

Effectiveness of Human Resources Management Model in Art Major of Universities under Liaoning Province, China

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Abstract

The objectives of this research were: (1) To explore the components of human resources management in art major of universities under Liaoning Province. (2) To establish the model of human resources management in art major of universities under Liaoning Province. (3) To formulate guidelines for improving the effectiveness human resources management in art major of universities under Liaoning Province.

The research was a mixed methodology research. Population was included 4,129 teachers and administrators in art major from 23 universities under Liaoning Province. The sample size was obtained by stratified sampling technique, totalling 354 teachers and administrators in art major of universities under Liaoning Province according to Krejcie and Morgan (1970) table. The 7 key informants were obtained by purposive sampling method. The instruments used for data collection were a semi-structured interview, a five-point rating scale questionnaire, and note taking by focus group discussion. The statistics used for data analysis were means, standard deviation, Average Variance Extracted, Composite Reliability and Confirmatory Factor Analysis.

The research findings revealed that : (1) There were 5 components and 25 key variables of effectiveness of human resources model in art major of universities under Liaoning Province, (2) Which consisted of Resource allocation, Organizational culture, Communication management, Labor relations and Technical support; and (3) There were total 15 guidelines for effectiveness of human resources management model in art major of universities under Liaoning Province.

Keywords: Human resources management; Art major of universities; Effectiveness.

Introduction

After the founding of New China, China's higher education developed rapidly, and a group of outstanding educators and scholars emerged. At this time, the basic framework of human resource management in higher education began to be established, including the basic regulations on the recruitment of teaching staff, salary and benefits, etc. The implementation of the reform and opening policy has brought about the rapid development of higher education, and colleges and universities are beginning to face greater scale expansion and diversified needs. During this period, the human resources management of higher education tended to be perfected gradually, the recruitment and selection system was strengthened, a relatively complete salary and welfare system was established, and at the same time, staff training and career development were emphasized (Wang Lei, 2018 : 39-44).

Entering the 21st century, China's higher education has entered a modernization stage. The development of higher education pays more attention to quality and connotation, and the cultivation of talents pays more attention to innovation and comprehensive quality. Human resource management in higher education is also facing new challenges and opportunities. At this stage, the human resources management of higher education has strengthened the performance management of teaching staff, implemented a more flexible salary system, and paid attention to the career development and promotion channels of employees. With the acceleration of the globalization process and the increase of international exchanges, China's higher education human resource management is facing more complex and diverse situations (Koichi Takeuchi : 2005). Universities need to recruit and train faculty and staff with international vision and background, and also need a more flexible management model to adapt to the integration of different cultures and systems. China's higher education human resource management has made great progress and development in different historical stages. From a simple management model to a modernized and internationalized management system, human resources management in higher education is constantly improving and innovating, which has played an important role in the development of higher education and the improvement of teaching quality.

On the whole, the development prospect of human resources management of art disciplines in colleges and universities in Liaoning Province is full of hope. As society pays more and more attention to art and culture, the demand for talents in art disciplines will continue to increase. At the same time, the development of digital transformation, international education, and diversified talent training will bring new development opportunities and challenges to the human resource management of art disciplines. Through continuous optimization of human resource management strategies, the cultivation and development of talents in art disciplines will better meet social needs and make positive contributions to the prosperity and development of the art field. At the same time, it will also help to improve the international competitiveness of art disciplines and provide a solid support for art education in Chinese universities to go global.

Research Objectives

1. To explore the components of human resources management in art major of universities under Liaoning Province.
2. To establish the model of human resources management in art major of universities under Liaoning Province.
3. To formulate guidelines for improving the effectiveness human resources management in art major of universities under Liaoning Province.

Research Methodology

1. Population and sample

Step 1 Interview with 7 key informants for in-depth interviews: the key informants of this study are mainly professors, directors, academic leaders and main principals of department management from public universities with art majors in Liaoning province. They are administrators with more than 10 years of working experience and rich management experience.

Step 2 To study with questionnaire. The sample was 354 administrators and teachers, with stratified random sampling method. The researcher determined sample size with Krejcie and Morgan's table (1970), and obtained by the stratified random sampling technique.

Step 3 Connoisseurship discussion 9 key informants include professors, directors, academic leaders and head department. They have more than 5 years of work experience. They are professionals who have education management experience or use relevant management experience to carry out their work.

2. Research instruments

Three research instruments were used to three research tools to examine the objectives of this paper. (1) Semi-structured interview, (2) A five-point rating scale questionnaire (3) Connoisseurship discussion form.

2.1 Semi-structured interview form

Through the semi-structured interview table, mainly by discovering the main factors, the semi-structured interview is preliminarily completed. The interview was mainly conducted in a non-face-to-face way. A total of 7 respondents were sent by mail and online.

