Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China

Liu Haowei[1], Suvachai Rittisom[2] and Achara Soachalerm[3]
Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand
[1]E-mail: 1051879899@qq.com, ORCID ID: https://orcid.org/0000-0002-3026-7262
[2] E-mail: chaivasu5348@gmail.com, ORCID ID: https://orcid.org/0009-0006-6435-8804
[3]E-mail: soaamy@hotmail.com, ORCID ID: https://orcid.org/0009-0000-2897-3697
Received 11/12/2025 Revised 02/02/2026 Accepted 10/03/2026

Abstract

Background and Aims: Latin dance has been increasingly integrated into higher education curricula in China due to its potential to enhance physical fitness, artistic expression, and student engagement. However, Latin dance instruction in many universities remains affected by outdated curricula, limited instructional effectiveness, unrealistic assessment methods, inadequate teaching facilities, and insufficient collaboration with external organizations. Moreover, digital platforms have not been systematically applied to teaching management, resulting in ineffective utilization of contemporary educational technologies. Therefore, this study aimed to develop a teaching management model for Latin dance through digital platforms at a university in Nanchang City, Jiangxi Province, People's Republic of China, using a systematic management approach.

Methodology: This study employed a qualitative research design using a modified Delphi technique. Nineteen experts were purposively selected based on their professional experience in Latin dance education, educational administration, digital platform development, and competitive performance. The expert panel consisted of association leaders, university administrators, platform specialists, instructors, and athletes. Data were collected through iterative rounds of expert interviews and evaluations using a five-point rating scale. Data analysis included the median, interquartile range, mean, and standard deviation to determine expert consensus. A focus group discussion with relevant stakeholders was conducted to validate the appropriateness and feasibility of the developed management model.

Results: The findings revealed that the teaching management model for Latin dance through digital platforms comprised four main components: (1) Planning, including platform selection, curriculum organization, instructional design, content planning, public relations, and competition scheduling; (2) Organizing, covering curriculum structure, strategic management, instructor development, memoranda of understanding with external organizations, learning facilities, and policy formulation; (3) Implementing, involving curriculum delivery, instructional media production, platform-based teaching, choreography practice, and information technology–based assessment; and (4) Controlling, focusing

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

on comprehensive evaluation, pre- and post-instruction assessment, skill testing, choreography evaluation, and strategic performance assessment. Expert evaluations indicated a high level of consensus regarding the appropriateness and feasibility of the proposed model.

Conclusion: The developed teaching management model provides a systematic framework for managing Latin dance instruction through digital platforms in higher education. The model can enhance instructional effectiveness, learning management, and assessment practices, and may serve as a guideline for universities seeking to integrate digital platforms into dance education in similar educational contexts.

Keywords: Model; Latin Dance; Teaching Management Model; Digital Platform; Higher Education; Delphi Technique

Introduction

Latin dance has become increasingly popular in China as a form of physical activity, artistic expression, and recreational exercise. Owing to its dynamic rhythms and expressive movements, Latin dance has been incorporated into educational settings at various levels, including universities, secondary schools, and primary schools. The integration of Latin dance into educational curricula has been influenced by both Western ballroom dance traditions and European aerobic dance models, which have been adapted to suit Chinese cultural and social contexts (Chen, 2018). As a result, Latin dance has been widely promoted not only as a competitive sport but also as a form of exercise that enhances physical fitness, enjoyment, and social participation.

In higher education, Latin dance is recognized for its potential to improve physical strength, coordination, and overall well-being, while simultaneously fostering creativity and emotional expression among students (Yao, 2017; Huang, 2021). Previous studies have suggested that rhythmic dance activities can contribute positively to cardiovascular fitness, muscular endurance, and psychological health when systematically integrated into teaching and learning processes (Hamer, 2016; Gao, 2022). Consequently, many universities in China have incorporated Latin dance into their physical education and extracurricular programs.

