



Development of Managerial Guidelines to Promote Dragon and Lion Dance in Middle School

Li Xianwei¹ and Pornteap Leethong-in²

¹Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

¹E-mail: 350164591@qq.com, ORCID ID: <https://orcid.org/0009-0000-7154-3123>

²E-mail: Pornteap.lee@bkkthon.ac.th, ORCID ID: <https://orcid.org/0000-0002-2691-3727>

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Abstract

Background and Aim: The main factor restricting the development of the dragon and lion dance in most Middle schools is the lack of funds. Leadership is not important enough, no specialization of teachers, a Lack of teaching materials and equipment, Insufficient sites, and the Dragon and lion cultural atmosphere is not strong. So, the main objective of this research was to develop the managerial guidelines to promote dragon and lion dance in middle school.

Materials and Methods: This study was a mixed-method study, which combines quantitative and qualitative research. The research begins by identifying the influencing factors affecting their integration into school programs through a structured questionnaire (IOC=0.73, Cronbach alpha=0.84) administered to 222 middle school students. Subsequently, expert interviews were conducted to gather qualitative insights among 5 experienced professionals, which informed the formulation of a managerial guideline framed within the POLC management function, PESTLE theoretical frameworks, and the PDCA cycle. This dual approach ensures that the guidelines are both strategic and pragmatic, addressing the diverse obstacles while leveraging available opportunities. To validate and refine these guidelines, a focus group consisting of 12 experts in education, cultural arts, and non-profit management convened to engage in a critical discussion on the proposed content. Finally, the connoisseurship method, consisting of 5 experts, was employed to review and confirm the managerial guidelines.

Results: 1) The priority needs of the development of managerial guidelines to promote dragon and lion dance in middle school are at a high level (PNI_{modified}=0.32). Moreover, the order of requirements from highest to lowest is arranged as following: Leading (PNI_{modified}=0.39), Controlling (PNI_{modified}=0.39), Social (PNI_{modified}=0.39), Planning (PNI_{modified}=0.38), Organization (PNI_{modified}=0.37), Environmental (PNI_{modified}=0.33), Politics (PNI_{modified}=0.23), Technical (PNI_{modified}=0.23), Economic (PNI_{modified}=0.22), Legal (PNI_{modified}=0.22). 2) The managerial guideline to promote dragon and lion dance in middle school corresponds to 4 parts rooted in the Plan-Do-Check-Act (PDCA) cycle. There were 10 elements in the Plan part, there were 10 elements in the Do part, there were 10 elements in the Check part, and there were 10 elements in the Act part.

Conclusion: This iterative process confirmed the effectiveness and feasibility of the managerial recommendations, ensuring that they align with the needs of middle schools while fostering the rich cultural heritage of dragon and lion dance.

Keywords: Managerial Guideline; Teaching and Learning Dragon and Lion Dance; Middle School

Introduction

Dragon dance and lion dance are excellent traditional national sports in China, which are characterized by festivals and excitement. Dragon and lion dances set off the traditional Chinese folk culture and highlight the treasures of Chinese national culture. The development of the dragon dance and lion dance in China, has grown year by year, since the Chinese Dragon and Lion Sports Association was founded in 1995, under the organization and leadership of the Chinese Dragon and Lion Sports Association, the dragon dance lion dance movement, booming, public fitness, entertainment, or sports, have been greatly improved, to carry forward the national spirit, inheriting national culture and foreign interaction, and many other aspects have played a very good role (Cai, 2005).

In June 2022, the general office of the state general administration of sports, the general office of the Ministry of Education, and the National Development and Reform Commission issued the about improving school physical education service levels to promote the healthy growth of primary and Middle school students notice, require integration of sports system and education system advantage resources, support schools for full coverage, high quality after physical education service. Among the proposals, encourage traditional Chinese sports such as dragon and lion dance, Chinese wrestling, shooting skills, dragon boat, and five-bird gymnastics.



In recent years, the state and government departments at all levels have paid more and more attention to the inheritance and development of traditional culture in primary and secondary schools. Dragon dance and lion dance are excellent traditional culture and sports in China. Its cultural value, educational function, and fitness function can meet the requirements of the current characteristic curriculum in junior Middle schools. The inclusion of dragon and lion dance in the standard can also prove that the dragon and lion dance is scientific and reasonable in physical education teaching and has the conditions for the development of school physical education (Gu, 2007).

