

**BEST PRACTICE OF INSTRUCTIONAL MANAGEMENT
IN FINE ARTS COLLEGES AND UNIVERSITIES UNDER SICHUAN PROVINCE**

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ABSTRACT

The objectives of this research were: (1) to investigate the framework of instructional management in Fine Arts Colleges and Universities under Sichuan Province; (2) to propose the best practices of instructional management in Fine Arts Colleges and Universities under Sichuan Province; (3) to verify the best practice of instructional management in Fine Arts Colleges and Universities under Sichuan Province. This research adopts qualitative research method. In the process of research, using the method of case study, the first-hand and second-hand materials of three Fine Arts Colleges and Universities in Sichuan Province were collected for qualitative analysis. The interviewees included deans, department heads, directors of teaching and research departments, and teachers of basic courses. The researchers explored the best practice of instructional management from the five dimensions of organizational atmosphere, curriculum laboratory, competitiveness, teaching evaluation system, and learning ecosystem through qualitative research methods of interviews. A total of 15 people were interviewed. The key informants were the teaching director (dean) of the basic department of the case institution, and is obtained through purposeful sampling method. The instruments used for data collection was an interview form, and note-taking. The content analysis and benchmarking were employed for data analysis.

The research results showed that (1) the framework of instructional management in Fine Arts Colleges and Universities under Sichuan Province consisted of five dimensions of

organizational atmosphere, curriculum laboratory, competitiveness, teaching evaluation system, and learning ecosystem; (2) the best practices of instructional management in Fine Arts Colleges and Universities under Sichuan Province was proposed through the interviews and summarized by the researcher through Benchmarking analysis; (3) the best practice of instructional management in Fine Arts Colleges and Universities under Sichuan Province was verified by nine experts to analyze, and combine with the actual education situation, discuss the effective and comprehensive instructional management opinions, and put forward the new paradigm of instructional management in Fine Arts Colleges and Universities in Sichuan Province.

Keywords: Best Practice, Instructional Management, Fine Arts Colleges and Universities

1. Research Background and Significance

Sichuan fine arts education has a tendency to from prosperity to decline, there are many reasons, the most thriving college entrance examination to the end of last century from the 1970 s, "sichuan fine arts during the period of the" scar "and" local "emerged a large number of impact the development of Chinese contemporary painting, landmark artist, also in the Chinese contemporary art history created a new starting point." (Ning Jia, The Flow, 2010, 32 pages)

In the early 1980s, a large number of artists and painting schools, called Sichuan Painting School for short, emerged in Sichuan and gained great influence in the whole country and even the world. Such as Luo Zhongli, he Duoling as a representative of the famous local painting school. Scar painting school represented by Cheng Conglin and Gao Xiaohua; The modern painting school represented by Zhang Xiaogang and Zhou Chunya. The emergence of "scar art" not only had a decisive influence on the development of Chinese art, but also made the creation of Sichuan fine art oil painting famous.

However, at the beginning of the new century, with the rapid expansion of enrollment in my country's colleges and universities, art colleges have sprung up like mushrooms, and colleges and universities in Sichuan have also opened related art majors. The number of students enrolled in art courses in Sichuan art colleges has increased. Short, unbalanced sources of students and resources, resulting in a series of complications. After more than ten years of development, the graduates of Sichuan art colleges have gradually lost the aura of the last century. Although there are a large number of graduates, it is difficult for them to cultivate excellent abilities. Student work tends to be high in ambition and low in skill. The

overall decline of painting is an indisputable fact. Although the university education related to painting has developed and the barriers to entry are getting lower and lower, the number of students outside the door is still increasing. Affected by the society, but also by the influence of art trends, pure painting or easel painting has not been marginalized, but the feeling and fun of painting are decreasing day by day. The direct impact is the decline of the overall level of painting, and behind the developed education is the creation decline in capacity. (Chen Lusheng "Art Education is Increasingly Developed, Painting is Declining 2016")