Despite its growing popularity, the management and organization of Latin dance instruction in universities remains problematic. Evidence from institutional practices indicates that Latin dance teaching is often constrained by outdated curricula, limited instructional effectiveness, unrealistic assessment methods, and inadequate teaching and learning facilities (Wu, 2020). In addition, curriculum administrators frequently lack sufficient expertise in developing instructional programs that align with contemporary educational objectives and student needs. Instructors may

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

also encounter difficulties in delivering content effectively, leading to reduced student motivation and engagement in learning activities (Zhao, 2021).

Another critical challenge lies in the limited application of digital platforms to support the management of Latin dance instruction. Although digital technologies and online platforms have become increasingly influential in education, their use in dance teaching management has not been systematically developed. Previous research has emphasized that effective educational management requires the integration of information technology to enhance instructional delivery, assessment, and communication among stakeholders (Zou, 2018; Wu, 2020). Without an appropriate management framework, the potential benefits of digital platforms for teaching and learning remain underutilized.

Furthermore, collaboration between universities and external organizations, such as dance associations and community groups, is often insufficient. The lack of formal cooperation through memoranda of understanding (MOUs) limits opportunities for curriculum development, professional training, and resource sharing, thereby affecting the sustainability and quality of Latin dance education (Keeves, 2014). These challenges highlight the need for a systematic management approach that integrates planning, organizing, implementing, and controlling functions to improve the effectiveness of Latin dance instruction in higher education.

Management theory suggests that instructional effectiveness can be enhanced through structured planning, clear organizational frameworks, effective implementation strategies, and continuous evaluation and control (Koontz & Donnell, 2019; Bateman & Snell, 2017). Applying management principles to educational contexts can support curriculum development, instructional quality, and performance assessment. In the context of Latin dance education, a management model that incorporates digital platforms may provide a practical solution to address existing challenges and align teaching practices with contemporary educational demands.

Therefore, this study aims to develop a Latin dance management model through digital platforms in Nanchang City, Jiangxi Province, People's Republic of China. By employing expert consultation and consensus-building techniques, the study seeks to establish a systematic framework that can enhance the management of Latin dance instruction, support effective teaching and learning, and serve as a guideline for higher education institutions with similar educational contexts.

Objectives

1. To examine the components of a Latin dance management model through digital platforms in Nanchang City, Jiangxi Province, People's Republic of China, based on expert perspectives and management principles.

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

2. To develop a Latin dance management model through digital platforms that is appropriate and feasible for implementation in higher education institutions in Nanchang City, Jiangxi Province, People's Republic of China.

Literature Review

1. Latin Dance in Educational and Physical Activity Contexts

Latin dance has been widely recognized as a form of physical activity that combines rhythmic movement, artistic expression, and physical fitness enhancement. In educational contexts, Latin dance has been integrated into physical education and extracurricular programs due to its potential to improve cardiovascular endurance, muscular strength, coordination, and psychological well-being (Hamer, 2016; Huang, 2021). Previous studies have shown that rhythmic dance activities can promote enjoyment and motivation among learners, thereby supporting sustained participation in physical activity (Yao, 2017).

In China, Latin dance has been influenced by Western ballroom dance traditions and adapted to local cultural and social contexts. It has been promoted not only as a competitive sport but also as a recreational activity suitable for learners of different ages (Chen, 2018; Gao, 2022). However, despite its popularity, Latin dance instruction in educational institutions often lacks systematic management, resulting in inconsistent instructional quality and limited learning outcomes.

2. Management Functions in Educational Contexts

Management theory emphasizes that effective organizational performance depends on structured processes, commonly described through management functions such as planning, organizing, implementing, and controlling. These functions have been widely applied in educational administration to support curriculum development, instructional management, and performance evaluation (Koontz & Donnell, 2019; Bateman & Snell, 2017).

Planning involves setting objectives, determining strategies, and allocating resources to achieve educational goals. Organizing focuses on structuring roles, responsibilities, and resources to support instructional delivery. Implementing refers to the execution of plans through leadership, communication, and instructional practices. Controlling emphasizes monitoring, assessment, and evaluation to ensure that objectives are achieved effectively (Koontz & Donnell, 2019). Applying these management functions to dance education can provide a systematic framework for improving instructional quality and learning management.

