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## REFINED MANAGEMENT IN EXTRACURRICULAR ART EDUCATION: PRACTICES AND CHALLENGES FROM THE PERSPECTIVE OF TEACHER ADAPTABILITY

Wang Wei

Chakrabongse Bhuvanarth International College of Interdisciplinary Studies,  
Rajamangala University of Technology Tawan-ok, Thailand

E-mail: wei.wan@rmutto.ac.th

Chonlavit Sutunyarak

Chakrabongse Bhuvanarth International College of Interdisciplinary Studies,  
Rajamangala University of Technology Tawan-ok, Thailand

E-mail: chonlavit\_su@rmutto.ac.th

### Abstract

Under the background of the “Double Reduction” policy and the reform of quality education, off-campus art education institutions are facing the double pressure of teaching reconstruction and management transformation. Taking Kunming art institutions as the research object, this paper combines 483 valid questionnaires and 10 teachers' in-depth interviews to explore the implementation status, key factors and teachers' feedback characteristics of fine management in art education scenarios. The study refined nine core factors and verified the formation mechanism of teachers' adaptability through exploratory factor analysis (KMO=0.933, cumulative explained variance 70.55%) and structural equation modeling. The results showed that refined management had a significant positive effect on teachers' adaptability ( $\beta=0.47$ ,  $p<0.001$ ), which was partly mediated by teachers' competence (mediation path  $\beta=0.39$ ), with the highest mean value for the dimension of “innovation and reflective ability” ( $M=3.40$ ). Teachers generally recognized the “teaching reflection mechanism” (the highest item  $M=3.48$ ), while “ease of operation of the information platform” and “timeliness of curriculum reform” scored low. The article suggests that the three aspects of process simplification, capacity development, and platform optimization can be used to promote refined management and provide a practical path for regional arts education institutions to improve their governance effectiveness.

**Keywords:** Refined Management, Teacher Adaptability, Art Education

### Introduction

Amid the implementation of China's “Double Reduction” policy and the broader reform toward quality-oriented education, extracurricular art education institutions are facing dual challenges of managerial optimization and instructional innovation. As a representative sample of regional art education, institutions in Kunming are under notable pressure in areas such as curriculum reform, teacher retention, and evaluation systems. The traditional extensive management model no longer meets the demands of high-quality educational development. This transformation calls for the adoption of more systematic and precise management approaches to enhance institutional governance and teacher adaptability.

“Refined management,” originally rooted in industrial concepts of lean production and scientific management, emphasizes process standardization, goal decomposition, and data-driven feedback. In the field of education, this approach has expanded into domains such as curriculum implementation, organizational coordination, and performance evaluation, becoming a vital tool for advancing the modernization of educational governance (Liker, 2004;

Dubov, 2024). However, in creativity-driven contexts such as art education, a significant tension exists between standardized systems and personalized teaching. Striking a dynamic balance between the two has emerged as a core challenge in the reform of educational management systems (Weill, 2024; Zhang Shuming, 2025).

As the direct implementers of management strategies, teachers' adaptability plays a decisive role in determining the effectiveness of policy execution. Existing research indicates that teachers' competency structures, reflective practices, and innovative behaviors directly influence their performance during institutional transformations (Yang, 2024; Bandura, 1997). However, current literature primarily concentrates on general education or higher education systems (Collie & Martin, 2016; Nguyen, et al., 2023; Sharma, et al., 2024), leaving a noticeable gap in the systematic exploration of the mechanisms linking refined management, teacher competence, and adaptability within extracurricular art institutions.

To address this gap, the present study selects representative art institutions in Kunming as research samples and constructs a three-dimensional model of "Refined Management – Teacher Competence Enhancement – Teacher Adaptability." By integrating questionnaire surveys with exploratory factor analysis (EFA), the study aims to uncover the pathways through which managerial systems influence teacher behaviors and to verify the mediating role of teacher competence. The findings seek to offer empirical evidence and strategic recommendations for improving operational processes and support systems in art training institutions.

### Research Objectives

This study focuses on teachers working in extracurricular art institutions in Kunming and aims to address the following three key issues:

1. To examine the current state of refined management practices in these institutions;
2. To identify teacher perceptions and adaptive behaviors under different management dimensions;
3. To explore the mediating role of teacher competence in the relationship between management practices and teacher adaptability.

