

## The Improvement Process of Jilin Folk Art Education Management in Universities Under Jilin Province

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### ABSTRACT

The objectives of this research were: (1) to explore the components of Jilin folk art education management in universities under Jilin Province; (2) to propose the guidelines to improving Jilin folk art education management in universities under Jilin Province.

The research method were mixed methods, including qualitative research and quantitative research. The researcher used Krejcie and Morgan's table (1970) to determine the sample size, which was obtained using stratified random sampling technique. The population was 728, The sample size was 254 faculty members from five universities, the interviewed with 9 key informants. The instruments used for data collection were semi-structured interview form, five-point rating scale questionnaires and Connoisseurship discussion form. The response rate of questionnaires was 100%. Statistics used for data analysis included frequency, percentage, mean, Standard Deviation, Exploratory Factor Analysis (EFA), and content analysis was employed.

Research findings were based on objective: (1) 6 components and 60 key variables of the improving Jilin folk art education management in universities under Jilin Province. consisted of 1) Policy and Environment Mechanism 2) Student Innovation management 3) Course management in Jilin folk art 4) Teaching management, 5) Teacher knowledge Management Optimize, 6) Establish supervision service and evaluation mechanism; (2) There were total 50 guidelines to improving Jilin folk art education management in universities under Jilin Province.

**Keywords:** Jilin folk art education, education management, improvement process

## 1. Introduction

Folk art education is increasingly valued by the educational and academic circles. However, in recent years, many developed countries have taken many measures to rescue, support and develop their own folk art, so that folk culture and modern civilization can coexist. (Lei Jun.2023). President Xi Jinping pointed out: "We must pay attention to the protection and inheritance of history and culture, and protect the endless roots of the spirit of the Chinese nation." as educators, we must pay more attention to the protection and inheritance of Chinese excellent traditional culture, strive to promote the innovative development and creative transformation of Chinese excellent traditional culture, activate cultural vitality, and let the Chinese nation and people all over the world share Chinese civilization and create together. Create a more colorful world civilization. (Chi, Xusheng. 2012)

The main problems in the folk art education in Jilin universities were as follows:

- 1) The format of the folk art education system in Jilin colleges and universities was almost the same as the training mode and curriculum of art majors in different regions or in different natures in my country
- 2) The growth methods and approaches of students majoring in folk art in Jilin colleges and universities were too single.
- 3) Students' innovation awareness and spirit were low for the modernization.

## 2. Research objectives

1. To explore the components of Jilin folk art education management in universities under Jilin province.
2. To propose the guidelines to improving Jilin folk art education management in universities under Jilin province.

## 3. Research Methodology

### 1. Population and Samples

Population consisted of 728 who were administrators and teachers. They came to 5 universities of art design major in Jilin province, The sample size was approximate 254 administrators and teachers with a stratified sampling technique. The key informants of semi-structured consisted of 9 persons, including 3 administrators of universities in Jilin Province, 6 teachers of the university of Art and Design. The key informants of Connoisseurship are composed of 13 experts, including 4 administrators of universities in Jilin Province, 5 from the

dean of the university of Art and Design,4 faculty of art and design teachers The sampling universities were 5 public universities.

## **2. Research instruments**

Used three research tools to examine the objectives of this paper. 1) Semi-structured interview form. 2) A five-point rating scale questionnaires 3) Connoisseurship Discussion form.

## **3. Data collection**

**3.1 Semi-structured interview:** Data collection was done by face to face, mail, Line, Wechat.

**3.2 questionnaire:** Questionnaires were sent through the Internet, mails and by hand.

**3.3 Connoisseurship Discussion:** Will be give open questionnaires to the 13 key informants by mail, online and by researcher. (the researcher constructed the meeting as the moderator.