The main factor restricting the development of dragon and lion dance in most Middle schools is the lack of funds, Leadership is not important enough, No specialization of teachers, Lack of teaching materials and equipment, Insufficient site, Dragon and lion cultural atmosphere is not strong; The development of dragon and lion dance in Middle schools requires professional teachers, The attention of the relevant department leaders, The investment of the capital, The diversification of the dragon and lion equipment, Standardization of the site, The practicality of the teaching materials, In particular, teachers should have certain creativity: the promotion of dragon and lion dance in middle schools should follow scientific principles, targeted principles, diversity principles, And also to follow the laws of sustainable development, middle school dragon and lion dance not only needs the original ecological excavation, inheritance, And more need to have modern innovative development; In the process of promoting the dragon and lion dance in middle schools, educators should also consider the objective factors such as the psychological characteristics and physiological characteristics of Middle school students. Lu (2007) Study of dragon and lion dance in schools, mainly from the current situation and countermeasures of universities, primary, and secondary schools. First about university research: Yang Jun Guiyang Colleges and Universities Dragon Dance Movement to carry out the present situation and countermeasures research The results show that the development of Guiyang University Dragon Dance Movement's main factors have the leadership importance, curriculum, dragon dance lion dance scientific research, teachers, professional teachers, field equipment, students to participate in the game; The dragon and lion dance in universities is widely carried out, Has embarked on the road of standardized, scientific and competitive, And established the dragon and lion dance association, the dragon and lion dance scientific research institutions, Competition was conducted (Liu, 2013).

This study analyzes the problems encountered in the promotion of dragon and lion dance in Chaozhou Middle schools and gives corresponding countermeasures through interviews and data collection from school leaders and teachers, as well as collecting feasible opinions and suggestions through the distribution of questionnaires. Through the problems encountered in the process of promoting dragon and lion dance, the promotion strategies favorable to the development of dragon and lion dance are proposed.

Objectives

1. To investigate the problems of the dragon and lion dance in middle schools.
2. To develop a managerial guideline to promote dragon and lion dance in middle school.
3. To evaluate the appropriateness and feasibility of managerial guidelines to promote dragon and lion dance in middle school.

Literature Review

1. Teaching and Learning of Dragon and Lion Dance

Research study on the teaching and learning of dragon and lion dance, the following aspects should be considered for a comprehensive and relevant analysis.

Historical and Cultural Context of Dragon and Lion Dance

1. Origin and Evolution: The history of dragon and lion dances is quite long, and they originated from ancient rituals, symbolizing auspiciousness and good luck. From the simple dance at the beginning to the colorful performance forms nowadays, the Dragon and Lion Dance has occupied a pivotal position in Chinese culture, and even spread to the whole world, becoming a bridge connecting different cultures.



2. Cultural Importance: In terms of cultural preservation, dragon and lion dances are the treasures of the Chinese nation, and in community building, they can enhance the cohesion and sense of belonging among neighbors. Moreover, as an intangible cultural heritage, the inheritance of dragon and lion dances is also a kind of respect and tribute to history (Liu & Yu, 2007).

Curriculum Development for Dragon and Lion Dance

1. Integration into Physical Education Physical education classes are no longer just about running and playing ball games, but about waving long dragons and jumping lions. Incorporate dragon and lion dances into the physical education curriculum, so that they have a place in the sports world as well (Wang et al., 2024).

2. Curriculum design: The curriculum should be designed to be comprehensive, covering everything from technique and choreography to cultural aspects. Learning objectives must be clear, and skill development must be planned so that students can learn (Wang et al., 2024).

3. Cultural education content: Chinese traditions, festivals, and their meanings should be included so that students can learn Dragon and Lion Dance and at the same time have an in-depth understanding of Chinese culture to enrich their learning experience (Lu, 2007).

Teaching Methodologies for Dragon and Lion Dance

1. Student-centered active learning: Getting students moving, cooperative learning, peer-led practice, and experiential learning (e.g., performances and group rehearsals) are all ways to get them more actively involved (Capone, 2022).

2. Tailor-made teaching: Each student is unique, so teaching methods must be individualized. Adapt teaching methods to their skill levels, abilities, and learning styles so that the best results can be achieved (Brouwer et al., 2022).