At present, various art schools have formed various art teaching systems according to their own characteristics and training goals. Can not meet the specific requirements, felt in the process: On the one hand, the teaching evaluation system is not clear. On the other hand, in comprehensive colleges and universities, there is a phenomenon of "emphasizing ideas and neglecting policies; paying attention to oral and not taking measures; (Pang Haishao, "The Difficulties and Countermeasures Faced by Public Art Education in Colleges and Universities", 2005), and the basic drawing ability of students is improved. Without real improvement, innovative ability cannot be cultivated, and outstanding talents cannot be displayed. These issues are indeed worthy of discussion and consideration. Therefore, research on the strategy and effectiveness of the current art teaching management framework can provide a basis for the art teaching management of colleges and universities in Sichuan Province. Providing theoretical and data support can also provide the best practice plan for the future management framework of art teaching in colleges and universities in Sichuan Province.

2. Research questions

1. What is the framework of instructional management in fine arts colleges and universities under Sichuan Province?
2. What is the best practice of instructional management in fine arts colleges and universities under Sichuan Province?
3. What is the best practice verification result of instructional management in fine arts colleges and universities under Sichuan Province?

3. Research objectives

- (1) To examine the framework of instructional management in fine arts colleges and universities under Sichuan province.

(2) To develop the best practice of instructional management in fine arts colleges and universities under Sichuan Province.

(3) To verify the best practice of instructional management in fine arts colleges and universities under Sichuan Province.

4. Research framework

Effective art teaching management can improve the breadth and depth of students' painting research and improve the aesthetic value orientation. This study is based on the historical background of Chinese art teaching management, with the similarities and differences of six aspects of art teaching management as the main theory, and through the results of multiple case studies on personnel training, the best practice is obtained.

