

The Leadership Model of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province

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Abstracts

The objectives of this research were:(1). To Examine components of the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province.(2) To verify model of the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province. (3) To purpose guideline for improving the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province.

The research was a mixed methodology research. The population was 2521 leaders, professors and teachers from 7 art colleges and universities in Liaoning Province were surveyed. The researchers used the tables of Krejcie and Morgan to determine the sample size of about 315 leaders, professors and teachers, and obtained by stratified random sampling technique. The key informants were Executive Dean, and Assistant Dean, Professor representative, young teacher, as well as professional department heads and academic leaders, a total of 7 people, obtained by purposive sampling method. The instruments used for data collection were collation and analysis of relevant literature, content analysis of semi-structured interviews with key informants, questionnaire survey, and focus group discussion. Data analysis and statistics are mainly carried out through statistical analysis software SPSS. The confirmatory factor analysis of the model is carried out by using AMOS software.

The research findings revealed that: (1) Under the "New Art Discipline" policy, the Leadership framework for young teachers in Liaoning Art University is divided into four parts: Teacher leadership promotion, The leadership of young teachers, The significance of developing the leadership, Influence teacher leadership. (2) According to Teacher leadership promotion, The leadership of young teachers, The significance of developing the 72 key influencing factors of the four components of teacher leadership were established, and the model was fitted with empirical data of all indicators. (3) The guideline for improving the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province. There were 58 key guiding opinions on the leadership promotion of young teachers in Liaoning art colleges.

Keywords: The Leadership Model; Young Art Teachers; New Art Discipline; Universities under Liaoning Province

Introduction

Domestic college art teacher leadership research is still a new field, from the current to the collected data, the most scholars pay attention to the perspective of teacher leadership is also in the curriculum, teaching, leadership and teacher professional development, the lack of new type of teacher leadership development of theoretical research, although there are some subjects, such as mathematics, English, penetration, but has not yet spread to the art world. Chen Yang. (2021: 99-104). For example, the author believes that these related disciplines and theoretical research directly or indirectly have a reference role in teacher leadership for college art research, and in this article, in addition to the theoretical background of pedagogy, sociology, management and other theoretical backgrounds, the leadership of specific art teachers and college art teachers is redefined. (Li Fei, 2021: online) Surveys of current domestic and foreign studies show that the construction and verification of the teacher leadership model is mainly based on the leadership of primary and secondary school teachers, while the research on the teacher leadership ability of college teachers, especially young art teachers, is relatively lacking. (Gong Yuting, 2020: online)

In order to further clarify the elements of leadership of young art teachers in colleges and universities and establish a measurement tool to measure the leadership development of young art teachers in Chinese colleges and universities, this study aims to construct a theoretical model of the leadership of young art teachers in colleges and universities according to The characteristics of China, combined with qualitative and quantitative research. To provide theoretical basis and practical reference for further promoting the leadership development of young teachers in colleges and universities.

Research objectives

1. To Examine components of the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province.
2. To verify model of the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province.
3. To purpose guideline for improving the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province.

Research Methodology

1. Participants and setting

Population consisted of 2,521 who were leaders, professors and teachers. They came to 10 colleges and universities of academic art in Liaoning province, which are classified according to scale and professional skills of universities. The sample size was approximate 315 leaders, professors and teachers with a stratified sampling technique. The key informants consisted of 5 persons, who are professors, experienced teachers and some experienced managers drawn from art colleges in the Liaoning Province. The experts were 7 experts in a centralized group discussion to guide and confirm the model. Key informants and experts.

2. Research instruments

We used three research tools to examine the objectives of this paper.1) Semi-structured interview 2) A five-point rating scale questionnaire 3) Focus Group Discussion

2.1 Semi-structured interview

Prepare semi-structured interview form, mainly through some factors found in the first step, the preliminary completed semi-structured interview form after forming the final content to experts. According to the research plan of interview data collection, due to the limitation of the actual situation of the research, the interview is mainly through non-face-to-face method. A total of 5 interviewees were sent, respectively by mail and online. There are 51 questions in the interview, Including Teacher leadership promotion, The leadership of young teachers, The significance of developing the leadership, Influence teacher leadership.

2.2 Five-Point Rating Scale Questionnaire

The researchers used a three-part questionnaire; Part 1: Demographic variables, general information (6 items), and Part 2: Leadership model variables of young art teachers in Liaoning Province from the perspective of "new art discipline" (five-point subscale). Part III: Recommendations and Additional Comments.