3. Incorporate technology: technology such as video presentations, virtual reality, or motion analysis software can all improve teaching and learning so that students learn faster and better (Lu, 2007).

Student Engagement and Motivation

1. Strategies to increase student participation: gamification, incorporating competitive elements, or fostering cultural pride are all ways to capture their attention (Heilporn et al., 2021).

2. Overcoming Challenges: Some students may find the Dragon and Lion Dance outdated and uninteresting. Then we have to find ways to make it fashionable and interesting to attract the younger generation (Liu & Yu, 2007).

Assessment and Evaluation

1. Performance-based assessment: When assessing students' performance in dragon and lion dance, criteria such as technique, teamwork, rhythm, and understanding of cultural significance have to be considered thoroughly. This will truly reflect their level of performance (Gresse Von Wangenheim et al., 2022).

2. Formative and Summative Assessment: Formative assessment (continuous feedback, peer review) and summative assessment (final performance, skill testing) are combined to more accurately evaluate students' progress (Ismail et al., 2022).

Challenges and Opportunities in Teaching Dragon and Lion Dance

1. Resource and facility constraints: Lack of equipment, insufficient practice space, and limited access to trained instructors are among the challenges faced, such as seeking sponsorships, co-leasing venues, and organizing teacher training (Chen et al., 2022).

2. Institutional support: Administrative and institutional support is too important for the teaching of dragon and lion dance; with their support, it is easier to incorporate dragon and lion dance into the school curriculum and overcome budgetary or logistical challenges (Chen et al., 2022)

Modernization and Innovation in Teaching Dragon and Lion Dance

1. Adapting to modern educational practices: Teaching Dragon and Lion Dance must evolve with the times, and incorporating digital tools, interdisciplinary approaches, or more inclusive practices are all good options (Chen et al., 2022).

2. Innovative pedagogical approaches: Innovative pedagogical approaches, such as using digital choreographic tools or incorporating global perspectives to enrich traditional practices, can make the dragon and lion dance livelier and more interesting (Liu & Yu, 2007).



In conclusion, dragon and lion dances are not only a traditional art, but also a way of cultural inheritance and education. We hope that we can all learn and teach with our hearts, so that this treasure can shine more brightly in the new era.

2. PLOC (Planning, Leading, Organizing, Controlling):

1. Definition and Overview of PLOC

Each element of the PLOC framework is critical, and together they form the core of management (AL-MAHAIRAH, 2022):

1.1 Planning is the starting point for management work and involves the development of goals, strategies, and resource allocation plans. Planning requires managers to anticipate and envision the future of a project or organization, and to ensure that all activities are directed toward established goals.

1.2 Leading refers to the ability to work together to achieve organizational goals by motivating, guiding, and supporting team members so that they can reach their full potential. Leadership centers on building trust, communication, and collaboration to ensure that the team remains united and motivated in the face of challenges.

1.3 Organizing: involves designing the organizational structure, assigning tasks and responsibilities, and establishing effective communication channels. The purpose of the organization is to ensure that team members can work together efficiently and effectively to complete the task.

1.4 Controlling is a key aspect of management work, involving monitoring and evaluating the implementation of the plan, as well as making necessary adjustments and improvements. Through control, managers can ensure that the project or organization is by the established goals and plans, and timely correction of deviations.

Application of PLOC in Various Contexts

Sports management: coaches need to develop scientific training plans for athletes; in terms of leadership, coaches need to motivate athletes to continuously challenge themselves and improve their competitive level; in terms of organization, coaches need to reasonably arrange the training time and venues; in terms of control, coaches need to evaluate and adjust the results of athletes' training (Ghatowar & Barman, 2024).

3. PESTEL (Political, Economic, Social, Technological, Environmental, Legal)

The PESTEL framework is a strategic analysis tool used to assess the impact of the external environment on an organization or business. It covers the six areas of Political, Economic, Social, Technological, Environmental, and Legal (Akman, 2020):

1. Political: The stability of the political environment directly affects the direction of an organization's operations and decision-making. Political turmoil may lead to policy adjustments, trade restrictions, or changes in laws, which in turn affect an organization's strategic choices.

2. Economic: Different phases of the economic cycle have a significant impact on an organization's operations and profitability. During a recession, organizations may need to adjust their strategies to meet the challenges of declining market demand and rising costs.