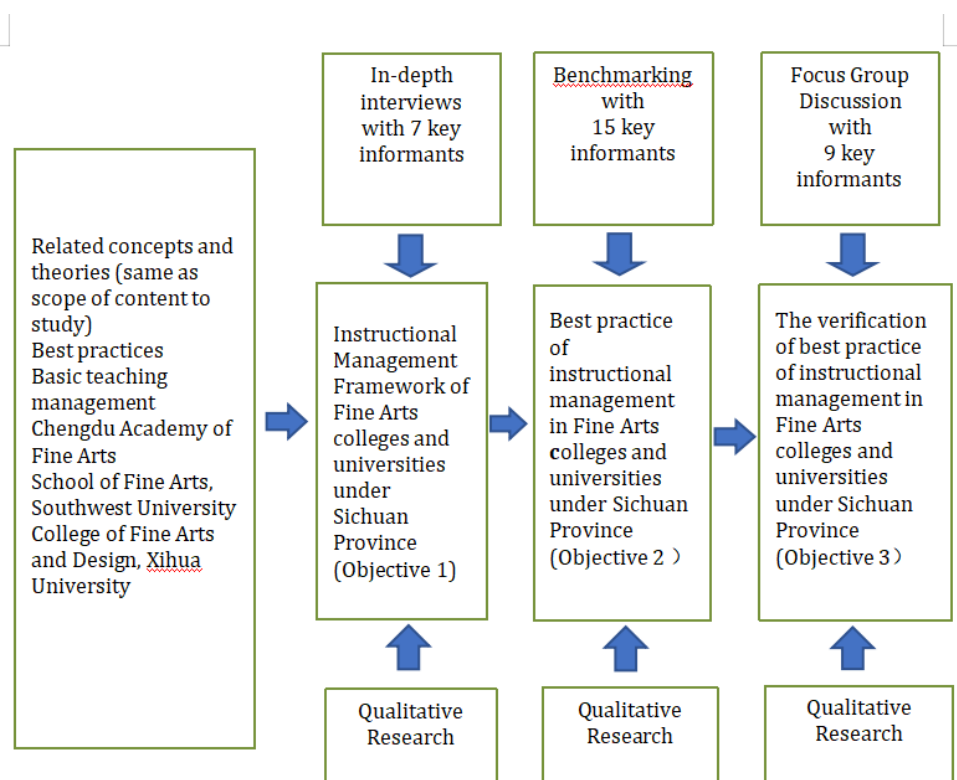


Figure 1: The Conceptual Framework

5. Research Method

The research process is divided into three steps, adopting a qualitative research method. (1) Investigate the framework of education management in Sichuan fine arts colleges and universities. This study adopts qualitative research method, through combing related literature and related researches such as concepts, principles and theories of art education

management in colleges and universities in Sichuan, to obtain concepts and lay a foundation for further research. (2) Examining the education management of three Sichuan art colleges and universities, the researchers conducted in-depth interviews with 15 major stakeholders. These stakeholders are experts in different fields of art education management research, with more than 15 years of experience questions, data collection is done through research. A content analysis of the collected data aimed at reaching a consensus on what constitutes best practice. (3) The purpose of this research is to verify the best practice of teaching management in art colleges and universities in Sichuan Province. Through interviews and summarization of the best cases in teaching management practice, this research has drawn a report. This study then distributes this report to 9 experts in education management for review and to make recommendations to integrate these best practices to improve the level of teaching management in Sichuan fine arts colleges.

The interviewees of each college include the dean or secretary who is in charge of the art college, the person in charge of the teaching department, the head of the department, the professional teachers with long working experience, and the young teachers who are talented to participate in the work. The interviewees are in terms of identity and position the research can observe the management level and teaching level of the institution from different angles.

6. Conclusion

Based on the research objectives, the following main conclusions are drawn:

The researchers conducted interviews with three art colleges from the five dimensions of organizational teaching atmosphere, laboratory, competitiveness, teaching evaluation system, and learning ecological system. The differences in the three colleges and individual differences have resulted in various teaching management concepts, in these concepts, there are overlaps and overlaps among the colleges, but they also have their own emphases. The researchers recorded through interviews that the three colleges have their own strengths and weaknesses in the five dimensions. Learning from each other is the most important way for the teaching management of the Academy of Fine Arts. best practice.

This research aims to explore the teaching management framework of art colleges and universities in Sichuan Province, propose the best practice work plan, and verify its feasibility. Through interviews with the three art colleges, the researchers learned about the differences and deficiencies in the teaching management of each college from the five dimensions of

organizational teaching atmosphere, laboratory, competitiveness, teaching evaluation system, and learning ecosystem. Through the interview records of the researchers, we can understand the strengths and weaknesses of different colleges in each dimension, and extract the best practice of teaching management of a college that performs best among the three colleges. The researchers put forward a work plan for the teaching management of art colleges in Sichuan Province, and verified its feasibility. Therefore, this research provides valuable guidance and suggestions for the teaching management of art colleges and universities in Sichuan Province, and makes positive contributions to the continuous improvement of teaching quality.

In the course of the research, the researchers deeply understood the deficiencies and differences in the teaching management of each college. Through the analysis of the strengths and weaknesses, the researchers successfully proposed the best practice work plan for the teaching management of art colleges in Sichuan Province, and provided a feasible plan for improving the teaching quality and student satisfaction.

7. Discussion

Based on the research objectives, the discussion of this study is as follows.

Discussion on the main findings of goal 1: The discovery of goal 1 is that the higher art education in Sichuan is mainly composed of three sections, one is the specialized education of higher vocational colleges, the other is the art design colleges of comprehensive universities, and the third is professional fine arts college.

At this stage, most of the art departments of higher vocational colleges focus more on the cultivation of professional and technical talents, and seriously ignore the importance of the foundation of fine arts (Feng Jiucheng 2021). Lack of aesthetics and aesthetic training, there is both singleness and blindness in teaching.