At the same time, the researchers asked the respondents to fill in the degree of agreement with each model to improve the leadership of young teachers in Liaoning University of the Arts, and each factor was measured on a 5-point liking scale. 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree, as shown in Table 1.

Table 1 Measurement scale of academic management

Perception level	Perception level
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The higher the score of the scale, it indicates that the variable has a positive impact on the leadership promotion model of young teachers in Liaoning art colleges. In terms of measurement items, the effectiveness of the leadership promotion model of young teachers in Liaoning art colleges is divided into five perceptual levels. The average score was calculated using the Best(1977) evaluation standard and was divided into 5 grades.

Therefore, the measurement score range and mean validity of the leadership model of young teachers in art colleges are divided into 6 investigation parts, as shown in Table 2. For interpretative criteria for average score classification, the researchers used a metric based on the concept of Best (John W. Best, 1997:190). Details are as follows.

Table 2 Model measure

The average score	Level
1.00 — 0.49	Lowest
1.50 — 2.49	Low
2.50 — 3.49	Moderate
3.50 — 4.49	High
4.50 — 5.00	Highest

The instrument starts from step (1) as a questionnaire. Content validity and reliability were used to evaluate the quality of the questionnaire. For content validity, it was checked by 5 experts and analyzed using item-objective consistency (IOC).

Questionnaire validity: The content validity of this research questionnaire was relatively tested by 5 experts to test the correctness and suitability of language, content coverage and content relevance in each dimension of this research. Instrument projects are passively checked, validated, and finally analyzed using Project-Objective Consistency (IOC) .

Questionnaire reliability: 5 university leaders, professors and young teachers were surveyed and interviewed. These questionnaires did not include population and sample studies. Cronbach Alpha was used to verify the reliability of the samples. The study had an acceptable reliability value of 0.8, and the questionnaires used in this project were checked for overall reliability prior to distribution at the study site.

2.3 Focus Group Discussion

Qualitative research: Using each component of step (1) of academic management and through focus group discussion, the guidelines for the application of the leadership model for young teachers in art colleges in Liaoning Province are formulated; 7 key information providers (Lecturers, deans, professors)

3.Data collection procedure

- 1) Semi-structured interview: The researcher interviewed 5 experts by himself.
- 2) Five-point Rating Scale Questionnaire: Respondents have been directly informed of the scope and purpose of the study, and the questionnaire is accompanied by research guidelines, criteria, participation information sheets and a summary of the research project for each response section.
- 3) Focus group discussion: The researcher acts as a facilitator.

4. Data analysis

- 1) Semi-structured interview: Researchers conduct data analysis and form analysis forms and conclusions based on interview content and interviewees' results through content analysis.
- 2) Five-point rating Scale questionnaire: Descriptive statistics were used to analyze demographic variable data; Frequency and percentage. This paper uses confirmatory factor analysis (CFA) to verify the leadership model of young teachers in Liaoning Art University. First, the researcher must calculate the reliability and validity of the questionnaire. Through the above data, it is proved that the questionnaire used is stable and reliable.
- 3) Focus group discussion: Conduct content analysis on the data of focus group discussion. In line with the principle of freedom and voluntarism, the experts spoke freely and set the guidelines for the leadership model of young teachers in Liaoning Art College for Goal 3 according to the research results of Goal 2.