3. Social: Population and its development trend: Changes in population size, age structure, gender ratio, and other demographic characteristics will affect the organization's market demand and product strategy.

4. Technology: Discoveries and technological developments: The emergence and development of new technologies provide organizations with opportunities for innovation and also bring competitive pressures.

5. Environmental: The introduction and implementation of environmental regulations have a significant impact on an organization's manufacturing operations and product development. Organizations need to comply with these regulations and actively seek environmentally friendly technologies and solutions to reduce their environmental impact.

6. Legal: The enactment and enforcement of competition regulations have a significant impact on an organization's competitive behavior and market strategies. Organizations need to comply with these regulations while actively seeking a legitimate competitive advantage.

In summary, the PESTEL framework is an important strategic analysis tool for assessing the impact of the external environment on an organization or business. Through in-depth analysis of six

dimensions - political, economic, social, technological, environmental, and legal - organizations can better understand the changes and trends in the external environment and provide a basis for effective strategy and decision-making.

4. PCDA Cycle of Deming

The Plan-Do-Check-Act (PDCA) cycle, also known as the Deming Wheel or Deming Cycle, is a management methodology developed by W. Edwards Deming, a renowned quality management expert, is a widely used iterative management method for the control and continuous improvement of processes and products (Deming, 1986).

1. Plan refers to incorporating the definition of the problem. A thorough analysis of the current state issues is conducted to identify the root causes. Appropriate solutions are then formulated and evaluated to identify the most profitable solutions available (Patel & Deshpande, 2017).

2. Do refers to the current situation that has been thoroughly analyzed, and a strategy for enhancement has been devised. The “Do” phase is when that strategy is put into action for the first time. This phase also provides the chance to gain additional insights, make necessary adjustments, and ultimately achieve even greater enhancements in the subsequent “Check” and “Act” phases (Patel & Deshpande, 2017).

3. Check refers to taking time to reflect on the analysis and consider any new insights that have come to light. This transforms the “Check” phase into a chance to devise thorough strategies for elevating the process, rather than merely addressing issues that arose during the “Do” phase (Patel & Deshpande, 2017).

4. Act refers to re-examine the potential solutions that were initially overlooked, or revisit the root cause analysis to explore whether other underlying factors can be identified. Alternatively, reconsider the aim statement to assess its feasibility. Regardless of the starting point, the team or organization must then enter the Plan phase to create a new action plan and progress through the subsequent phases (Patel & Deshpande, 2017).

In summary, the PDCA cycle is a versatile tool that transcends industries and applications. Its core tenets promote continuous improvement, structured problem-solving, and adaptability. Future research could focus on the integration of PDCA with modern technologies, such as data analytics and artificial intelligence, to further enhance its effectiveness and scope.

Conceptual Framework

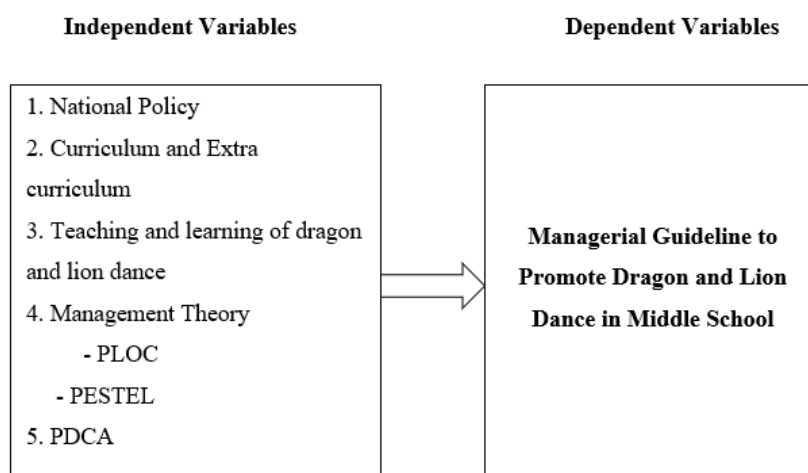


Figure 1 Conceptual Framework

Methodology

Population



The population in this study was obtained from 13 middle schools in Chaozhou City, People's Republic of China. It is a school that provides dragon and lion dances in school. The population in this study included executives, instructors, staff, and stakeholders, for a total of 498 people.