3. Digital Platforms and Teaching Management

The integration of digital platforms into education has transformed teaching and learning management by enabling flexible access to instructional content, communication, and

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

assessment. Studies have highlighted that digital platforms can enhance instructional efficiency, learner engagement, and resource sharing when systematically integrated into educational management systems (Zou, 2018; Wu, 2020).

In dance education, digital platforms can support instructional media production, demonstration of movement techniques, feedback mechanisms, and performance assessment. However, without an appropriate management model, the use of digital platforms may remain fragmented and ineffective. Wu (2020) emphasized that educational management must incorporate information technology within a structured framework to maximize its impact on teaching and learning outcomes.

4. Model Development and the Delphi Technique

Model development research often relies on expert knowledge to construct frameworks that are contextually appropriate and practically feasible. The Delphi technique has been widely used as a systematic method for collecting and refining expert opinions through iterative rounds of consultation (Keeves, 2014). This technique is particularly suitable for educational management research, where empirical data may be limited, and expert judgment plays a critical role.

Previous studies have demonstrated that the Delphi technique can effectively support the development of instructional models, curriculum frameworks, and management systems by achieving expert consensus on key components and processes (Keeves, 2014). In the context of Latin dance education, employing the Delphi technique allows for the integration of perspectives from educators, administrators, platform specialists, and practitioners, thereby strengthening the validity and applicability of the developed management model.

5. Synthesis of Literature and Research Gap

The reviewed literature indicates that Latin dance offers substantial educational and physical benefits and that management functions and digital platforms play crucial roles in enhancing instructional effectiveness. However, existing studies have largely examined these elements in isolation. There is a lack of research that integrates management functions and digital platforms into a comprehensive management model specifically designed for Latin dance education in higher education contexts in China.

Therefore, developing a Latin dance management model through digital platforms represents a meaningful contribution to the field. Such a model can address existing management challenges, support systematic instructional delivery, and enhance teaching and learning management in higher education institutions.

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

Conceptual Framework

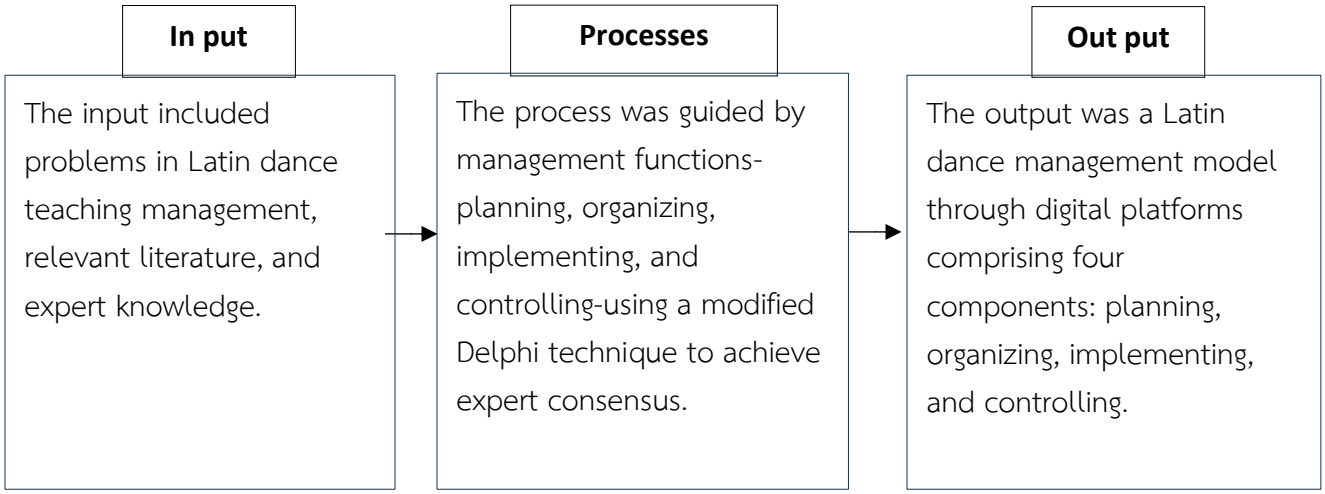


Figure 1 Conceptual Framework

Methodology

Research Design

This study employed a qualitative research design aimed at developing a Latin dance management model through digital platforms in higher education. A modified Delphi technique was used as the primary research approach to obtain expert consensus on the components and structure of the management model.