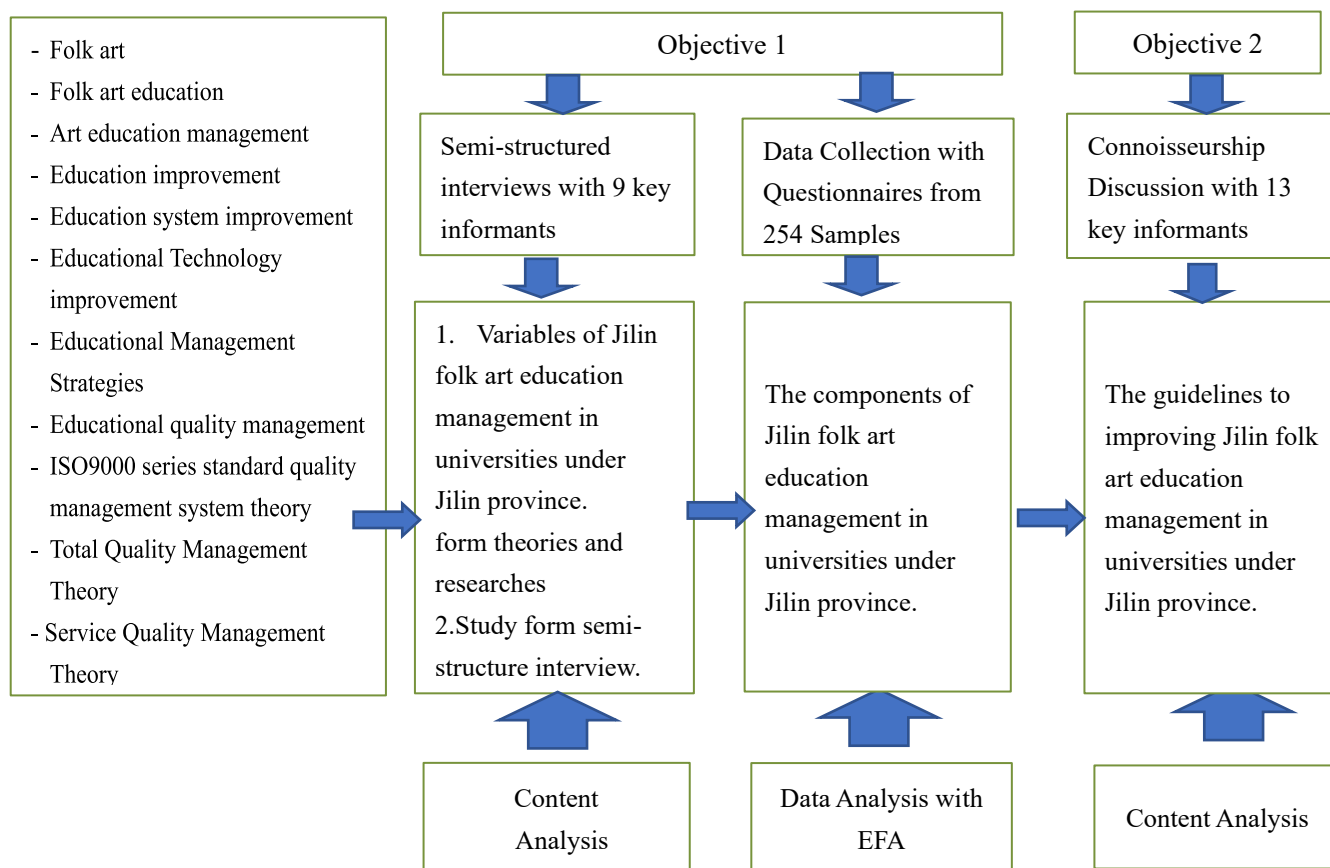
## **4. Data analysis**

**4.1 Semi-structured interview:** The content analysis method was used to analyze the semi-structured interview data of 9 key informants.

**4.2 questionnaire:** Through the questionnaire survey of art design teachers in 5 public universities in Jilin Province, the collected data were analyzed by Exploratory Factor Analysis.

**4.3 Connoisseurship Discussion:** Connoisseurship group data is based on content analysis. After data collection is complete, descriptive and content analysis were employed.

#### 4. Research Framework



#### 5. Research Results

**Phase 1:** Result of the Content Analysis on Variables of of Jilin folk art education management in universities under Jilin province.