Research Conceptual Framework

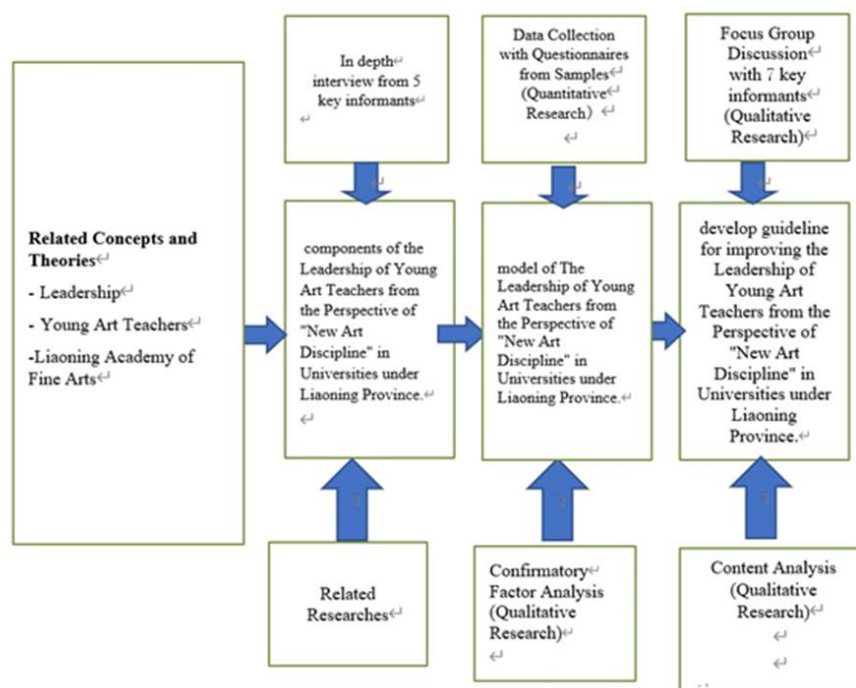


Figure 1 Conceptual framework

Research Results

Section 1: Result of Content Analysis for Research Objective 1

The researcher read a lot of literature and found 20 Main Variables and 85 Sub Variables. Selected 13 famous researchers and counted the frequency of 14 Main Variables in the papers of 13 researchers, and screened A total of 65 Main 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, Finally, with 5 dimensions and 58 variables, and 58 variables will be used for questionnaire distribution.

Table 3 Research variable table

The Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province	
Teacher leadership promotion	
1. An excellent educational leader should have both educational expertise and leadership expertise	
2. Educational leadership indicates the direction of educational activities	
3. Improving Educational Leadership	

4. University teacher leadership
5. Leadership promotion strategies should be time-sensitive.
6. Teachers should systematically study educational leadership in addition to subject knowledge.
7. Young teachers in colleges and universities should have high professional knowledge and moral character
8. Innovative leadership concept.
9. Build a strong command and leadership mechanism.
10. The exchange and sharing of teaching and management experience can enhance the professional skills of the faculty team.
11. The distribution and redistribution of school leadership power is a difficult point.
12. Teacher leadership is one of the factors affecting the success of school improvement.
13. Teachers' leaders stressed the need to break the centralization of schools.
The leadership of young teachers
14. Inspire students' learning potential by guiding, motivating, cooperating and communicating with their own charm and influence
15. Teachers need to cultivate their own organizational ability, coordination ability, decision-making ability and management ability.
16. Implement whole process management, pay attention to communication, feedback and improvement.
17. The leadership of young teachers in colleges and universities can be summarized as moral leadership, teaching leadership, Scientific leadership and team leadership.
18. The leadership of young teachers in colleges and universities includes academic leadership, teaching mastery, interpersonal communication and environmental adaptability.
19. Strengthen the construction of teachers' collaborative team and enhance the contribution of teachers
20. The core components of teaching leadership are teaching execution ability, organizational change ability and teaching evaluation ability
21. Guide teachers to use advanced leadership theory to improve their own teaching leadership.
22. Principles of teacher leadership development: long-term, relevance, fairness, creativity and independence.
23. The professional development of art teachers has the characteristics of stage, multiple levels and multiple subjectivity.
24. Leadership is the interaction and interaction between members of an organization, rather than the actions of a single leader
25. Expanding teacher leadership can promote school reform.
26. Improve the working conditions of teachers.
27. Provide opportunities for professional development.
28. Restructure the organizational power and promote the diversification of teachers' roles.
The significance of developing the leadership.
29. The content and method of the new art talent training mode innovative art education concept.