2.2 Five-Point Rating Scale Questionnaire

The researchers used a three-part questionnaire; Part I: Demographic variables (Checklist), General information of the respondents, totaling 6 items, Part II: Effectiveness of human resources management model in art major of universities under Liaoning Province. (Five-point rating scale), totaling 76 items, and Part III: Suggestions and additional comments (Open Ended). Each factor is measured on a 5-point Likert's scale.

2.3 Connoisseurship Discussion 9 key informants included deans, program directors, instructors from different Higher Education by purposive sampling. They are managers/administrators with more than 15 years of working experience and rich management experience.

3. Data collection

(1) Researchers contacted key informants and sent interview questionnaires by email, telephone. (2) This part of the questionnaire can be distributed on site or collected through online links. About 354 questionnaires need to be completed in about 2 weeks. And (3) Connoisseurship Discussion can be conducted on site, with researchers leading participants and open-ended discussions.

4. Data analysis

(1) Conduct content analysis on the results of the interview (2) Descriptive statistical methods were used for analysis, including frequency, percentage, mean and variance. To achieve the results of objective 2. (3) Conduct content analysis on the results of Connoisseurship Discussion to obtain the results of objective 3 (4) Analysis data with AMOS by Exploratory Factor Analysis method.

Research Results

1. There were 5 components and 25 key variables of effectiveness of human resources management model in art major of universities under Liaoning Province, which consisted of 1) Resource allocation 2) Organization culture 3) Communication management 4) Labor relations 5); Technical support

2. Model validation of five components were founded and model fit with empirical data for all indicators. And;

3. There were total 15 sub-managerial guidelines of effectiveness of human resources management model in art major of universities. The arithmetic mean (\bar{x}), Standard Deviation (S.D.), Coefficient of variation(CV), Skewness (Sk) and Kurtosis (Ku)were calculated to confirm the numerical characteristics of the data., the arithmetic mean, standard deviation Skewness Kurtosis and level of each variable.

Table 4.12 Shoe the Basic information of the study variables

Item	Mean	S.D.	Level	Ku	Sk
1. Government financial support	3.661	1.212	High	-0.766	0.742
2. The impact of government policies on professional development	3.420	1.129	High	-0.821	0.672
3. Reasonable resource allocation system	3.613	1.261	High	-0.841	0.708
4. Integration between multiple disciplines	4.045	1.110	High	-0.843	0.665
5. Establish a good working environment	3.559	1.247	High	-0.424	0.879
6. Funds allocated by departments or projects	3.782	1.159	High	-0.738	0.799
7. Establish a performance appraisal and distribution system	3.197	1.342	Moderate	-0.605	0.819
8. Pay attention to the introduction of outstanding talents	3.322	1.397	Moderate	-0.814	0.692
9. The organization's strategic goals and long-term plans	3.0565	1.423	Moderate	-0.650	0.803
10. Advanced teaching facilities	3.0904	1.452	Moderate	-0.388	0.988
11. Provide staff care and support plans	4.1356	1.095	High	-0.731	0.714
12. Maintain the working environment and safety of faculty and staff	3.1695	1.403	Moderate	-0.679	0.767
13. Skills and experience levels of faculty and staff	3.1469	1.420	Moderate	-0.780	0.750
14. Salaries, salaries, benefits and training of faculty and staff	3.2627	1.353	Moderate	-0.655	0.812
15. Shared values	3.6667	1.219	High	-0.949	0.656
16. Strengthen the cultivation of innovative spirit	3.4407	1.019	High	-0.834	0.636
17. Construction of knowledge management system	3.5763	1.211	High	-0.595	0.867
18. Shape current culture based on past experience	3.2571	1.343	Moderate	-0.713	0.755
19. The organization emphasizes diversity and inclusion	3.4040	1.291	High	-0.777	0.686

20. Harmonious campus cultural environment	3.6780	1.247	High	-0.500	0.877
21. Optimization of the evaluation system	3.0847	1.385	Moderate	-0.586	0.863
22. Good working atmosphere	3.1949	1.429	Moderate	-0.502	0.860
23. Personal knowledge management strategy	3.9944	1.082	High	-0.696	0.832
24. Reasonable teacher development and promotion mechanism	3.1215	1.397	Moderate	-0.792	0.734
25. Teachers' social responsibility	3.1949	1.377	Moderate	-0.699	0.852
26. Good communication and feedback methods	3.1328	1.359	Moderate	-0.687	0.780
27. Encourage faculty and staff to innovate freely	3.1893	1.406	Moderate	-1.044	0.642
28. Encourage faculty and staff with different perspectives to participate in organizational management	3.3079	1.411	Moderate	-0.553	0.789
29. Encourage faculty and staff to continue learning	3.3644	1.426	Moderate	-0.662	0.850
30. Respond quickly to organizational changes	3.8898	1.073	High	-0.661	0.724
31. Convenient and efficient communication channels	3.4915	1.355	High	-0.718	0.729
32. Diversified communication channels	3.3305	1.149	Moderate	-0.718	0.733
33. Adjust communication strategies based on feedback results	3.5367	1.335	High	-0.479	0.880
34. Share information relevant to organizational decision-making and performance	3.8418	1.224	High	-0.478	0.893
35. Strengthen communication and coordination among faculty and staff	3.1158	1.171	Moderate	-0.784	0.734
36. Ensure the accuracy of communication information	3.5960	1.242	High	-0.581	0.794
37. Understand the characteristics, needs, expectations and interests of the audience	3.3390	1.296	Moderate	-0.509	0.884
38. Ensure information is concise and clear, and avoid vague and ambiguous expressions	3.2062	1.344	Moderate	-0.723	0.774
39. Avoid using language that could be interpreted as offensive	3.3503	1.410	Moderate	-0.589	0.818
40. Choose appropriate communication channels	3.2599	1.338	Moderate	-0.882	0.676
41. Reduce communication costs	3.1667	1.374	Moderate	-0.795	0.713
42. Develop a crisis communication plan	3.0028	1.306	Moderate	-0.784	0.694