The researcher reviewed literature from theories and researches, found 65 variables and there were 35 variables from the interview of key informants. Second, The researcher was combined the content analysis of the literature review and the analysis of semi-structured interview with experts, a total of 68 variables are obtained and screened. A total of 65 sub-variables with a frequency greater than 50% were identified. After the expert IOC certification, variables with a score of less than 0.6 were removed. Thirdly, combined with the formed questionnaire after consistency of the questionnaire (IOC), the questionnaire was revised, and the 65 questions in the original questionnaire were adjusted to form the first draft. Fourthly, 30 questionnaires were distributed by non-random sampling method to pre-test in a small-scale. On the basis of filling in the questionnaire and analyzing the data, the statement method and wording details of some questions were further improved to form the final questionnaire. Fifthly, the items were verified by Cronbach Alpha for reliability. Finally, 68 variables will be

used for questionnaire distribution, A total of 254 questionnaires were distributed in this step, and 254 questionnaires have been received at the response rate of 100%.

**Phase 2: Result of Data Analysis for Research Objective 1. To explore the components of Jilin folk art education management in universities under Jilin province;**

**Part I: Result of Data Analysis on Questionnaire: Demographic Information**

It was summarized that in Gender, the frequency of Female was 118, accounting for 46.5%, and the frequency of Male was 136, accounting for 53.5%.

In Age, the frequency of 22-34 years was 62, accounting for 24.4%; the frequency of 35-44 years was 135, accounting for 53.1%; the frequency of 45-54 years was 44, accounting for 17.3%; and the frequency of More than 55 years was 13, accounting for 5.1%.

Among Professors, the frequency of Teaching Assistant was 20, with a percentage of 7.9%; the frequency of Lecturer was 55, with a percentage of 21.7%; the frequency of Associate Professor was 140, with a percentage of 55.1%; and the frequency of Professor was 39, with a percentage of 15.4%.

In Education, the frequency of Bachelor was 20, accounting for 7.9%; the frequency of Postgraduate was 199, accounting for 78.3%; and the frequency of Doctor was 35, accounting for 13.8%.

In experience, Less than 5 years was 25, accounting for 9.8%; 5-10 years was 196, accounting for 77.2%; 10-15 years was 33, accounting for 13%.

Among the positions, the frequency of Administrator was 41, accounting for 16.1%, and the frequency of Teacher was 213, accounting for 83.9%.

**Part II Result of Data Analysis on Questionnaire: variable analysis**

The researcher analyzed the arithmetic mean (Mean) and standard deviation (S.D) and compared the derived arithmetic mean with the guidelines based on the best guidelines.

The results showed that the arithmetic mean, standard deviation and level of each methodological variable were components of the factors influencing the management of education in higher education.

**Notice:**

1. PAE mean Policy and Environment
2. SM mean Student Management
3. CM mean Course Management in Jilin folk art
4. TIM mean Teaching Management
5. TRE mean Teacher Management

## 6. SSEM mean Supervision Service and Evaluation Mechanism

Table 1: Descriptive statistics

Item	Average value	Standard deviation	Skewness	Kurtosis	Level
PAE1	3.50	1.309	-0.432	-0.912	High
PAE2	3.51	1.294	-0.382	-0.976	High
PAE3	3.39	1.355	-0.295	-1.110	Moderate
PAE4	3.46	1.302	-0.276	-1.124	Moderate
PAE5	3.33	1.325	-0.207	-1.103	Moderate
PAE6	3.52	1.359	-0.337	-1.203	High
PAE7	3.35	1.270	-0.236	-0.982	Moderate
PAE8	3.28	1.291	-0.164	-1.040	Moderate
SM1	3.47	1.130	-0.401	-0.543	Moderate
SM2	3.48	1.127	-0.350	-0.507	Moderate
SM3	3.46	1.130	-0.309	-0.537	Moderate
SM4	3.53	1.137	-0.247	-0.742	High
SM5	3.54	1.198	-0.390	-0.783	High
SM6	3.43	1.100	-0.195	-0.588	Moderate
SM7	3.48	1.117	-0.372	-0.439	Moderate
SM8	3.44	1.115	-0.230	-0.595	Moderate
SM9	3.45	1.116	-0.276	-0.530	Moderate
SM10	3.43	1.183	-0.401	-0.619	Moderate
CM1	3.37	1.127	-0.325	-0.556	Moderate
CM2	3.31	1.094	-0.177	-0.520	Moderate
CM3	3.33	1.213	-0.215	-0.784	Moderate
CM4	3.39	1.170	-0.252	-0.733	Moderate
CM5	3.32	1.185	-0.189	-0.784	Moderate
CM6	3.39	1.157	-0.210	-0.692	Moderate
CM7	3.35	1.196	-0.313	-0.711	Moderate
CM8	3.31	1.201	-0.255	-0.821	Moderate
CM9	3.34	1.168	-0.341	-0.592	Moderate
CM10	3.50	1.266	-0.398	-0.913	High

