish and describe the vision and develop strategies to achieve this vision; and finally, they seek support for the vision through collaboration and empowerment of others. As visionary leaders, administrators should foresee the development trend of digital media technology and be prepared for future changes. This visionary leadership can not only improve the quality of teaching, but also promote the professional development of faculty members, thereby achieving the long-term goals of the academy.

2. Digital age learning culture is central to Morbitzer's (2014) discussion on the importance of cultivating learning abilities in rapidly changing environments. He advocates for a new learning culture that emphasizes adaptability, continuous learning, and the integration of digital technologies. In the context of higher education, Morbitzer highlights the need for faculty members to embrace technological tools in order to enhance their learning management capacities. This perspective is particularly relevant to institutions such as the Dance College of Haikou University of Economics, where the effective use of digital media plays a vital role in improving instructional strategies, promoting professional growth, and fostering innovation in teaching and learning.

3. Excellence in professional practice, as emphasized by Harald A. Mieg (2009), plays a pivotal role in advancing professional knowledge. Mieg highlighted that such advancement is not solely driven by individual excellence, but also by a strong sense of professionalism and active professional engagement. These elements interact to foster growth and innovation within the professional field. Applying Mieg's perspective in the educational context suggests that school administrators can enhance faculty members' utilization of digital media by promoting both individual excellence and collective professional responsibility. This approach not only supports continuous professional development but also nurtures a culture of engagement and excellence essential for thriving in the digital age.

4. Digital citizenship is particularly important. According to Ohler (2010), digital citizenship not only includes mastering basic technology skills but also involves

responsible and conscious behavior in digital environments. Similarly, Mossberger et al. (2007) defined digital citizenship as a code of responsible behavior in the use of technology, pointing out that schools and educational leaders need to shoulder the responsibility of teaching students to use technology correctly. In the learning management of faculty members in dance academies, the concept of digital citizenship provides us with an important perspective.

5. System improvement This may be because digital media plays an important role in promoting communication and supporting collaborative innovation in this process. This finding is similar to the study of Halász and Pont (2007). The study proposed that mutual support is needed to achieve the common goal of student learning. System improvement may be that faculty members and leaders can share and improve teaching methods and management strategies to achieve common educational goals

The opinion of the Roles of Administrators in Promoting faculty members of use Digital Media for Learning Management at the Dance School of Haikou University of Economics is not affected by gender, age, education level and work experience. This is consistent with the results of the ISTE Standard A (2009), which found that regardless of gender, age, education level and work experience, Administrators can better use digital media to promote learning management for faculty and staff, thereby improving the overall quality of education.

Recommendation

The results of the questionnaire show that administrators have achieved remarkable results in promoting faculty members to use digital media for learning management. However, there is still room for improvement in the "learning culture in the digital age". In the future, we should strengthen resource allocation and training in this area to improve the overall level of digital learning further.

Suggestions for Further Research

1. Explore the practical obstacles and challenges encountered by faculty members at Nanhai Dance College of Haikou University of Economics in adopting and

utilising digital media for learning. Such investigations would provide deeper insights into the barriers that limit effective integration and inform strategies for overcoming them.

2. Examine the specific impacts of digital media applications on teaching effectiveness and student learning outcomes among faculty members at Nanhai Dance College of Haikou University of Economics. This line of inquiry would contribute to a clearer understanding of how digital media influences both instructional quality and academic achievement.

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