The School of Fine Arts of a comprehensive university focuses on cultivating design talents, and at the same time promotes the interdisciplinary and systematic process of various arts. But the fact is that visual design ignores the study of its own art history compared with painting, and there is also a phenomenon of taking foreign art history out of context, which will make the development of visual design in our country a water without a source and a tree without roots. At the same time, there is a common phenomenon in education management, which is to synchronize with other liberal arts and science colleges in universities, ignoring the particularity of art education management, such as course management of art

teaching, teacher scientific research certification, evaluation and certification of art majors, etc. It has seriously hindered the development of art majors, and students' art training has not really received due attention. There is even a narrow view that the establishment of art colleges is only to activate campus cultural life, which hinders the deepening of my country's education reform.

The professional academy of fine arts requires students to systematically master the basic theories, basic knowledge, and basic skills of the fine arts major, and to understand the professional development trend; to have modern educational concepts, to master advanced educational and teaching methods and information technology, to have excellent basic teaching skills, strong Teaching organization ability and certain teaching and research ability; certain art creation and research ability, independent thinking ability and ability to acquire relevant knowledge.

The above three education management models and training objectives are the basic framework of Sichuan art education. Is the education management of art colleges emphasizing technology and despising art? Or focus on art over technology? Which management model is more suitable for art education is a topic worth discussing. They all need to have teaching management and training goals that complement each other, and the purpose of our research is also based on the commonality of art education rather than individuality. Professor Zhang Qinglan mentioned in his thesis "The Positioning and Development of Art Disciplines in Comprehensive Universities and Professional Colleges" that there are certain differences in the positioning and teaching management methods of fine arts majors in comprehensive universities and professional colleges, but there are also differences between the two. complementary relationship. Comprehensive universities can provide a wide range of subject backgrounds and diversified educational resources, while professional colleges focus more on the depth and professionalism of art majors. Professor Li Yu discussed the advantages and disadvantages of comprehensive universities and professional colleges in art education in his thesis "A Comparative Study of Art Education in Comprehensive Universities and Professional Colleges". He believes that comprehensive universities can provide more diversified subject knowledge and cultural background, and can cultivate students' comprehensive quality and innovative ability; while professional colleges pay more attention to the cultivation of students' professional skills and practical ability, and are closer to the industry and market. need. Through their research results, the researchers also believe that the teaching

management of professional colleges is the best practice, and the depth of majors is a more stable guarantee for students in terms of concepts and skills after employment.

Discussion on the main findings of objective 2: The qualitative research of this objective is carried out from five dimensions, namely organizational teaching atmosphere, laboratory, competitiveness, teaching evaluation system and learning ecological system. The reason why these components are considered to play an important role in improving the effectiveness of teaching management is that they are interrelated and together constitute a complete teaching management system, which can promote the improvement of teaching quality and the cultivation of students' comprehensive quality.

This research finding is consistent with the theory or research of the author Muchinsky, who found the importance of organizing the teaching climate, including creating a positive learning atmosphere, encouraging innovation and cooperation spirit, etc. Sufficient and advanced laboratory facilities play an important role in supporting the practice and creativity of art education. The improvement of competitiveness can stimulate students' learning motivation and enterprising spirit. The scientificity and comprehensiveness of the teaching evaluation system are crucial to the improvement of teaching quality and the comprehensive evaluation of students' development. The soundness of the learning ecosystem can provide diversified learning opportunities and resource support, and promote the individualized development of students.

Furthermore, these findings are consistent with those of researcher Zhou Yao and researcher Xie Hefeng, who showed that a well-organized teaching atmosphere and support of laboratory facilities can improve students' learning effectiveness and creativity. The rationality and accuracy of the teaching evaluation system play an important role in guiding the improvement of teaching and the development of students. The improvement of the learning ecosystem helps to cultivate students' comprehensive quality and adapt to future social needs.