### Scope of the Research

#### 1. Population Scope

This study investigates 10 representative extracurricular art institutions in Kunming, encompassing various types including chain brands, independent studios, and community-based training centers. The primary respondents are in-service front-line art teachers. The sample covers major districts such as Wuhua, Guandu, and Chenggong, ensuring diversity in teacher demographics including age, educational background, teaching experience, and institutional scale. A total of 500 questionnaires were distributed, with 483 valid responses collected. In addition, in-depth interviews were conducted with 10 institutional managers to provide qualitative validation.

#### 2. Variable Scope

Based on the conceptual framework of "Refined Management – Teacher Competence Enhancement – Teacher Adaptability," the study defines:

**Independent variables:** Management dimensions such as process standardization, organizational coordination, and curriculum mechanisms;

**Mediating variables:** Teacher competencies including instructional skills, subject knowledge, and reflective ability;

**Dependent variables:** Teacher adaptability reflected in their responses to curriculum reform, student diversity, and environmental change.

The variable structure is supported by literature review and verified through exploratory factor analysis.

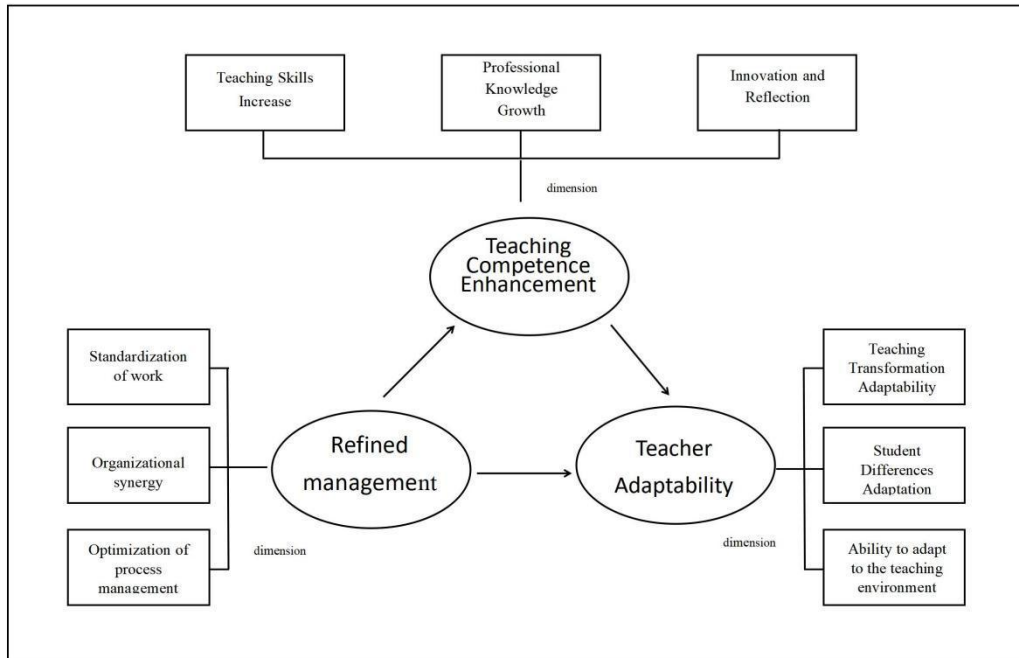


Figure 1: Theoretical Model of the Relationship Among Refined Management, Teacher Adaptability, and Teacher Competence Enhancement

### 3. Time Scope

The data collection phase took place from December 2024 to January 2025, encompassing questionnaire distribution, response collection, and interview sessions. Subsequent data analysis and model construction continued through June 2025, covering the entire research process.

### Literature Review

In recent years, refined management has emerged as a key concept in educational governance and has gradually been introduced into extracurricular art education institutions to address increasingly complex demands in instructional organization and quality control. The concept originates from Taylor's scientific management and Japan's lean production model, emphasizing process standardization, goal decomposition, and feedback mechanisms to enhance efficiency (Liker, 2004). In educational practice, refined management has been widely applied in curriculum implementation, teaching evaluation, and resource allocation optimization (Dubov, 2024). It should be noted that Dubov's (2024) LinkedIn education column is not peer-reviewed, but his ideas based on the Lean Six Sigma framework represent a practical approach to modernizing educational management and have some practical value.

Regarding teacher development, Boyatzis (1982) emphasized that the formation of professional teaching competence depends on a combination of institutional incentives, structured training, and accumulated experience. Subsequent research indicates that enhancing teacher competence not only improves instructional skills and curriculum delivery but also strengthens adaptability to changes in the educational environment. This is particularly true in

art education, where teachers' creativity and reflective capacity are critical drivers of curriculum innovation (Yang, 2024). Yang's research, published in the peer-reviewed journal *Journal of Law and Sustainable Development*, has the theoretical depth and empirical foundation to support this study's modeling of the mediating mechanisms of teacher competence.