Participants

The participants consisted of 19 experts selected through purposive sampling based on their professional experience and expertise relevant to the study objectives. The expert panel included: (1) presidents or former presidents of Latin dance associations with at least four years of experience (3 persons); (2) university administrators involved in Latin dance instruction with at least four years of experience (3 persons); (3) specialists in digital platform or model development with at least three years of experience (3 persons); (4) Latin dance instructors or coaches with at least five years of experience (5 persons); and (5) Latin dance athletes or champions with at least five years of experience (5 persons).

Research Procedure

The modified Delphi technique was conducted in iterative rounds. In the first round, semi-structured interviews were used to collect expert opinions regarding key components of Latin dance teaching management through digital platforms. The responses were synthesized and converted into a structured evaluation form using a five-point rating scale.

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

In the second and third rounds, the evaluation form was distributed to the experts to assess the appropriateness and feasibility of each component. Revisions were made based on expert feedback until consensus was achieved.

Following the Delphi process, a focus group discussion with relevant stakeholders was conducted to validate the developed management model and confirm its practical feasibility.

Data Analysis

Data obtained from the Delphi rounds were analyzed using descriptive statistics, including the median (Mdn) and interquartile range (IQR) to determine expert consensus, as well as the mean ($\overline{X}$) and standard deviation (S.D.) to describe overall evaluation levels. Qualitative feedback from experts and focus group participants was analyzed through content analysis to support model refinement.

Results

The results of this study are presented according to the objectives of developing a Latin dance management model through digital platforms in Nanchang City, Jiangxi Province, People's Republic of China. The findings were derived from expert consensus obtained through the modified Delphi technique and model validation through a focus group discussion.

Results of the Development of the Latin Dance Management Model

The results indicated that the developed Latin dance management model through digital platforms consisted of four main components aligned with management function principles: planning, organizing, implementing, and controlling. Expert evaluations demonstrated a high level of consensus regarding the appropriateness and feasibility of all components.

1. Planning

The planning component focused on the preparation and design of the teaching management system. Key elements included digital platform selection, curriculum organization, instructional planning, content development, public relations, communication strategies, and competition scheduling. Experts agreed that systematic planning was essential to ensure effective integration of digital platforms into Latin dance instruction.

2. Organizing

The organizing component emphasized the structural arrangement of teaching management. This included curriculum structure, strategic management, instructor development, collaboration with external organizations through memoranda of understanding, provision of teaching and learning facilities, and policy formulation. Expert consensus indicated that clear organizational structures and resource allocation were critical to supporting sustainable Latin dance instruction.

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

3. Implementing

The implementing component addressed the execution of teaching and learning activities through digital platforms. Major elements involved curriculum delivery, instructional media production, platform-based teaching, choreography practice, competition activities, and information technology–supported assessment. Experts agreed that effective implementation enhanced instructional efficiency and learner engagement.

4. Controlling

The controlling component focused on evaluation and quality assurance. This included pre- and post-instruction assessment, skill testing, choreography evaluation, and strategic performance review. Experts emphasized that systematic evaluation and feedback were necessary to ensure continuous improvement and effectiveness of the teaching management model.

Model Validation Results

The focus group discussion confirmed that the developed Latin dance management model through digital platforms was appropriate, feasible, and applicable to higher education institutions. Participants agreed that the model provided a clear and systematic framework for managing Latin dance instruction and could be adapted for use in similar educational contexts.