43. Organize information in a logical order to help understanding and absorption	3.2203	1.374	Moderate	-0.831	0.716
44. Clear communication plan	3.3757	1.419	Moderate	-0.760	0.734
45. Improve the feedback mechanism	3.2034	1.393	Moderate	-0.519	0.843
46. Develop a communication plan during the change management process	3.3333	1.342	Moderate	-0.758	0.715
47. Legally operating labor relations	3.5734	1.269	High	-0.561	0.907
48. Reach a reasonable labor agreement	3.2881	1.159	Moderate	-0.605	0.807
49. Plan and manage the organization's teaching needs	3.1638	1.132	Moderate	-0.774	0.704
50. Manage salary system	3.2203	1.413	Moderate	-0.728	0.777
51. Pay attention to cultivating the professional value development of faculty and staff	3.1130	1.377	Moderate	-0.597	0.805
52. Protect the rights and interests of faculty and staff	3.2203	1.407	Moderate	-0.542	0.856
53. Promote employee participation in organizational decision-making and process improvement	3.1667	1.169	Moderate	-0.500	0.914
54. Clear labor contract	3.2232	1.385	Moderate	-0.871	0.724
55. Rewards and punishments for faculty and staff	3.5311	1.321	High	-0.413	0.843
56. Manage employee performance	3.5565	1.287	High	-0.680	0.817
57. Disputes and conflicts resolved	3.2881	1.404	Moderate	-0.498	0.907
58. Improve faculty and staff skills and knowledge	3.1638	1.330	Moderate	-0.615	0.837
59. Ensure a safe working environment	3.2034	1.347	Moderate	-0.470	0.855
60. The organization actively relies on external resources	3.4689	1.314	High	-0.767	0.739
61. Provide staff health support and well-being plans	3.0904	1.300	Moderate	-0.895	0.739
62. Provides more accurate information to support decision-making	3.6638	1.285	High	-0.829	0.683
63. Help managers track human resources activities such as faculty and staff information, salary, training, etc.	3.4153	1.136	High	-0.653	0.857
64. Course management system supports course planning, arrangement and evaluation	3.6243	1.276	High	-0.436	0.889
65. Make strategic decisions wisely	3.6610	1.379	High	-0.480	0.904
66. Support distance education and hybrid learning models	3.3588	1.387	Moderate	-0.623	0.797
67. Managers formulate educational strategies	3.5452	1.329	High	-0.665	0.807

68. Provide opportunities for teachers and classmates to interact	3.1610	1.301	Moderate	-0.832	0.754
69. Improve the efficiency and accuracy of assessment	3.5395	1.359	High	-0.753	0.733
70. Pay attention to the management of student information	3.6243	1.362	High	-0.515	0.821
71. Mobile applications support communication between schools and parents	3.2401	1.372	Moderate	-0.630	0.783
72. Analyze large-scale data, discover patterns, predict trends, and provide personalized recommendations	3.4266	1.386	High	-0.847	0.720
73. Support the implementation of financial management theory	3.3220	1.318	Moderate	-0.650	0.813
74. Flexibility and Remote Work Management Theory	3.4802	1.392	High	-0.764	0.722
75. Assist project managers in planning, executing and monitoring projects	3.6751	1.337	High	-0.810	0.670
76. Promotes real-time communication and collaboration among stuffs	3.3814	1.335	Moderate	-0.741	0.713

From Table 4.12, it is found that overall, the 76 question arithmetic mean between 2.600-4.100, 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 1.015 and 1.445, indicating that the respondents' opinions on the variable differ little.

4.2.2.1 Factor Model Based on Exploratory Factor Analysis

First, the structure and convergent validity analysis of the model are modified during the validity test. The second step is to establish corresponding relationships among the latent variables whose residuals are not independent, and to add certain paths, variables or parameters in the model. or deletion processing. No changes are made to the structural model after the two-step test.