In a study on the balance between standardization and individualization in arts education, Weill (2024), published on the EHL Insights platform, suggests that standardization in education needs to be dynamically adapted to individual needs. It should be noted that EHL Insights, as a professional research platform under EHL, has published content that has been vetted by industry experts, but is not strictly academic peer-reviewed, and reflects more cutting-edge thinking at the practical level of the industry. In terms of domestic research, Zhang Shuming (2025) proposed in *Theory and Research in Education* that AI-enabled educational change needs to take into account the dialectical unity of technical efficiency and humanistic values. The journal, published by SAGE, has been indexed in SCIE and ESCI databases, but it is not yet clear from the public information that it is a peer-reviewed journal, and its research results still have certain reference value in terms of academic standardization and argumentation logic.

Furthermore, Bandura's (1997) theory of teaching self-efficacy highlights that teachers' emotional regulation, sense of efficacy, and coping strategies in response to management changes significantly influence their adaptability. Teacher competence thus serves not only as the foundation for instructional output but also acts as both a "filter" and a "bridge" in translating institutional frameworks into behavioral responses.

In summary, this study adopts refined management theory, teacher competence enhancement theory, and teaching self-efficacy theory as complementary frameworks. It constructs a three-dimensional model of "Refined Management – Teacher enhancement – Teacher Adaptability" to explore the interaction mechanisms between institutional systems and individual teacher behavior in the context of art education.

## Research Methodology

This study adopts a mixed-methods approach, integrating both quantitative and qualitative techniques, with a focus on identifying key factors of refined management and constructing optimization pathways within art training institutions.

### 1. Research Methodology

Grounded in empirical analysis, the study primarily employs Exploratory Factor Analysis (EFA) to extract the core dimensions of refined management. Semi-structured interviews are conducted to validate the survey results and to deepen the understanding of teacher feedback and institutional practices.

### 2. Research Steps

The research is carried out in four stages:

- 1) Literature review and questionnaire design;
- 2) Pilot testing and tool revision;
- 3) Formal data collection through questionnaires and interviews;
- 4) Statistical analysis and construction of the path model.

### 3. Data Collection

The study randomly selected 10 representative art training institutions in Kunming, including chain organizations and independent studios.

A total of 483 valid responses were obtained through an online questionnaire, covering teacher demographics, perceptions of management, and adaptability behaviors.

Additionally, semi-structured interviews were conducted with 10 institutional managers to gather insights on management feedback and practical challenges.

#### 4. Data Analysis

Quantitative data were analyzed using SPSS, including descriptive statistics, mean ranking, and EFA to identify the structure of management dimensions. Qualitative data were processed through thematic coding to summarize common issues in process execution, platform usage, and curriculum reform. Based on these findings, system optimization strategies were proposed, and a practical path model was constructed.

### Research Results

A total of 483 valid questionnaires were collected for this study. Exploratory Factor Analysis (EFA) was conducted on the items related to refined management, resulting in the extraction of nine dimensions: clarity of teaching objectives, resource coordination mechanisms, curriculum content adaptability, standardization of process management, support from information platforms, timeliness of teaching feedback, support for professional teacher development, curriculum innovation mechanisms, and teaching reflection ability. The Kaiser-Meyer-Olkin (KMO) value was 0.926, and Bartlett's test of sphericity was significant ( $p < 0.001$ ), with a cumulative explained variance of 72.8%, indicating good structural validity.

Descriptive statistics revealed significant differences in teachers' perceptions across the various dimensions. The highest mean scores were found in "teaching reflection ability" ( $M = 4.60$ ) and "timeliness of teaching feedback" ( $M = 4.52$ ), suggesting a strong emphasis on post-class evaluation and instructional improvement. This aligns with the nature of art education, which values individual differentiation and process-based assessment. "Curriculum content adaptability" ( $M=4.49$ ) and "curriculum innovation mechanisms" ( $M=4.43$ ) followed closely, reflecting teachers' attention to aligning content with students' actual competencies. In contrast, "standardization of process management" ( $M=4.08$ ) and "support from information platforms" ( $M=4.02$ ) scored relatively lower. Teachers reported fragmented policy implementation and inconvenient platform tools as major management bottlenecks.