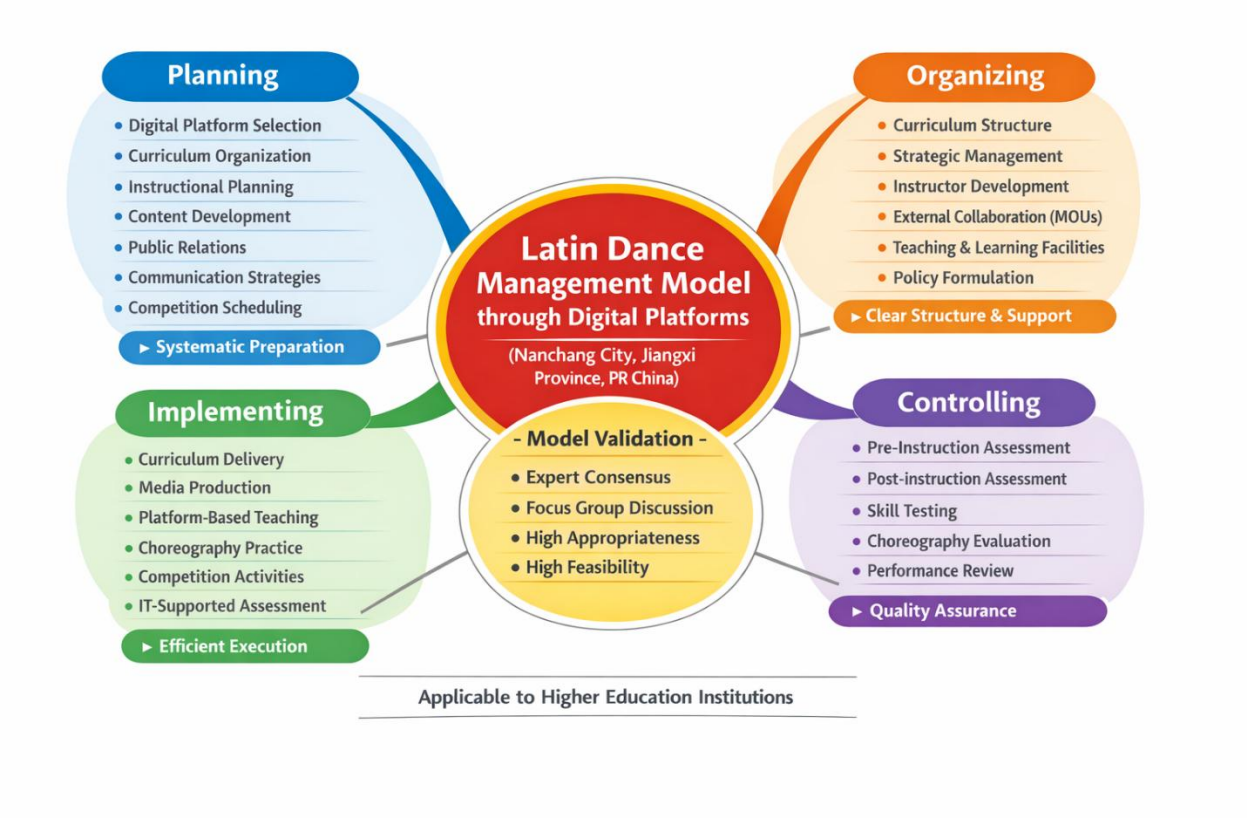


Figure 2 Latin Dance Management Model through Digital Platforms

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

Discussion

The purpose of this study was to develop a Latin dance management model through digital platforms in higher education. The findings revealed that the developed model consists of four main components - planning, organizing, implementing, and controlling - which reflect fundamental management functions and were confirmed by expert consensus. These results suggest that applying management principles to Latin dance education provides a systematic approach to addressing existing instructional and organizational challenges.

The planning component emphasized platform selection, curriculum organization, instructional design, and communication strategies. This finding is consistent with management literature indicating that effective planning is a critical foundation for achieving organizational objectives and improving instructional quality (Koontz & Donnell, 2019). In the context of dance education, systematic planning supports alignment between curriculum goals, instructional content, and learning activities, which has been identified as a key factor influencing teaching effectiveness (Huang, 2021).