30. Broaden the professional field of teachers and reconstruct the art curriculum system.
31. Art colleges should innovate the leadership system and promote teachers' leadership.
32. Pay attention to the cultivation of comprehensive quality of Art College Students.
33. To provide guidance for the sustainable development of educational leadership in Chinese art colleges.
34. Teachers' assistance in the management of the school will benefit the development of the school.
35. The mechanized management model is no longer suitable for the growth of the college.
36. Deepen leadership reform
37. Optimize the management system of art colleges
38. Opportunities to develop new art disciplines
39. Society's demand for "new art" talents
40. The promotion of teacher leadership is conducive to changing the phenomenon of teacher burnout.
41. The expansion of higher arts education
42. Expand the leading function of higher art teachers
43. New forms of leadership in higher arts education高
44. Identification and definition of influential factors of young teachers' leadership in art universities under the initiative of "New Art"
45. More innovative teaching methods and contents under the advocacy of "Art New"
46. Colleges and universities strengthen the construction of "new art" disciplines to meet the needs of art leaders
47. Teachers who play a leading role have higher sense of self-efficacy and responsibility.
48. The development and practice of teacher leadership can give full play to the exemplary role of teachers.
49. By sharing resources and participating in cooperation, young teachers can constantly reflect on themselves
50. The development of teachers' leadership is conducive to the improvement of teachers' work efficiency.
51. The development of teachers' leadership can promote their professional development.
52. Principals work with teachers to promote teacher leadership.
53. The principal worked hard to build the team.
54. Action taken to promote teacher leadership in schools.
Influence teacher leadership
55. Improve the overall competitiveness of university teaching and research management.
56. Strengthen the ranks of young teachers.
57. Establish a scientific and perfect teacher leadership evaluation system.
58. Strengthen the cultivation of artistic quality and leadership.
59. Strengthen the policy support for young teachers and guide
60. Improve the leadership training system
61. The innovation of practice teaching in art colleges should strengthen ideological guidance, process management, etc
62. Teaching leadership reform measures

63. Absorb the leadership building experience of foreign first-class university teachers.
64. Expand the scope of leadership of young teachers
65. Provide frontier leadership exchange for young teachers
66. Improve the training mechanism for educational leaders.
67. Teacher leaders attach importance to the cooperation among teachers and strive to promote the formation of teacher learning community
68. Teachers take interpersonal risks in performing their leadership duties.
69. Create an organizational environment that values the professional value of teachers.
70. Introduce teacher leadership mechanism and expand teacher leadership.
71. The importance of developing teacher human resources for school improvement.
72. Many teachers still hold on to traditional ideas of leadership.

Section 2 : Result of Data Analysis for Research Objective 2

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

By analyzing the distribution and structural characteristics of young teachers in art colleges and universities of Liaoning Province, a questionnaire survey was conducted on 315 young teachers in art colleges and universities of Liaoning Province. They are deans, professors, teachers. The proportion of men and women is basically the same. Among them, 170 were women, accounting for 55.1% of the total, slightly more than men. From the age point of view, there are 120 people between 25 and 35 years old, and there are more young managers in the school. The maximum number of master students is 185, accounting for 57.9%; The number of master students is the largest, followed by 80 undergraduates, accounting for 24.7%. Among the positions of the respondents, 154 teachers accounted for 50.3%, the highest proportion. Among the respondents, 143 had the most working experience of 3-5 years, accounting for 44.7%, and 93 had more than 5 years, accounting for 29.6%.

Part II Result of Data Analysis on Questionnaire: Confirmatory Factor Analysis

The results of KMO test in the following figure show that the value of KMO is 0.922. Meanwhile, the results of Bartlett spherical test show that the p-value of significance is 0.000***, which is significant at the level, the null hypothesis is rejected, the correlation is variable, the factor analysis is effective, and the degree is suitable.

Table 4 The KMO test and the Bartlett's test

KMO		0.922
The Bartlett Sphelicity Test	Approximate chi square	18953.623
	df	2556
	p	0.000***
Note: ***, ** and * represent the significance levels of 1%, 5% and 10%, respectively		

The Cronbach's α coefficient value of the model is 0.966, indicating that the reliability of the questionnaire is very good.