Furthermore, Structural Equation Modeling (SEM) was used to test the path of "Refined Management – Teacher Competence Enhancement – Teacher Adaptability." The model showed good fit ( $\chi^2/df=2.14$ ,  $RMSEA=0.054$ ,  $CFI=0.937$ ,  $TLI=0.912$ ). Path analysis indicated a significant positive effect of refined management on teacher adaptability ( $\beta= 0.57$ ,  $p<0.001$ ), with teacher competence playing a partial mediating role ( $\beta=0.31$ ,  $p<0.01$ ). This suggests that the enhancement of teacher competence is a crucial bridge for transforming management systems into adaptive behavior. The model supports a three-step logic of "institutional development – competence enhancement – behavioral response."

Overall, the data analysis reveals structural differences in teachers' perceptions of the current management system and identifies key areas for improvement and optimization. These findings provide both empirical evidence and theoretical grounding for constructing future management pathways.

### Discussion

This study reveals multidimensional differences in teacher perceptions regarding the implementation of refined management in art training institutions in Kunming. Teachers expressed strong agreement with the dimensions of "teaching reflection ability" ( $M = 4.60$ ) and "curriculum content adaptability" ( $M = 4.49$ ), reflecting the intrinsic emphasis on formative evaluation and individualized instruction in art education (Eisner, 2002). In contrast, lower scores were observed in "process management standardization" ( $M = 4.08$ ) and "information

platform support" ( $M = 4.02$ ), with teachers reporting system complexity and disjointed module logic. These findings suggest that the integration of institutional policies and platforms lacks practical operability, thereby reducing execution efficiency and teacher acceptance.

Structural Equation Modeling (SEM) further confirms that refined management exerts a significant indirect effect on teaching adaptability through teacher competence ( $\beta=0.31$ ,  $p<0.01$ ). This finding supports Bandura's (1997) self-efficacy theory, which posits that teachers' emotional regulation, judgment, and reflective abilities serve as critical mediators in translating institutional design into adaptive teaching behavior. The enhancement of teacher competence transforms management systems from passive frameworks into active drivers of instructional practice. This also aligns with Yang's (2024) findings that creative and reflective capabilities enhance professional development and response to policy shifts in art education contexts.

Interview results also revealed that some teachers resisted rigid and high-frequency management operations, often responding with "perfunctory compliance" or "emotional rejection." This highlights that overly rigid policies lacking flexibility and negotiation mechanisms may suppress teacher engagement and instructional motivation. Particularly in the context of art education, refined management must balance systemic precision with human-centered design, achieving a dynamic equilibrium between standardization and personalization (Weill, 2024).

In conclusion, this empirical study—combining quantitative data and qualitative interviews—offers a first look into how art educators perceive and adapt to refined management strategies. It underscores that institutional optimization must focus on process friendliness, platform integration, and competence development pathways. Only then can strategic management initiatives effectively translate into teacher behavior, offering actionable evidence for governance reforms in art education institutions.

## Conclusion

It is worth noting that Kunming, as a representative city in the development of art education in the southwest, has differentiated needs in its refined management practices, which are of policy reference significance to other regions of the country. For example, under the common framework of the "Double Reduction" policy and quality education reform, the eastern coastal region can learn from the experience of "process optimization and creativity retention in parallel" in this study, and focus on improving the adaptability of the platform tools in combination with its better foundation of education informatization. The central and western regions, on the other hand, can give priority to strengthening the organizational synergy mechanism and avoiding the formalization of management in the case of limited resources. This kind of adjustment based on regional characteristics can provide a practical reference for the implementation of the national management policy of out-of-school art education.

## Recommendations

### 1. Recommendations for the application of research results

The study reveals relatively negative teacher feedback on process management and information platforms. It is recommended that institutions improve the interface design and operational logic of management tools to enhance usability and feedback efficiency. Furthermore, institutions should establish teacher development portfolios and periodic competence assessment mechanisms, focusing on key areas such as instructional design, collaborative curriculum development, and reflective teaching practices. These efforts would promote both teacher capacity building and alignment with institutional systems. In addition,

strengthening participatory management by encouraging teachers to engage actively in process optimization and institutional feedback can facilitate a dual approach that combines top-down directives with bottom-up input.

## 2. Recommendations for future research

This study is based on art institutions in Kunming, and its findings are subject to regional limitations. Future studies are encouraged to expand the sample scope and conduct cross-regional or inter-institutional comparative analyses to test the applicability and robustness of the proposed model. The incorporation of multi-source data (e.g., classroom observations, student feedback) could enrich the explanation of path mechanisms and improve contextual validity and practical relevance. Additionally, future research may refine the dimensions of teacher competence by exploring how sub-constructs such as innovation and reflective ability differentially affect institutional adaptation.

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