Sample

The sample in this study was obtained from 13 middle schools in Chaozhou City, People's Republic of China. The Taro-Yamane formula is a method used to determine the sample size for conducting a sample survey, based on the determination of population capacity and a confidence level of 95%. A total of 222 Participants (49 executives, 51 instructors, 57 staff, 65 stakeholders).

Inclusion criteria

1. Participants must be involved in the study from 13 middle schools in Chaozhou City, People's Republic of China.
2. Participants must consent to participate in the research.

Exclusion Criteria

1. Participants refuse to give informed consent

Research Participants

Experts for questionnaire content validity: 5 experts, who are professionals with 5 years or above experience in dragon and lion dance in middle schools, were invited to validate the questionnaire involving managerial guidelines to promote dragon and lion dance in middle schools.

Experts for a focus group: The experts who focus group on the development of managerial guidelines to promote dragon and lion dance in middle school include 12 experts, who were selected using purposive sampling methods as follows: 3 executives, 3 instructors, 3 staff, and 3 stakeholders. Work experience of more than 5 years

Experts for connoisseurship: 5 experts with 8 years or above experience reached the consensus appraisal characteristics. They come from a variety of backgrounds, including 2 executives, 1 instructor, 1 staff member, and 1 stakeholder.

Research Instruments

1. A questionnaire to investigate the problems of dragon and lion dance in middle schools which were constructed by the researcher to collect data from samples. The questionnaire will apply the concept of PLOC and PESTEL to promote the dragon and lion dance in middle school. The development of the questionnaire consists of:

- 1.1 Review of relevant documents and literature
- 1.2 Draft questionnaire

1.3 Check quality: The IOC value is between 0.60-1.00, indicating that questions in this area are suitable for research. Evaluation content validity form for questionnaire of participants on the managerial guideline to promote dragon and lion dance in middle school (IOC) was IOC 0.73, Cronbach alpha value was 0.84.

2. Focus group outline: Using data from questionnaires to draft the guideline to promote dragon and lion dance in middle school through focus group meetings with 12 experts via an evaluation form. (IOC value = 0.67)

3. Connoisseurship evaluation form: Confirm the guidelines through connoisseurship meetings with 5 experts. To ensure the content validity of the meeting form, five experts used the index of Item-Objective Congruence (IOC value = 0.67) to evaluate the meeting form.

Data Analysis

The descriptive statistics are used to analyze the questionnaire data by SPSS software. The reliability and validity of the questionnaire, descriptive statistics, and PNI modified are needed.

The descriptive statistics used were mean, SD, and percentage to analyze questionnaire data.

The descriptive statistics used mean and SD to analyze the Connoisseurship evaluation form data.

The data analysis was using PNI (Modified) (Wongwanish, 2007),

$PNI = (I - D) / D$ (I = expected need, D = observed opinion) to analyze the research result.

The data from the focus group method was analyzed using content analysis.

Data Interpretation: The meaning of Likert's Scale of 5 Scales (Likert, 1932)

5 = The observed perception was at a very high level of acceptance



- 4 = The observed perception was at a high level of acceptance
3 = The observed perception was at a moderate level of acceptance
2 = The observed perception was at a low level of acceptance
1 = The observed perception was at a very low level of acceptance

Likert-scale Description	Likert-Scale	Likert-Scale interval
Strongly disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neutral/Uncertain	3	2.61-3.40
Agree	4	3.41-4.20
Strongly agree	5	4.21-5.00

Data Collection

Step 1: Investigate the problems of the dragon and lion dance in middle schools.

(1) Review the literature on problems of dragon and lion dance in middle schools.

(2) Design the questionnaires and find validity, then distribute them to 13 middle schools in Chaozhou city.

Step 2: Develop a managerial guideline to promote dragon and lion dance in middle school.

(1) Draft the managerial guideline by the researcher.

(3) Meeting with 12 experts using the focus group method, including 3 executives, 3 instructors, 3 staff, and 3 stakeholders, provides additional comments on the researcher's developed managerial guideline to gain more information to improve the guideline to make it more valuable.

(3) Summarize the draft of the managerial guideline to promote dragon and lion dance in middle school.

Step 3: Evaluate the appropriateness and feasibility of managerial guidelines to promote dragon and lion dance in middle school.

(1) 5 experts, including 2 executives, 1 instructor, 1 staff, and 1 stakeholder, were invited to connoisseurship

Step 4: Summarize and report the managerial guideline to promote dragon and lion dance in middle school by the researcher.