Table 5 Cronbach's α coefficient value

Cronbach's alpha coefficient	terms	sample
0.966	72	315

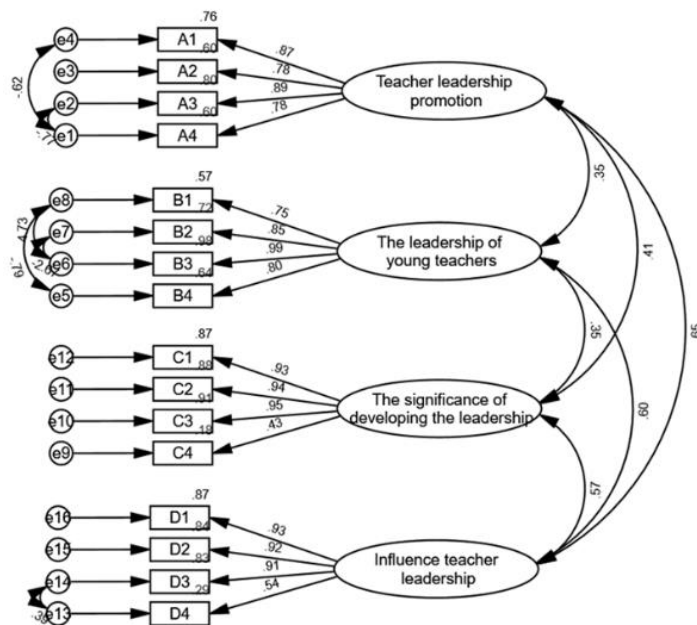
Research result, it is found that overall, the 72 question arithmetic mean (between x)3.206-4.347, which indicates that the arithmetic mean (\bar{x}) of the level value of the variable was moderate to high, and the S.D value was between 0.90 and 1.049, indicating that the respondents' opinions on the variable differ little.

Confirmatory factor analysis is used to test whether the relationship between factors and test items conforms to the designed research model, so most empirical papers will use confirmatory factor analysis to test the fit of the data and the model.

(Due to study data resource limitations, this model only displays the top 5 data.)

In this part, AMOS 23.0 software was used to conduct confirmatory factor analysis on the model. The specific results are shown in Figure 4-1 Show:

Figure 4-1 : CFA model under the standardized estimates



Chi-square $\chi^2/df = 2.921$, RMSEA = 0.078, GFI= 0.905, NFI =0.937, CFI =0.957, IFI = 0.958

Table 6 Fitting index of confirmatory factor analysis model

From the Table 6, that the χ^2/df value is 2.921, comply with data standards, GFI value is 0.842, comply with data standards; IFI value is 0.958, comply with data standards; CFI value is 0.905, comply with data standards; NFI value is 0.937, comply with data standards; RMSEA value is 0.078, comply with data standards, comply with data standards.

Common index	Judging standard	Value	Interpretation
χ^2/df	<3	2.921	Excellent
RMSEA	<0.10	0.078	Accept
GFI	>0.9	0.905	Excellent
CFI	>0.9	0.957	Excellent
NFI	>0.9	0.937	Excellent
IFI	>0.9	0.958	Excellent

According to the above analysis, the components of the leadership model of young teachers in Liaoning Art University are as follows:

A total of 72 guidelines were discussed. Among them, Teacher leadership promotion 15, The leadership of young teachers 10, The significance of developing the leadership 13, The significance of developing the leadership 15. The detailed components of the guidelines mentioned in these four articles are as follows, and each component is related.

Step 3: Result of Data Analysis for Research Objective 3 :

A content analysis of the data from focus group discussions was performed. Five experts discussed the issues related to the leadership improvement of young teachers in Liaoning art colleges and universities under the "new art discipline" policy, and put forward corresponding strategies. A total of 72 guidelines were discussed. Among them, there are 13 guiding opinions on the improvement of teacher leadership, 15 guiding opinions on the leadership of young teachers, 26 guiding opinions on the importance of leadership training, and 18 guiding opinions on influencing teacher leadership. The researchers then selected guidelines with $\geq 50\%$ criteria, resulting in 58 key guidelines .

Discussion

Based on the research objectives, the discussion will be presented as follows:

Section 1 Discussion about Research Objective 1:

Under the "New Art Discipline" policy, the Leadership framework for young teachers in Liaoning Art University is divided into four parts: Teacher leadership promotion, The leadership of young teachers, The significance of developing the leadership, Influence teacher leadership.

The research conclusion that the team leadership of young teachers in colleges and universities is closely related to the development of scientific research and teaching leadership also confirms that the ability of sharing and cooperation is the key to the construction of teachers' leadership development ability to a certain extent. The results of this study were associated with Gabrielli Lecomsky& Feng Daming.(2014), Zhang Mingming.(2016), Wen Heng fu. (2013), Li Fei (2011), Linda Lambert (1995) Hulya Kasapo Golui;The results of this study have certain uniqueness. Art school leaders have gradually shifted from managers to team builders, emphasizing improving overall competence and engaging in systems thinking to solve challenges. In this case, leadership attributes, such as the ability to communicate and

facilitate collaboration, are considered more valuable. Although it is generally accepted in this field that all young teachers are influential outside the classroom, few studies have seriously explored the leadership development pathways of young teachers. Therefore, it is worth noting that young art teachers are quality types that have a positive impact on students, colleagues, and schools.