These findings are consistent with previous studies and theories, researcher Long Lifang and researcher Zheng Yongliang showed that a well-organized teaching atmosphere and support of laboratory facilities have a positive impact on students' learning effects and creativity. The rationality and accuracy of the teaching evaluation system are crucial to guiding teaching improvement and student development. The improvement of the learning ecosystem helps to cultivate students' comprehensive quality and adapt to future social needs.

Discussion on the main findings of objective 3: This research aims to verify the best practice of teaching management in art colleges and universities in Sichuan Province, and through interviews and summarization of the best cases in teaching management practice, this research results in a report. This study then distributes this report to 9 experts in education management for review and to make recommendations to integrate these best practices to improve the level of teaching management in Sichuan fine arts colleges.

The findings of researchers Chen Ying and Xiang Wenjiang are also consistent with this study. Xiang Wenjiang's research explores the reform of teaching management in local colleges and universities. Attempts to carry out reforms in many key aspects of teaching management, such as curriculum construction management, teaching operation management, teaching evaluation management, etc., to establish a set of local university teaching management systems that are compatible with MOOC teaching, and provide a strong guarantee for local colleges and universities to smoothly promote MOOC teaching reform. Good teaching management practice should include a complete teaching management process, reasonable resource input and practice-oriented teaching methods. Improvement in these aspects is the key to improving the quality of teaching. In terms of teaching management in Sichuan Academy of Fine Arts, the best practice integrated by this research also pays attention to the improvement and promotion of these aspects.

Researcher Liu Yin's research in "Exploration of Innovative Models of Teaching Management in Local Universities" also supports these findings. Their research shows that the success of educational management practice requires clear goals and strategies, while paying attention to the individual needs of students and differentiated management. These elements are equally important in the teaching management practice of Sichuan Academy of Fine Arts. The best practices summarized and presented in this study are also consistent with the recommendations of these elements.

In addition, this study has some limitations. First of all, the interviewees selected for this study are teachers and administrators of art colleges and universities in Sichuan Province, which lack the awareness and feedback of students and parents. This may have biased the results of this study. Secondly, the sample size of this study is limited, and the sample coverage is not comprehensive enough, and the opinions and experiences of the interviewees only represent the partial actual situation. Thirdly, the interviews and distributed reports of this study are still in the stage of manual subjective judgment, and there may be problems of subjective cognitive errors and information loss. Finally, this research mainly focuses on the

situation of art colleges and universities in Sichuan Province. Whether it is applicable to other regions and industries needs to be discussed in detail.

In short, although there are some limitations in this study, it can be further improved and promoted in the future by expanding the interviewees, using more advanced research methods and technologies, conducting multiple case and comparative studies, and promoting and applying in practice. the results of the research.

8. Recommendations

(1) Policy formulation suggestions

In terms of policy formulation, the academy of fine arts needs a clear academy development strategy, clarifying the orientation, goals, advantages and disadvantages of the academy, and formulating specific implementation plans. First of all, we must formulate scientific and reasonable education and teaching policies. Colleges need to formulate scientific and reasonable education and teaching policies according to their own actual conditions, clarify the rights and obligations of teachers and students, and formulate specific implementation rules. Policy formulation should reflect the college's development direction and educational and teaching goals, while taking into account the needs of society and the market to ensure the effectiveness and operability of educational and teaching policies. Secondly, we must create an organizational atmosphere in line with art education. Knowledge-based employees are different from labor-based employees. In particular, teachers in art colleges have strong independent thinking and knowledge and cultural heritage. When basic resource needs are met, they are more sensitive to spiritual perception. It is suggested that leaders need to actively create a good educational and teaching atmosphere, especially the spiritual atmosphere, such as enhancing the academic atmosphere, external activities and so on. Once again, it is necessary to strengthen the management of teachers and improve the quality of the teaching staff. The college needs to establish a sound teacher management mechanism, including recruitment, assessment, evaluation, training and other links. At the same time, we must pay attention to the professional development of teachers, provide more development opportunities and platforms, and attract and retain excellent teachers. In addition, to optimize teaching facilities and laboratory construction. Colleges need to pay attention to the construction of teaching facilities and laboratories, invest sufficient funds and resources to build modern teaching facilities and laboratories, and provide students with a better learning and practice environment.