After establishing the initial model and modifying the initial model in two steps, the final model and corresponding model fitting index are obtained as follows:

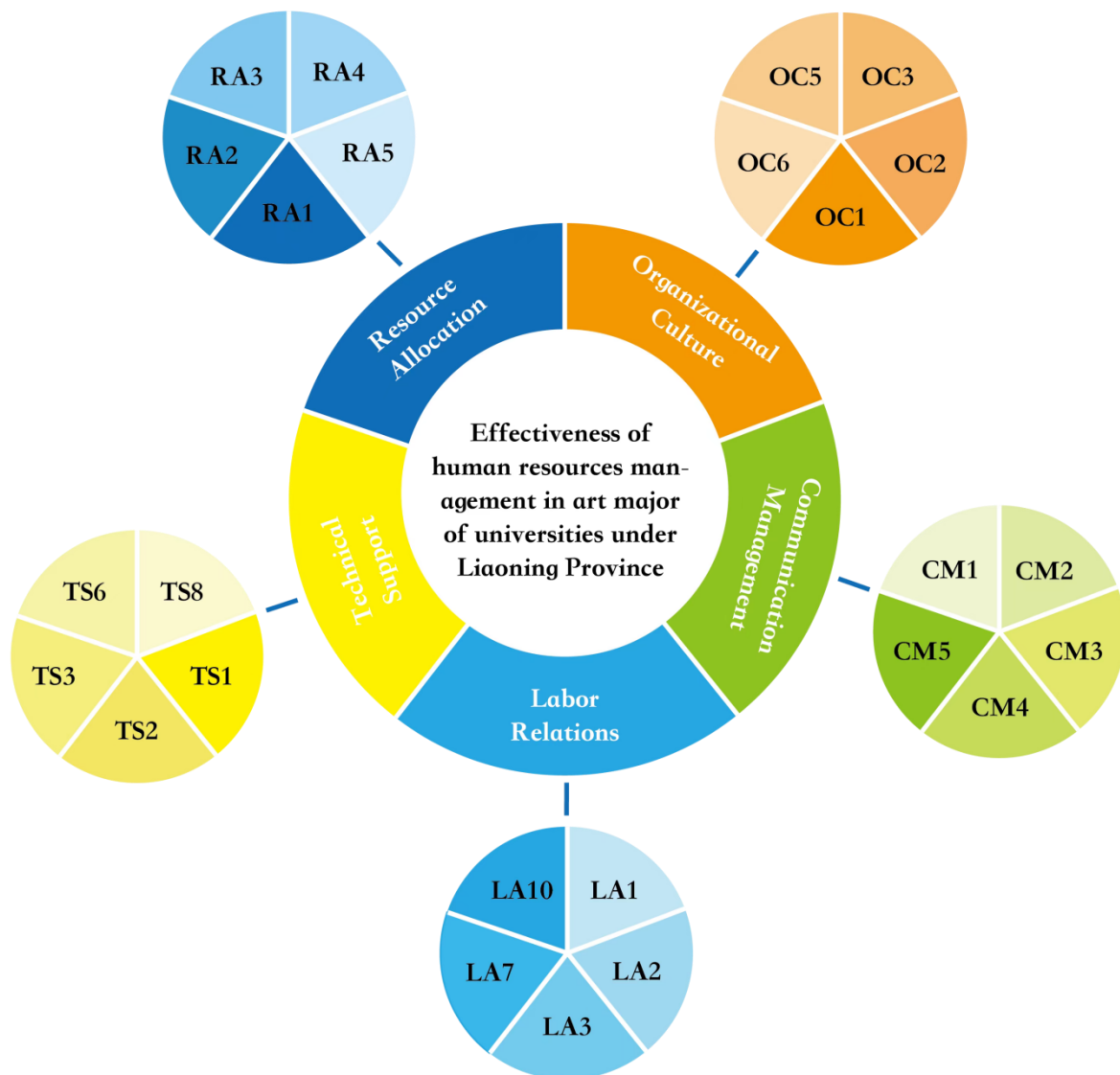


Figure 4.1: The components of the model of effectiveness of organization management model in private higher education under Hebei Province

4.2.2.2 Component Basic Summary Table

Table 4.13 Component Basic Summary Table

Factor	quantity
Factor1: Resource allocation	5
Factor2: Organizational Culture	5
Factor3: Communication Management	5
Factor4: Labor Relations	5
Factor5: Technical Support	5
summary	25
Analytical sample size	354

This data set has a total of 5 components, 25 variables, and 354 samples, which meet the basic data requirements of Exploratory factor analysis.

Step 3: Result of Data Analysis for propose the guideline to improve effectiveness of human resources management

A content analysis of the data from Connoisseurship discussion was performed. Based on the principle of freedom and voluntariness, The researcher sorted out and analyzed the discussions of 9 experts and reached the following conclusions.