Section 2 Discussion about Research Objective 2:

According to Teacher leadership promotion, The leadership of young teachers, The significance of developing the 72 key influencing factors of the four components of teacher leadership were established, and the model was fitted with empirical data of all indicators.

The findings of component suggest that a good educational leader should have both educational and leadership expertise. Young teachers in art colleges and universities should have high professional knowledge and moral character. Besides subject knowledge, they should also systematically study educational leadership. Innovative leadership concepts improve educational leadership, exchange and sharing of teaching and management experiences, and enhance the professional skills of the faculty team. In addition, leadership development strategies should be time-sensitive, with teacher leaders emphasizing the need to break the centralization of schools. The results of this study are consistent with the theoretical or research results of Wen Heng fu. (2013), Zhao Ying (2021), Wang Lijuan (2017), Zhai Zhiqiang (2022) and Yin Xia (2011).

Section 3 Discussion about major findings of objective 3:

The guideline for improving the Leadership of Young Art Teachers from the Perspective of "New Art Discipline" in Universities under Liaoning Province. There were 58 key guiding opinions on the leadership promotion of young teachers in Liaoning art colleges.

The results of this study and the views of educators are as follows: as young art teachers should focus on improving teaching leadership skills, characteristics of teaching leadership and values of teaching leadership. Among them, the teaching leadership skills of young art teachers include communication skills, teaching skills cooperation and other factors; It refers to the influence of university teachers' leadership characteristics on teachers' personal characteristics, including the sense of responsibility, teaching ability and other achievement aspirations, teaching influence and other factors. Zhang Mingming. (2016). Leadership values include care and respect for students, teaching innovation and other factors. This view goes beyond the limitations of classroom teaching and the division of teacher teaching structure to look at teacher leadership from a broader perspective. In the discussion, some experts also believe that there are three ways to improve the teaching leadership of young teachers: First, the path of teachers' self-improvement, which requires teachers to constantly pass on self-improvement to improve their teaching literacy. At the same time, we should establish a new type of equal cooperation between teachers and students, truly understand the needs of students, and correctly guide students to their expected goals. Finally, the harmonious classroom teaching atmosphere forms the teachers' teaching and the students' happy learning. Second, to create a school-based path, break the traditional hierarchical management system, give teachers a method of leadership, and encourage more young teachers to actively participate in teachers' teaching leadership activities. At the same time, various forms of learning communities should be formed, such as learning communities based on teaching and research groups and self-organizing learning communities based on hobbies, so as to create a shared campus culture. The third approach is to use off-campus generations, including inter-school exchanges and cooperation, building strong school alliances and emphasizing expert training.

Recommendation

Part I: School policy suggestions on the leadership of young art teachers

1. Reshape the concept of teacher leadership policy making.
2. Building a healthy and harmonious cooperative campus culture.
3. Establish and improve the training mechanism for the leadership of young teachers in art colleges and universities.

Part II: Self-improvement suggestions on the leadership of young art teachers

1. Strengthen the self-cultivation of the individual temperament of young art teachers.
2. Promoting self-professional knowledge and skills.
3. Try and carry out effective leadership of young teachers.
4. Intelligent teaching evaluation method

Part III: Further Research

First, although this paper explores the leadership promotion strategies of young teachers in Liaoning art colleges and universities under the "new art discipline" policy, there is no fully mature scale on the leadership of young teachers in art colleges and universities in China (Xu Jiang, 2021). Therefore, future studies can focus on the composition of the leadership of young teachers in art universities and develop a more accurate and complete dimension to explain the structural model of the leadership of young teachers in art universities and colleges.

Second, the population and sample of this study are from deans, professors and lecturers of Liaoning University of the Arts in China. While the Northeast region has a unique regional and cultural educational network, there is plenty of room to consider similar studies in different regional contexts in the future (Zhang Youhong 2021:1). By conducting similar studies in different districts, we can analyze whether the results are correct and apply to a wider range of schools, and provide educational organizations with some valuable information that will help promote the development of teacher leadership. This will have a lasting impact on higher arts educators, students and society at large.

Third, considering the discovery of the key attributes of the leadership of young teachers in art colleges and universities, another suggestion for future research is to pay attention to the selection and evaluation criteria of teachers, which also has certain practical significance for the management and development of future educational organizations.

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