Results

1. To investigate the current situation and problems of the dragon and lion dance in middle schools.

The data from the 222 respondents in the questionnaire shows a predominance of male participants (74%) compared to female participants (26%). The majority of respondents are aged between 31-40 years (40%). A large portion of participants hold a bachelor's degree (80%). In terms of income, 64% earn between 5000-7000 RMB monthly. Regarding experience in dragon and lion dance, most respondents have 3 years of experience. Respondents come from 13 different schools, with Chaozhou Technical School, Chao'an District Zhiyong Middle School, and Chao'an District Baoshan Middle School each representing 10% of the sample. In terms of frequency, 23% of participants engage in dragon and lion dance 3-4 times a week, with others participating less frequently or for shorter durations.

Table 1 Current Situation of the Promotion and Managerial Guideline of Dragon and Lion Dance in Middle Schools

Issue	Impression value			Expectation value			PNI _{modified}	Rank
	\bar{x}	S.D.	Inter-predation	\bar{x}	S.D.	Inter-predation		
Planning	2.57	0.85	Moderate	4.14	0.99	Very High	0.38	4
Organizing	2.93	0.65	Moderate	4.68	0.68	Very High	0.37	5
Leading	2.87	0.81	Moderate	4.74	0.86	Very High	0.39	1
Controlling	2.90	0.83	Moderate	4.76	0.74	Very High	0.39	1
Policy	3.70	0.85	High	4.80	0.70	Very High	0.23	7

Issue	Impression value			Expectation value			PNI _{modified}	Rank
	\bar{x}	S.D.	Inter-predation	\bar{x}	S.D.	Inter-predation		
Economic	3.72	0.80	High	4.78	0.76	Very High	0.22	9
Social	2.93	0.77	Moderate	4.80	0.70	Very High	0.39	1
Technology	3.70	0.90	High	4.80	0.80	Very High	0.23	7
Environmental	3.20	0.77	High	4.80	0.70	Very High	0.33	6
Legal	3.73	0.87	High	4.80	0.80	Very High	0.22	9
Total	3.23	0.81	High	4.71	0.77	Very High	0.32	

From Table 1, it was found that the current state of Dragon and Lion Dance administration in Middle School is overall at the level of high (3.23 ± 0.81). When considering each item, the mean value from highest to lowest can be ranged as follows: Legal (3.73 ± 0.87), Economic (3.72 ± 0.80), Politics (3.70 ± 0.85), Technical (3.70 ± 0.90), Environmental (3.20 ± 0.77), Organization (2.93 ± 0.65), Social (2.93 ± 0.77), Controlling (2.90 ± 0.83), Leading (2.87 ± 0.81), Planning (2.57 ± 0.85).

While under expectation context (4.71 ± 0.77) with a Very High level, the mean values of each item present a differentiated condition, which can be permuted as following: Politics (4.80 ± 0.70), Social (4.80 ± 0.70), Technical (4.80 ± 0.80), Environmental (4.80 ± 0.70), Legal (4.80 ± 0.80), Economic (4.78 ± 0.76), Controlling (4.76 ± 0.74), Leading (4.74 ± 0.86), Organization (4.68 ± 0.68), Planning (4.14 ± 0.99).

When it comes to the value of the overall Priority Need Index (PNI_{modified}), which obtained a figure of 0.32 of PNI_{modified}, representing a high demand for managerial guidelines to promote dragon and lion dance in middle school. Moreover, the order of requirements from highest to lowest is arranged as follows: Leading (PNI_{modified} = 0.39), Controlling (PNI_{modified} = 0.39), Social (PNI_{modified} = 0.39), Planning (PNI_{modified} = 0.38), Organization (PNI_{modified} = 0.37), Environmental (PNI_{modified} = 0.33), Politics (PNI_{modified} = 0.23), Technical (PNI_{modified} = 0.23), Economic (PNI_{modified} = 0.22), Legal (PNI_{modified} = 0.22).

2. Summary of managerial guidelines grounded in the Deming Cycle PDCA managerial theory

Deming's cycle of quality management is a cycle of plan, doing, checking, and acting to ensure that reliability goals are achieved and to promote continuous quality improvement, which can promote the implementation and development of management approaches to promote dragon and lion dances in junior high schools. This is accomplished by establishing a sustainable management framework that integrates traditional values with modern educational approaches, fostering cultural pride alongside the holistic development of students. The details are presented in Table 2.