Item	Average value	Standard deviation	Skewness	Kurtosis	Level
CM11	3.40	1.171	-0.378	-0.552	Moderate
CM12	3.51	1.199	-0.472	-0.574	High
TIM1	3.56	1.201	-0.345	-0.829	High
TIM2	3.45	1.227	-0.276	-0.916	Moderate
TIM3	3.39	1.136	-0.264	-0.604	Moderate
TIM4	3.43	1.150	-0.228	-0.831	Moderate
TIM5	3.34	1.151	-0.260	-0.605	Moderate
TIM6	3.37	1.179	-0.279	-0.707	Moderate
TIM7	3.36	1.136	-0.183	-0.565	Moderate
TIM8	3.37	1.198	-0.251	-0.710	Moderate
TIM9	3.39	1.177	-0.263	-0.660	Moderate
TIM10	3.52	1.221	-0.315	-0.862	High
TIM11	3.53	1.250	-0.415	-0.799	High
TRM1	3.37	1.095	-0.302	-0.558	Moderate
TRM2	3.48	1.117	-0.149	-0.864	Moderate
TRM3	3.43	1.111	-0.307	-0.485	Moderate
TRM4	3.46	1.205	-0.290	-0.805	Moderate
TRM5	3.38	1.096	-0.212	-0.574	Moderate
TRM6	3.41	1.117	-0.270	-0.591	Moderate
TRM7	3.42	1.128	-0.269	-0.638	Moderate
TRM8	3.67	1.136	-0.596	-0.429	High
TRM9	3.41	1.070	-0.251	-0.389	Moderate
TRM10	3.35	1.128	-0.239	-0.562	Moderate
TRM11	3.40	1.191	-0.478	-0.552	Moderate
SSEM1	3.41	1.182	-0.303	-0.624	Moderate
SSEM2	3.37	1.032	-0.094	-0.390	Moderate
SSEM3	3.33	1.216	-0.249	-0.735	Moderate
SSEM4	3.41	1.185	-0.268	-0.734	Moderate
SSEM5	3.43	1.180	-0.278	-0.681	Moderate
SSEM6	3.35	1.189	-0.280	-0.658	Moderate
SSEM7	3.51	1.234	-0.330	-0.843	High

Item	Average value	Standard deviation	Skewness	Kurtosis	Level
SSEM8	3.34	1.123	-0.183	-0.579	Moderate
SSEM9	3.39	1.133	-0.260	-0.584	Moderate
SSEM10	3.38	1.169	-0.363	-0.523	Moderate
SSEM11	3.37	1.088	-0.230	-0.477	Moderate
SSEM12	3.40	1.151	-0.377	-0.542	Moderate
SSEM13	3.31	1.216	-0.288	-0.666	Moderate

From Table 1, it was summarized that descriptive analysis describes the overall picture of the data through mean or median. From Table 1: There are no outliers in the current data. The mean values of the 65 questions ranged from 3.28-3.670 indicating that the respondents had an opinion on the values of the variables at this level. The mean of the arithmetic ranges from Moderate to High with standard deviation ranging from 1.032-1.359, which indicates that the acceptance of the item is relatively the same for all the study participants.