The organizing component focused on curriculum structure, instructor development, collaboration through memoranda of understanding, and provision of learning facilities. This result aligns with previous studies suggesting that clear organizational structures and resource allocation enhance instructional sustainability and professional development in educational settings (Bateman & Snell, 2017; Keeves, 2014). In Latin dance education, collaboration with external organizations such as dance associations can strengthen curriculum relevance and provide additional learning opportunities for students.

The implementing component addressed curriculum delivery, instructional media production, platform-based teaching, choreography practice, and technology-supported assessment. These findings support prior research indicating that digital platforms can enhance instructional efficiency, learner engagement, and accessibility when integrated within a structured management framework (Zou, 2018; Wu, 2020). In dance education, the use of digital platforms enables repeated practice, visual demonstration, and flexible learning, which are essential for developing motor skills and performance quality (Hamer, 2016).

The controlling component highlighted the importance of evaluation, assessment, and feedback to ensure instructional quality and continuous improvement. This result is consistent with management theories emphasizing the role of control processes in monitoring performance and achieving organizational goals (Koontz & Donnell, 2019). In educational contexts, systematic assessment supports informed decision-making and enhances the effectiveness of teaching and learning management (Keeves, 2014).

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e296357

Overall, the findings indicate that integrating management functions with digital platform utilization can address key challenges in Latin dance teaching management, including outdated curricula, limited instructional effectiveness, and insufficient assessment practices. The developed management model provides a practical framework for improving instructional management and aligns with existing research on educational management and technology integration. However, the model was developed within a specific institutional context, and its applicability may vary across different educational environments.

Recommendation

1. Application in Higher Education

Higher education institutions offering Latin dance instruction should apply the developed management model through digital platforms to improve instructional management, curriculum organization, and assessment practices. Emphasis should be placed on systematic planning, effective use of digital platforms, and continuous evaluation to enhance teaching effectiveness and student learning outcomes.

2. Future Research and Model Extension

Future studies should apply and evaluate the developed Latin dance management model in different educational contexts or institutions to examine its adaptability and effectiveness. Quantitative or mixed-method approaches may also be employed to assess the impact of the model on instructional performance, learner engagement, and learning outcomes.

References

Bateman, T. S., & Snell, S. A. (2017). *Management: Leading & collaborating in a competitive world*. McGraw-Hill Education.

Chen, W. (2018). History and background of international ballroom dancing and Latin dance. *Drama House, 20*, 49–61.

Gao, J. Y. (2022). Latin dance forms and their impact on physical and organizational development. *Journal of Sports Science, 46*(5), 21–32.

Hamer, M. (2016). Comparative study of ballroom and Latin dance training on physical fitness. *Journal of Physical Activity and Health, 13*(1), 69–82.

Huang, J. (2021). Development of physical fitness through Latin dance practice. *Journal of Sports Science, 53*, 46–51.

Keeves, J. P. (2014). *Educational research, methodology, and measurement: An international handbook*. Pergamon Press.

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357

Koontz, H., & Donnell, C. (2019). *Principles of management: An analysis of managerial functions*. McGraw-Hill.

Wu, H. (2020). Educational management and information technology integration. *Journal of Educational Administration, 12*(2), 74–82.

Yao, B. X. (2017). Physical fitness and comprehensive exercise in rhythmic activities. *Journal of Sports Science, 62*, 60–65.

Zhao, P. (2021). Life skills, physical activity, and well-being development. *Journal of Physical Education Research, 15*(1), 1–10.

Zou, H. (2018). Analysis of ballroom dance teaching through digital platforms and its impact on instructional quality. *Drama House, 6*, 121–223.

Citation:
Liu, H., Rittisom, S., & Soachalerm, A. (2026). Development of Latin Dance Management Model Through Digital Platforms in Nanchang City, Jiangxi Province, People's Republic of China. Interdisciplinary Academic and Research Journal, 6(6), e296357; DOI: https://doi.org/10.60027/iarj.2026.e296357