Component 1: Resource allocation; consist of 1) Government financial support. 2) The impact of government policies on professional development 3) Reasonable resource allocation system 4) Integration between multiple disciplines 5) Establish a good working environment.

There are 3 guidelines of this component which can be summarized into the following:

1) Effective human resources management for arts majors in Liaoning Province's universities is closely tied to financial support, as these majors require specific resources for quality teaching, creative development, and subject excellence. Adequate financial backing facilitates the implementation of an efficient human resources management model, ensuring a strong foundation for sustainable development. Government policies significantly influence the environment for arts majors, while an adaptable human resources model aligns with these policies, enabling better responsiveness to societal needs and enhanced professional standards, fostering positive development within and beyond the province. Reasonable resource allocation is a key factor to ensure the efficient operation and development of the art major, and the human resource management model directly affects the composition, training and management of the teaching staff, thus having a profound impact on the reasonable allocation of overall resources. By scientifically and rationally allocating talents and other resources, the art major can better exert its educational and innovative functions, thereby making the use of overall resources more efficient and further promoting the sustainable development of the major.

2) In today's education landscape, interdisciplinary integration is essential for fostering students' comprehensive literacy and innovation. The human resource management model significantly impacts teaching staff composition, training, and management, playing a crucial role in interdisciplinary integration. An effective human resources model should support faculty construction, training, and performance evaluation, promoting closer integration and coordinated development of art majors in Liaoning Province across disciplines. A positive working environment, addressing factors like motivation, development, communication, and collaboration, enhances job satisfaction, creativity, and teaching conditions for faculty. Establishing such an effective human resources model contributes to creating a positive, healthy, and dynamic atmosphere, providing a solid foundation for the long-term development of art majors.

3) Fund allocation involves financial support, budget planning and resource allocation, while the human resource management model directly involves the allocation, training and performance management of teaching staff. The relationship between the human resource management model and the funds allocated to a department or project is interdependent. By scientifically and rationally allocating human resources to ensure that funds can be effectively used for the training of teachers, the updating of equipment, and the promotion of projects, the steady development of the art major can be promoted to the greatest extent.

Component 2: Organizational culture; consist of 1) Shared values 2) Strengthen the cultivation of innovative spirit 3) Construction of knowledge management system 4) The organization emphasizes diversity and inclusion. 5) Harmonious campus cultural environment.

There are 3 guidelines of this component which can be summarized into the following:

1) Share values can include mental health support, well-being programs, work-life balance, and more, directly impacting faculty and staff's job satisfaction, creativity, and overall performance. A human resource management model that focuses on providing care and support can directly contribute to the job satisfaction, creativity, and overall performance levels of arts faculty and staff. This is crucial to creating a positive working environment and promoting the long-term development of the art profession.

2) In the current era of the knowledge economy, cultivating an innovative spirit is crucial for art majors in universities. A robust human resources management model can enhance this cultivation through innovative education, talent training, and incentive mechanisms in Liaoning Province. The model's effectiveness is closely tied to the construction of a knowledge management system, which is pivotal in fostering innovation, improving teaching quality, and promoting subject development within art majors. The integration of knowledge management with teaching research and innovation culture contributes to the overall competitiveness and disciplinary development of art majors in Liaoning universities, playing a significant role in cultivating talents with advanced knowledge and innovative abilities.

3) The effectiveness of human resource management models in university arts majors is closely linked to an organizational emphasis on diversity and inclusion, impacting faculty and student diversity, creativity, and the openness of the academic environment. This involves diverse recruitment, cultural construction, and fostering inclusive atmospheres. In art majors, this is crucial for cultivating talents with creative thinking and cross-cultural communication skills. Establishing a diverse and inclusive environment enhances the overall quality of education, stimulates creativity, and attracts outstanding teachers and students, fostering positive, healthy, and dynamic development.

Component 3: Communication management; consist of 1) Convenient and efficient communication channels 2) Diversified communication channels 3) Adjust communication strategies based on feedback results 4) Share information relevant to organizational decision-making and performance 5) Strengthen communication and coordination among faculty and staff.

There are 3 guidelines of this component which can be summarized into the following:

1) Efficient communication is vital for fostering collaboration and understanding in arts education. An effective human resources management model establishes convenient channels, improving communication efficiency between teachers and students, fostering a more collaborative and innovative environment. Diversified communication channels, including online platforms and social media, cater to different audience needs, promoting a more open and collaborative academic environment and enhancing teaching and creative efficiency within the arts major.

2) By continuously obtaining and responding to feedback, the needs of teachers and students can be better met and communication effectiveness improved. This can be done by establishing an open feedback mechanism, regularly collecting feedback, analyzing and summarizing feedback data, and flexibly adjusting communication strategies. By establishing a feedback loop and adjusting communication strategies based on feedback results, the human

resource management model can better adapt to the needs of teachers and students and improve the effectiveness and adaptability of communication. This has special implications for teaching, creating, and teamwork in art majors, which often require more flexible and personalized communication methods.