### Part III: Reliability and validity analysis (EFA)

Table 2: Factor loads (rotation)

	ingredient						
	1	2	3	4	5	6	7
PAE1					0.774		
PAE2					0.796		
PAE3					0.812		
PAE4					0.785		
PAE5					0.782		
PAE6					0.810		
PAE7					0.789		
PAE8					0.817		
SM1				0.710			
SM2				0.687			
SM3				0.665			
SM4				0.679			
SM5				0.702			
SM6				0.687			



	ingredient						
	1	2	3	4	5	6	7
SM7				0.711			
SM8				0.719			
SM9				0.660			
SM10				0.674			
CM1		0.734					
CM2		0.699					
CM3		0.746					
CM4		0.698					
CM5		0.714					
CM6		0.693					
CM7		0.718					
CM8		0.741					
CM9		0.724					
CM10		0.758					
CM11		0.456					
CM12		0.745					
TIM1			0.766				
TIM2			0.356				
TIM3			0.758				
TIM4			0.725				
TIM5			0.732				
TIM6			0.731				
TIM7			0.689				
TIM8			0.688				
TIM9			0.720				
TIM10			0.760				
TIM11			0.765				
TRM1						0.717	
TRM2						0.672	
TRM3						0.679	
TRM4						0.478	
TRM5						0.666	

	ingredient						
	1	2	3	4	5	6	7
TRM6						0.709	
TRM7						0.728	
TRM8						0.730	
TRM9						0,376	
TRM10						0.693	
TRM11						0.701	
SSEM1	0.709						
SSEM2	0.660						
SSEM3	0.703						
SSEM4	0.720						
SSEM5	0.697						
SSEM6	0.722						
SSEM7	0.726						
SSEM8	0.388						
SSEM9	0.701						
SSEM10	0.764						
SSEM11	0.714						
SSEM12	0.677						
SSEM13	0.719						

The data in this study were rotated using the maximum variance rotation method (varimax) to find out the correspondence between the factors and the research items. Table8 shows the information extraction of the factors of the research project and the relationship between the factors and the research project. From the above table, it can be seen that the factor loadings of CM11, TIM2, TRM4, TRM9, and SSEM8 are less than 0.5, so CM11, TIM2, TRM4, TRM9, and SSEM8 questions were deleted, and after deletion of the questions, the validity analysis of the remaining questions was redone and the results were as follows:

**Table 3** KMO and Bartlett's test

KMO Number of Sampling Suitability Measure		0.919
Bartlett's test of sphericity	Approximate cardinality	9320.433
	Degrees of freedom	1770
	Significance	0.000

As can be seen in Table 3, the KMO is 0.919, which is greater than 0.6 and meets the prerequisite requirements for factor analysis, indicating that the data can be used for factor analysis studies. The data passed the Bartlett's test of sphericity ( $p < 0.05$ ), indicating that the data in this study is suitable for factor analysis

**Table 4** Factor loads (rotation)

	ingredient					
	1	2	3	4	5	6
PAE1				0.776		
PAE2				0.795		
PAE3				0.813		
PAE4				0.782		
PAE5				0.781		
PAE6				0.808		
PAE7				0.787		
PAE8				0.818		
SM1					0.707	
SM2					0.688	
SM3					0.670	
SM4					0.678	
SM5					0.703	
SM6					0.684	
SM7					0.711	
SM8					0.717	
SM9					0.663	
SM10					0.674	
CM1		0.734				
CM2		0.704				
CM3		0.748				
CM4		0.701				
CM5		0.712				
CM6		0.697				
CM7		0.721				

	ingredient					
	1	2	3	4	5	6
CM8		0.743				
CM9		0.721				
CM10		0.762				
CM12		0.747				
TIM1			0.764			
TIM3			0.758			
TIM4			0.728			
TIM5			0.734			
TIM6			0.733			
TIM7			0.694			
TIM8			0.689			
TIM9			0.718			
TIM10			0.757			
TIM11			0.762			
TRM1						0.720
TRM2						0.672
TRM3						0.678
TRM5						0.664
TRM6						0.708
TRM7						0.723
TRM8						0.739
TRM10						0.695
TRM11						0.711
SSEM1	0.705					
SSEM2	0.655					
SSEM3	0.710					
SSEM4	0.717					
SSEM5	0.692					
SSEM6	0.724					
SSEM7	0.730					
SSEM9	0.715					
SSEM10	0.762					