(2) Suggestions for practical application

There are some similarities and differences in education management between professional art colleges and art colleges under comprehensive universities. In response to these differences, the following measures can be taken in policy formulation to optimize the management of art education, improve the quality of education and the ability to cultivate talents.

Strengthen the flexibility of teaching management: professional art colleges usually have a relatively single professional direction, and the teaching management is relatively centralized and standardized, while the fine arts colleges under comprehensive universities involve multiple majors, and the management is relatively scattered and complicated. Therefore, it is suggested that in the Academy of Fine Arts under a comprehensive university, it is necessary to strengthen the unity of teaching management and take into account the particularity of art disciplines that emphasize practice. , Establish a scientific evaluation system and other measures, so that the teaching content and teaching quality between different majors can be better guaranteed.

Strengthen discipline construction and scientific research innovation: the teaching and scientific research of art education are complementary, and the improvement of teaching quality needs to rely on the support of scientific research innovation. Therefore, it is recommended to strengthen discipline construction and scientific research innovation in professional fine arts colleges and fine arts colleges under comprehensive universities. Professional art colleges can strengthen discipline construction and scientific research innovation by introducing and cultivating high-level academic teams; while fine arts colleges under comprehensive universities can strengthen interdisciplinary coordination and exchanges, establish interdisciplinary research mechanisms, and promote discipline integration and scientific research innovation .

To sum up, there are some similarities and differences in education management between professional art colleges and art colleges under comprehensive universities, and corresponding measures need to be taken to optimize education management, improve education quality and cultivate talents. Can better promote the development of art education.

(3) Suggestions for further research

The researchers conducted an in-depth discussion on the five dimensions of the teaching management of the Academy of Fine Arts, but there are still the following points that can be further studied, and the following suggestions are made for future research:

For the comparative analysis of different types of art colleges. In this study, the researchers only selected three art colleges for interviews and comparative analysis, but different types of art colleges may have differences in teaching management. challenges, and this difference could be further explored.

Discuss the effect evaluation system of teaching management. The researchers mentioned the teaching evaluation system as a dimension, but did not conduct an in-depth discussion on the evaluation system. Further research can be conducted on how to establish a scientific and effective teaching management effect evaluation system to ensure the implementation effect of teaching management.

Analyze student feedback. In this study, the researchers mainly focused on the views of teachers and teaching administrators, but students' feedback and suggestions on teaching management can be further explored to better understand students' needs and expectations for teaching management.

Explore the application of emerging technologies in teaching and learning management. With the development of emerging technologies, such as artificial intelligence, virtual reality and other technologies, the application of these technologies in the teaching management of art colleges can be further studied to improve the efficiency and effectiveness of teaching management.

Explore the relationship between teaching management and innovation. Art innovation is one of the core tasks of the Academy of Fine Arts, and there may be a certain relationship between teaching management and innovation. We can further explore the relationship between teaching management and innovation, and explore how to promote artistic innovation and development through teaching management.

Study the interdisciplinary nature of teaching management. The teaching management of the Academy of Fine Arts needs to involve multiple disciplines and fields, such as art history, aesthetics, pedagogy, etc. The interdisciplinary nature of teaching management can be further studied to understand the contribution and role of different disciplines to the teaching management of the Academy of Fine Arts, so as to realize the integration and synergy of teaching management.

To sum up, this study has an in-depth understanding of the teaching management of art colleges and universities in Sichuan Province from multiple dimensions, puts forward the best practice plan, and provides guidance and suggestions for the improvement of teaching management after verifying the feasibility. Improvement provides valuable ideas and practices.

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