3) Transparent information sharing enhances understanding between teachers and students, bolsters organizational cohesion, and plays a crucial role in decision-making and performance assessment. A human resource management model, through improved organizational transparency, employee participation, and open communication, establishes a fair and transparent culture, fostering job satisfaction and team cohesion in the arts profession. Effective communication channels, regular team meetings, and an open communication atmosphere, facilitated by the human resource model, create a positive work environment, promoting collaboration, creativity, research, and teaching quality within the art major.

Component 4: Labor relations; consist of 1) Legally operating labor relations 2) Reach a reasonable labor agreement 3) Plan and manage the organization's teaching needs 4) Promote employee participation in organizational decision-making and process improvement 5) Manage employee performance.

There are 3 guidelines of this component which can be summarized into the following:

1) Establishing legal and healthy labor relations is crucial for safeguarding faculty and staff rights, fostering a conducive working environment, and facilitating the progress of teaching and creative activities. Complying with labor laws, instituting fair salary policies, clear employment contracts, and providing training opportunities contribute to creating a fair, legally compliant environment. Through effective human resource management models and reasonable labor agreements, art universities can establish a stable, harmonious, and legally compliant working environment, enhancing faculty and staff satisfaction and promoting the sustainable development of the profession.

2) Through reasonable planning and effective management of teaching needs, the work of faculty and staff can be better supported and the quality of teaching can be improved. For example, we should improve the faculty recruitment and selection mechanism, establish a teaching staff team, strengthen the training and development of teaching staff, and rationally allocate and manage teaching resources. The human resources management model can better support and serve the teaching needs of art majors and provide a solid human resources foundation for education. This will help improve the competitiveness of the profession and cultivate more outstanding artistic talents.

3) Employee participation and investment, essential for creativity and innovation, can be facilitated by an open communication atmosphere, feedback mechanisms, decision-making platforms, incentive systems, and improvement projects. The human resource management model, by encouraging employee involvement in decision-making and process improvement, stimulates creativity, enhances organizational flexibility, and contributes to professional development in art universities. Effective performance management, achieved through clear standards, personalized goals, regular evaluation, and fair assessments, not only improves faculty performance but also fosters a positive organizational culture, promoting the sustainable development of the profession.

Components 5: Technical support; consist of 1) Provides more accurate information to support decision-making 2) Help managers track human resources activities such as faculty and staff information, salary, training, etc 3) Course management system supports course planning, arrangement and evaluation 4) Managers formulate educational strategies 5) Improve the efficiency and accuracy of assessment.

There are 3 guidelines of this component which can be summarized into the following:

1) Effective decision-making in art universities relies on a comprehensive understanding of talent status, employee needs, and organizational development, facilitated by the human resource management model through talent data analysis, retention analysis, satisfaction surveys, and training needs analysis. By providing accurate information support, the model enables decision-makers to make scientific and effective decisions, enhancing the competitive position of art universities. Additionally, the model aids managers in tracking and managing faculty and staff information, compensation, and training, promoting personalized employee care and supporting scientific decision-making for efficient organizational development.

2) In art universities in Liaoning Province, the effectiveness of the human resource management model is closely related to the course management system. This model collects employee information to provide basic data for course planning to ensure the training of talents that meet professional needs. At the same time, in collaboration with the course management system, better course arrangements can be achieved to match training with employees' actual work schedules. Together, they support the assessment and improvement of course quality by tracking employee engagement and training effectiveness. In addition, the performance appraisal results in the human resources management model are associated with the training records in the course management system, so that the training results are better reflected in the performance evaluation. Overall, this synergy helps realize the talent training strategy of art universities, improves training effects, and promotes the school's teaching and academic development.

3) In Liaoning Province's art universities, the human resource management model's effectiveness, closely tied to technical support, aids managers in shaping educational strategies and decision-making. Technical support facilitates efficient acquisition and utilization of data, enabling personalized training plans and promoting online learning for enhanced engagement. The integration of performance evaluations and feedback, supported by technological innovation, ensures forward-looking educational strategies, adapting to changing environments and elevating educational quality and influence in art universities. Technical support in performance evaluation enhances efficiency and accuracy, with real-time data access and automated tools streamlining the process, fostering a credible and continuously improving evaluation system, thereby enhancing educational quality and professionalism.

Discussion

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

5.2.1 Discussion about major findings of objective 1: To explore the components of human resources management in art major of universities under Liaoning Province.

There were 5 components of the effectiveness of human resources management model in art major of universities under Liaoning Province which Resource allocation, Organizational culture, Communication management, Labor relations, Technical support.