	ingredient					
	1	2	3	4	5	6
SSEM11	0.721					
SSEM12	0.678					
SSEM13	0.719					

The data in this study were rotated using the maximum variance rotation method (varimax) to find out the correspondence between the factors and the research items. Table 4 shows the information extraction of the factors of the research items and the relationship between the factors and the research items. From the above table, it can be seen that the commonality value of the corresponding values all of the research items is greater than 0.4, which indicates that there was a strong correlation between the research items and the factors, and that the factors could be effective in extracting information. After ensuring that the factor could extract most of the information of the research item, the corresponding relationship between the factor and the research item was analyzed (when the absolute value of the factor loading coefficient was greater than 0.4, it indicates that the item had a corresponding relationship with the factor).

The questionnaire scale data were selected for reliability analysis, and the Cronbach Alpha was first used to analyze the reliability of the data. In the reliability analysis, Cronbach Alpha coefficient generally reaches more than 0.7, which can reflect the high reliability of the questionnaire, and the questionnaire can be further analyzed in depth, as can be seen from the following table, the dimensions of the questionnaire in this study and the total Cronbach Alpha coefficient are all greater than 0.7, which indicates that the questionnaire has a high degree of reliability as a whole.

**Table 5:** Confidence analysis table

Items	Cronbach's $\alpha$
PAE	0.944
SM	0.908
CM	0.926
TIM	0.922
TRM	0.898
SSEM	0.924
Total	0.952

#### Part IV Correlation analysis

**Table 6** Pearson correlation

	Average value	Standard deviation	PAE	SM	CM	TIM	TRM	SSEM
PAE	3.417	1.112	1					
SM	3.471	0.840	0.413**	1				
CM	3.376	0.896	0.310**	0.355**	1			
TIM	3.427	0.905	0.356**	0.404**	0.306**	1		
TRM	3.435	0.834	0.310**	0.409**	0.352**	0.275**	1	
SSEM	3.388	0.860	0.338**	0.306**	0.313**	0.249**	0.339**	1

From Table 6, correlation analysis was used to study the correlation between PAE, SM, CM, TIM, TRM, and SSEM, and Pearson correlation coefficient was used to indicate the strength of the correlation. The specific analysis shows that the significance of the 6 components of PAE, SM, CM, TIM, TRM, and SSEM is less than 0.05, i.e., there is a positive correlation between both PAE, SM, CM, TIM, TRM, and SSEM.

#### Part V Component analysis

**Table 7** Components of education management

No.	Components	Name	Number of variables	Factor loading
1	Component 1	PAE	8	0.776-0.818
2	Component 2	SM	10	0.663-0.717
3	Component 3	CM	11	0.697-0.762
4	Component 4	TIM	10	0.689-0.764
5	Component 5	TRM	9	0.664-0.739
6	Component 6	SSEM	12	0.655-0.762
	Total		60	

Notice: (Researcher gave new name after EFA)

1. PAE mean Policy and Environment Mechanism
2. SM mean Student Innovation Management
3. CM mean Course Management in Jilin folk art
4. TIM mean Teaching Management

5. TRE mean Teacher knowledge Management Optimize
6. SSEM mean Establish Supervision Service and Evaluation Mechanism

From Table 7, it could be seen that there were the following 6 components: component 1 contains 8 variables with factor loadings between 0.776 and 0.818; component 2 contains 10 variables with factor loadings between 0.663 and 0.717; component 3 contains 11 variables with factor loadings between 0.697 and 0.762; component 4 contains 10 variables with factor loadings between 0.689 and 0.764; component 5 contains 9 variables with factor loadings between 0.664 and 0.739; and component 6 contains 12 variables with factor loadings between 0.655 and 0.762. The total number of variables describing these 6 variables was 60 variables with factor loadings ranging from 0.655 to 0.818.

Based on the Exploratory Factor Analysis to extract variables to key component variables by analyzing the most likely conditions (maximum likelihood) to obtain important variables, which appeared to have acquired 6 components of improvement process of Jilin folk art education management in universities under Jilin Province.