Table 2 Summary of managerial guidelines grounded by Deming Cycle, PDCA quality managerial theory, according to the focus group experts

Categories	Items
Planning	<ol style="list-style-type: none"> 1. Formulate short-term, medium-term, and long-term promotion plans to identify high-demand areas 2. Design an organizational structure with strong adaptability and allocate special resources 3. Improve the decision-making ability and communication skills of the leadership 4. Establish the monitoring mechanism of the promotion process and set the KPI 5. Establish a communication mechanism with government agencies to promote policy publicity 6. Set up special funds to optimize resource allocation 7. Promote community participation and increase public influence 8. Develop a technical support plan and introduce advanced technology 9. Design environmental protection measures to promote sustainable development 10. Improve laws and regulations and provide legal support
Do	<ol style="list-style-type: none"> 1. Implement the promotion plan and set up a special team to track the progress



Categories	Items
	<ol style="list-style-type: none">2. Implement the organizational structure and establish a cross-departmental collaboration mechanism3. Conduct leadership training and implement transparent management4. Run monitoring tools to track KPIs5. Implement cooperation plans and carry out policy education6. Conduct fundraising and implement cost control7. Organize community activities and combine them with promotional projects8. Build a technology research and development center and carry out a technical competition9. Implement energy conservation projects and organize environmental protection activities10. Run the legal aid platform and carry out legal training
Checking	<ol style="list-style-type: none">1. Check the planning template and evaluate the implementation situation2. Review the organizational structure optimization recommendations and test the communication process3. Conduct a leadership assessment and review the effect of the feedback4. Review the effectiveness of the KPI and analyze the risk plan5. Review the strength of policy support and check the impact report6. Review the capital pool and financing channels, and analyze the cost efficiency7. Evaluate the effectiveness of public activities and check the community support programs8. Review the technical solutions and evaluate the feasibility of localization.9. Analyze the effect of energy conservation projects and evaluate the public environmental protection education10. Check the operation of the legal platform and evaluate the compliance review
Acting	<ol style="list-style-type: none">1. Adjust the promotion plan and optimize the priority level according to the feedback2. Optimize the organizational structure and improve the collaboration efficiency3. Improve the incentive mechanism and strengthen the decision-making support4. Adjust the KPI, optimize the monitoring tools, and improve the crisis response capability5. Strengthen policy publicity and adjust cooperation strategies6. Adjust the allocation of funds, optimize the expenditure, and improve the utilization rate of funds7. Enhance public interaction and optimize promotion strategies8. Adjust the technology application scheme to improve the promotion efficiency9. Strengthen environmental protection measures and expand the impact of sustainable promotion10. Improve the legal guarantee and improve the quality of legal consulting services

3. To evaluate the appropriateness and feasibility of managerial guidelines to promote dragon and lion dance in middle school.

The researcher took the suggestions from the experts in the focus group discussion to improve and revise the guidelines, and then evaluated them with experts for connoisseurship. 5 experts reached consensus on the assessment characteristics with different backgrounds, including 2 executives, 1 trainer, 1 staff member, and 1 stakeholder. To consider and evaluate the appropriateness and feasibility of a managerial guideline to promote Dragon and Lion Dance in secondary schools. The results of the data analysis are displayed in Table 15



Table 3 Assessment Result of Managerial Guidelines to Promote Dragon and Lion Dance in Middle School

Items	Assessment result					
	Appropriateness			Feasibility		
	\bar{x}	S.D.	Inter-predation	\bar{x}	S.D.	Inter-predation
1. Planning	4.97	0.19	Very High	3.79	0.45	High
2. Do	4.38	0.17	Very High	4.10	0.14	Very High
3. Check	4.77	0.33	Very High	3.25	0.20	High
4. Act	4.21	0.44	Very High	3.90	0.18	High
Total	4.88	0.33	Very High	3.95	0.27	High

From Table 3, presented, the overall average value of appropriateness and feasibility concerning the 4 categories of managerial guidelines is at a level of very high and high, respectively. Among them, the feasibility value of Executing (Do) (4.10 ± 0.14) shares the highest, while the Checking (3.25 ± 0.20) is the lowest. The acting aspect values are the second highest, with a mean value of 3.90 and a standard deviation value of 0.18. Moreover, Planning accounts for the third highest with a 3.79 mean value as well as a 0.45 standard deviation. Considering the appropriateness, the average values can be ranged from highest to lowest as follows: Planning (4.97 ± 0.19), Checking (4.77 ± 0.33), Executing (Do) (4.38 ± 0.17), as well as Acting (4.21 ± 0.44).