Resource allocation, organizational culture, communication management, labor relations and technical support are key components of the human resources management model for art majors in universities under Liaoning Province. They interact and jointly affect the quality of education, student creativity, and faculty performance in universities. Therefore, universities need to focus on coordinating and integrating these elements to ensure effective human resources management and high-quality arts education.

The effectiveness of resource allocation is very critical for art majors. This includes funding, space, equipment and human resources. If universities can allocate these resources reasonably enough, they can provide high-quality education and training and encourage students to develop their talents in the arts. Having highly qualified teachers and mentors is part of the resource allocation. Recruiting, training, and retaining faculty with arts backgrounds and expertise is critical to the success of universities.

Organizational culture directly shapes the attitudes and values of faculty, staff, and students, which is especially important for arts majors. A culture that encourages innovation, free thinking and expression inspires students' creativity and inspires faculty and staff to make outstanding contributions in education and the arts.

Communication management plays a key role in art majors in universities. Transparent communication channels facilitate understanding of policies, goals and expectations between universities management, teachers and students, reduce uncertainty and misunderstandings, and improve teamwork. At the same time, art majors often require collaborative and interdisciplinary work, so effective communication management can promote teamwork.

Positive labor relations are crucial to the human resources management of art majors in universities. Staffs satisfaction is directly related to their job performance and motivation. Providing reasonable compensation, benefits, career development opportunities, and career security can attract and retain high-quality teachers and staff, thereby improving the quality of education and creative performance.

Technical support is becoming more and more important in art majors in modern universities. Modern technology can improve the quality of education and provide online learning and teaching resources. Arts majors may require specific technology equipment and software to support students creation and expression. Data analysis tools can also help universities better understand students needs to improve education models.

5.2.2 Discussion about major findings of objective 2: To establish the model of human resources management in art major of universities under Liaoning Province.

Research Findings to confirm the effectiveness of human resources management model in art major of universities under Liaoning Province of 5 components consists of: Resource allocation, Organizational culture, Communication management, Labor relations,

Technical support, the 25 key variables of 5 components are founded and model fit with empirical data for all indicators. Researchers consulted a large number of documents through the literature analysis method, and found a model have 5 components and 76 key variables. Through these factors, the data is processed and constructs a structural equation model.

First, the research method is based on the valid data obtained by the analytical instruments, with good validation results and good model results. The corresponding structural equation model was established by analyzing the model data by confirmatory factor analysis. Through model analysis, this study obtained a good model structure on the basis of available data analysis. However, in addition to the data itself, further research and analysis by experts in related fields are needed to better illustrate the validity of the model. Through the confirmatory factor analysis, the 5 components of the effectiveness of human resources management model in art major of universities under Liaoning Province are component 1.2.3.4.5, and they will be discussed.

5.2.3 Discussion about major findings of objective 3: To formulate guidelines for improving the effectiveness human resources management in art major of universities under Liaoning Province.

There were total 15 guidelines: Component of Resource Allocation of the effectiveness of human resources management model in art major of universities under Liaoning Province : There were 3 guidelines. Component of Organizational Culture of the effectiveness of human resources management model in art major of universities under Liaoning Province : There were 3 guidelines. Component of Communication Management of the effectiveness of human resources management model in art major of universities under Liaoning Province : There were 3 guidelines. Component of Labor Relations of the effectiveness of human resources management model in art major of universities under Liaoning Province : There were 3 guidelines. Component of Technical Support of the effectiveness of human resources management model in art major of universities under Liaoning Province : There were 3 guidelines.

Conclusions

Through content analysis. After data collection, content analysis will be conducted to analyze the collected data. From the perspective of research objectives, the main findings are as follows:

1) There were 5 components and 25 key variables of effectiveness of human resources management model in art major of universities under Liaoning province, which consisted of 1) Resource Allocation 2) Organizational Culture 3) Communication Management 4) Labor Relations 5) Technical Support.

2) Model validation of five components were founded and model fit with empirical data for all indicators. And;

3) There were total 15 sub-managerial guidelines of effectiveness of human resources management model in art major of universities under Liaoning province.

Recommendations

Recommend for Policies Formulation

In order to human resources management in art major of universities under Liaoning Province more effectively, it is suggested to follow the following principles when formulating policies:

1) Resource Allocation: Efficiently allocate resources, such as funding, facilities, and materials, to support faculty research and student artistic projects. Regularly review resource allocation to ensure that it aligns with the evolving needs of the art programs.

2) Ethical and Cultural Awareness: Policies should promote ethical conduct and cultural awareness among faculty and students. Emphasize the ethical responsibilities of artists in society. Encourage discussions and activities that promote cultural sensitivity and awareness.

3) Faculty Development: Prioritize the development of faculty members by offering opportunities for research, artistic expression, and professional growth. Support faculty attendance at conferences, workshops, and exhibitions, allowing them to stay current in their fields and contribute to the academic community.