**Phase 3: Result of Data Analysis for Research Objective 2. To propose the guidelines to improving Jilin folk art education management in universities under Jilin Province.**

A content analysis of the data from Connoisseurship discussion was performed. Based on the principle of freedom and voluntariness, the experts spoke freely in the discussion and proposed the managerial guideline of improvement process of Jilin folk art education management in universities under Jilin Province. The researcher sorted out and analyzed the discussions of 13 experts, choosing percentage guidelines that were greater than or equal to 50%, a total of 50 guidelines.

## 6. Discussion

### Discussion about major findings of objective 1

The paper was formed through a literature review, a semi-structured interview and EFA to study the status of Jilin folk art education management in universities under Jilin Province. There were 6 important components of the status of Jilin folk art education management in universities under Jilin Province which consists: (1) Policy and Environment Mechanism (PAE), (2) Student Innovation Management(SM), (3) Course Management in Jilin folk art (CM), (4)

Teaching Management (TIM), (5) Teacher knowledge Management Optimize (TRM), (6) Establish supervision service and evaluation mechanism (SSEM).

#### **Component 1: Policy and Environment Mechanism**

The major findings “Constructing the theoretical system of educational management with Chinese characteristics” were revealed a lot of tales because folk art education is not just an educational pursuit, but a cultural heritage that transcends generations. In Jilin Province, the preservation and promotion of folk art education is very important. Jilin Province is known for its rich cultural heritage and has a long tradition of folk art. Folk art education in the region plays a key role in preserving and perpetuating these valuable traditions. Strengthening the management of folk art education must be strictly controlled at all stages. This research finding was in accordance with the theories or research of Zhang, Jingming & Wang, Qi. (2012, 62-67) which found that a number of policies and directives explicitly advocate for the protection and promotion of folk arts education. These policies help to recognize the cultural importance of folk arts and allocate resources to support their education.

#### **Component 2: Student Innovation Management**

The major findings “Strengthen students' innovative ideology, morality and professional cultural quality” were revealed as the commitment to improving course evaluation and course management in Jilin folk art education is a strategic imperative. It underscores the dedication to producing well-rounded, skilled, and culturally aware graduates who can contribute to the preservation and evolution of Jilin's unique folk art traditions. These efforts not only benefit students but also uphold the cultural heritage and creative industries of Jilin Province, ensuring their continued vitality and relevance. The findings were in the same direction with Yang, Lei. (2012,124-125) which found that Jilin Province policy encourages universities to offer a wide range of folk art programs, covering both traditional and contemporary forms. This diversity caters to students with different interests in the field of folk art. Jilin Province's policies promote the integration of folk art into the broader cultural landscape.

#### **Component 3: Course Management in Jilin folk art**

The major finding “Improve course evaluation and Course Management in Jilin folk art” were revealed because emphasizing the improvement of course evaluation and course management in Jilin folk art education, is grounded in the fundamental principles of educational quality, relevance, and effectiveness. These components are the building blocks



of a strong educational program, and by addressing them, Jilin Province can ensure that its folk art education not only meets goal of the education, but exceeds the expectations of students, the industry, and the broader community. The ultimate beneficiaries of these efforts are the students who will carry forward Jilin's rich folk art traditions and contribute to the cultural heritage and creative industries of the province. This research finding was in accordance with the theories or research of Zhu, Xiaojie. (2019,75-77) which found that while many universities offer diverse programs, keeping course materials current as a major challenge. At some institutions, course materials remain the same over the years, resulting in outdated content that is out of step with contemporary folk art.

#### **Component 4: Teaching Management**

The major finding “Teaching concept, teaching method and teaching goal of innovative art education” were revealed as regarding the need to reevaluate teaching concepts, methods, and goals in innovative art education is essential for preparing students for the challenges and opportunities of the 21st century. It acknowledges the evolving nature of art and creativity and advocates for a dynamic, adaptable, and student-centered approach to art education. By embracing these principles, art educators can nurture the next generation of artists, designers, and creative thinkers who will shape the future of art and culture. This research finding was in accordance with the theories or research of Wang, Wenjing. & Dai, Yongsheng. (2017,50-51) which found that strong teacher-student interaction was another key finding. Teachers actively interact with students, providing individualized instruction, guidance, and constructive feedback.