Therefore, all the figures in Table 3 illustrate the high effectiveness of these managerial guidelines via values of both appropriateness and feasibility, which have identified the quality of the managerial guidelines as well. Furthermore, the above contents have already corresponded with the research objectives as displayed in the prior chapters, and the research findings in this chapter will be elaborately discussed and reasoned in the next chapter.

Discussion

1. To investigate the problems of the dragon and lion dance in middle schools

The results of the current condition have highlighted that there are currently dragon and lion dances in middle schools are at an intermediate level of development in the areas of planning (2.57 ± 0.85), organizing (2.93 ± 0.65), controlling (2.90 ± 0.83), leading (2.87 ± 0.81) and social (2.93 ± 0.77) perspectives, which significantly vary from the expectations of relevant stakeholders. This may be because, despite the current national policy support in some local destinations in China, there are still managerial shortcomings in this study context, which may be related to the perceptions and developmental priorities of the relevant stakeholders, which is consistent with the research point of Gu (2007). The research results found that the primary factors affecting the promotion of dragon and lion dance in middle schools include a lack of funding, insufficient leadership attention, a shortage of professional teachers, and inadequate teaching materials and facilities. Lu (2007) has also shared a similar perspective in his research results, which proposed that the dragon and lion dance have been successfully integrated into middle school physical education as part of a broader effort to promote traditional Chinese culture and improve students' physical fitness.

The overall desirable condition of the Development of Managerial Guidelines to Promote Dragon and Lion Dance in Middle School is at the level of very High. Since the overall expectation value was found to be at the level of very high (4.71 ± 0.77), this may refer to the anticipated benefits or outcomes from implementing the dragon and lion dance programs from the manager's perspective. It might encompass aspects such as student engagement, cultural enrichment, leadership skills, physical fitness, and community involvement, which have shared parallel views with the research of Lu (2007), who has researched the current situation and countermeasures of dragon and lion dance in universities, primary, and secondary schools.

2. To develop the managerial guideline to promote dragon and lion dance in middle school.

By adhering to the PDCA quality management principle of Deming (Deming in Mycoted, 2004), the results of the expert group meeting discussion to draft the guidelines to promote dragon and lion dance in middle school consisted of 4 components: 1) Plan, 2) Do, 3) Check, and 4) Act. This is because a



structured management approach ensures efficient implementation and continuous improvement, which is consistent with the research of Liu (2013), who has researched the standardization and strategic planning of dragon and lion dance in universities. The research results have uncovered that standardized management and strategic frameworks significantly improve the sustainability of dragon and lion dance.

3. To evaluate the appropriateness and feasibility of managerial guidelines to promote dragon and lion dance in middle school.

The results of the evaluation of the appropriateness and feasibility of the Managerial Guideline to Promote Dragon and Lion Dance in Middle School via connoisseurship form have demonstrated that the overall suitability was at the level of very high (4.88 ± 0.33) and the feasibility was at the level of high (3.95 ± 0.27). This was because the structured managerial approach aligns with the demands of middle school from the perspective of developing dragon and lion dance, which is consistent with Gu's (2007) study on the development of dragon and lion dance in middle schools. The research results proposed that integrating traditional sports into physical education curricula enhances students' cultural awareness and engagement, and concerning the implementation of dragon and lion dance in university physical education programs, uncovered that leadership commitment and policy support are critical factors for program success.

Recommendations

Recommendations for the application of research results

1. Planning should be done to set management objectives, divided into short-term and long-term, and to be able to effectively plan, improve, and correct operations.
2. A committee should be set up to promote dragon and lion dance in secondary schools explicitly through community members, with the active participation of network organizations of the community council in the project.

Recommendations for future study

1. The participatory management approach should be studied to promote dragon and lion dance activities in secondary schools.
2. Research should be conducted to develop management methods for the promotion of dragon and lion dance activities in secondary schools using social media.

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