#### **Component 5: Teacher knowledge Management Optimize**

The major finding “Optimizing Teachers' Knowledge Structure and Improving Comprehensive Teaching Ability” were revealed as regarding the optimization of teachers' knowledge structure and the improvement of their comprehensive teaching ability recognized the pivotal role of educators in shaping the future. It highlights the need for teachers to continuously expand their knowledge, adapt to changing educational paradigms, and employ effective teaching methods. By doing so, teachers can create enriching learning experiences that empower students to thrive academically, socially, and ethically, preparing them to tackle the challenges and opportunities of the modern world. This research finding was in accordance with the theories or research of Tang, Jialu. (2020,75-77) which found that The faculty of the Jilin Folk Arts Education Program is of a high caliber. Many of the teachers hold advanced degrees and had extensive experience in their respective fields of folk art.

This expertise contributes to the quality of education provided. Faculty in the Jilin Folk Arts Education Program are often faced with a challenging balance of teaching, research, and administrative responsibilities.

#### **Component 6: Establish Supervision Service and Evaluation Mechanism**

The major finding “Comprehensive evaluation of teaching quality that combines teacher self-evaluation, student evaluation, peer evaluation, supervisory evaluation.” were revealed because the importance of comprehensive evaluation of teaching quality, which combines various assessment methods, reflects a commitment to enhance the educational experience and outcomes for students. It recognized that effective teaching is multifaceted and involves ongoing self-reflection, collaboration, and accountability. Through this approach, universities could ensure that teaching quality remains a top priority and that educators are equipped with the tools and support needed to excel in their roles, ultimately benefiting students and society as a whole. This research finding was in accordance with the theories or research of Huang, Zhongzhao & Bai Yang. (2016, 74-76) which found that Oversight services assessment mechanisms are needed to improve transparency and clarity. Students, faculty, and administrators have expressed concerns about the lack of transparency in assessment standards and processes. Clearer guidelines and communication were essential to address these concerns. The existence and effectiveness of feedback mechanisms within the mechanism varies from university to university.

#### **Discussion about major findings of objective 2**

The guidelines for improving process of Jilin folk art education management in universities under Jilin Province. There were 50 guidelines of “The improvement process of Jilin folk art education management in universities under Jilin Province.” and the guideline were prioritized on strengthen students’ innovative ideas and moral and professional cultural qualities , integrated characteristic resources to create a teaching system, open courses with national folk art characteristics, build a dual-track of employability and establish a quality assurance system for improvement process of Jilin folk art education management in universities under Jilin province.

## **7. Recommendations**

### **Recommendation for policy formulation**

Enhancing Jilin folk art education management in universities is not just about preserving cultural heritage but is also a means to promote creativity, critical thinking, and a

deeper understanding of regional identity among students. Universities in Jilin Province can become pivotal centers of folk art education, research, and preservation.

### **Recommendation for practical application**

The practical application of the dissertation's findings is crucial for tangible outcomes. By integrating folk art into the university environment and beyond, we ensure the continuous evolution and appreciation of Jilin's rich cultural heritage. Universities can be pivotal in not only preserving but also innovating and promoting Jilin folk art on a wider scale.

### **Recommendation for Further Research**

(1) The study of the broader socio-economic implications of robust folk art education as self power to tourism, greater community cohesion, or even the potential for economic upliftment of artisan communities.

(2) The examine of modern technologies, as virtual reality, augmented reality, or online learning platforms, can be seamlessly integrated to enhance folk art education.

(3) The study of folk art education fit into international students and global cultural exchange.

In summary, while the dissertation on Jilin folk art education management in universities has provided a foundation, the multifaceted nature of folk art education demands continuous research. By exploring the aforementioned avenues, we can ensure that the rich tapestry of Jilin's folk art not only remains preserved but thrives and evolves in a rapidly changing educational and cultural landscape.

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