4) Student-Centered Approach: Policies should focus on the needs and experiences of students. Create an environment that fosters active learning, creativity, and personal development. Provide academic and career counseling services to help students set and achieve their artistic and academic goals.

5) Diversity and Inclusion: Promote diversity among faculty and students, striving for inclusivity. Encourage applications from students of various backgrounds and create an environment where all voices are heard and respected. Implement policies that ensure equal access to resources and opportunities for all students.

6) Professional Standards: Set clear and high standards for faculty qualifications and expertise. Policies should outline the qualifications required for faculty teaching in art majors. Establish guidelines for teaching methods, ensuring that students receive a high-quality education that aligns with industry and artistic standards.

7) Interdisciplinary Collaboration: Encourage interdisciplinary collaboration among faculty and students, providing opportunities for them to work together on artistic and research projects. Create spaces and programs that facilitate cross-disciplinary interactions, fostering a dynamic academic community.

8) Flexibility and Innovation: Allow flexibility and innovation in teaching methods and curriculum design. This flexibility enables adaptation to evolving artistic trends and educational needs. Encourage experimentation and unconventional approaches to teaching and learning.

9) Quality Assurance: Implement quality assurance mechanisms to evaluate the effectiveness of policies and educational programs. Regular assessments should be conducted to identify areas for improvement. Use feedback from students and faculty to make continuous enhancements to the educational experience.

10) Community Engagement: Promote engagement with the local artistic community, including partnerships with museums, galleries, and cultural organizations. Arrange opportunities for students and faculty to showcase their work and engage with the broader art world, providing real-world exposure.

Recommendation for practical application

rtnerships with museums, galleries, and cultural organizations. Arrange opportunities for students and faculty to showcase their work and engage with the broader art world, providing real-world exposure.

This study determines the current management status of art major in universities under Liaoning Province, the scope of universities management model reform, influencing factors, and how to promote the effective management of human resources in universities. Based on these findings, the researchers put forward some ideas for effective management practices of art major in universities in Liaoning Province:

1) Establish faculty development programs that focus on improving teaching skills, artistic expertise, and research capabilities. Provide opportunities for faculty to attend workshops, conferences, and training sessions to stay updated with the latest pedagogical and artistic trends.

2) Encourage faculty to engage in research and artistic projects to enhance their expertise. Regularly review and update the curriculum to reflect current industry demands and artistic trends. Introduce interdisciplinary courses that allow students to explore multiple art forms, encouraging creative thinking and collaboration.

3) Include practical and hands-on experiences in the curriculum to enhance students' artistic skills. Offer scholarships and financial aid to students from diverse backgrounds, making art education accessible to a wide range of students.

4) Create a welcoming and inclusive environment where students of all backgrounds feel valued and supported. Encourage diverse artistic expression and exploration of cultural perspectives in artistic work. Efficiently allocate resources to provide students with necessary materials, equipment, and studio space for their artistic projects.

5) Invest in state-of-the-art facilities and technology to support students' creative endeavors. Regularly assess and adjust resource allocation to ensure that it aligns with the evolving needs of the art programs. Implement quality assurance mechanisms that include regular assessments, peer reviews, and evaluation of faculty and student performance.

6) Maintain high standards of education and artistic development by consistently reviewing and enhancing the curriculum and teaching methods. Foster partnerships and collaborations with local art organizations, galleries, museums, and cultural institutions.

7) Provide opportunities for students and faculty to exhibit their work, participate in art shows, and engage with the broader artistic community. Organize art-related events, workshops, and lectures that connect students with professionals in the field. Integrate ethical and cultural awareness into the curriculum, encouraging students to consider the social and cultural impact of their artistic work.

8) Promote discussions and activities that raise awareness of ethical responsibilities and cultural sensitivity among artists. Establish career counseling and support services to assist students in their transition from academia to professional careers. Develop mentorship programs that connect students with experienced artists who can provide guidance and advice.

9) Create spaces and programs that facilitate interdisciplinary collaboration among students and faculty from different art forms. Encourage the exchange of ideas, skills, and experiences to enhance the overall learning environment. Allow flexibility in course design, enabling experimentation and innovation in teaching methods.

10) Support faculty in exploring new teaching technologies and methods to adapt to changing educational needs and artistic trends. By implementing these detailed practices, universities in Liaoning Province can cultivate a nurturing and inclusive environment for art majors, preparing students for successful careers in the arts and promoting the ongoing development of faculty and artistic excellence.

Recommendation for Further Research

Although this study has made some explorations into the effectiveness of human resources management in art major of universities under Liaoning Province, it's important to acknowledge that it is just a starting point and is subject to certain limitations. Some of the common limitations of such studies might include:

1) Sample Size: The study may have focused on a limited number of universities or art programs, which might not fully represent the diversity and complexity of the entire region or art education in Liaoning Province.

2) Data Collection: The data collected for the study may have been limited to certain timeframes or sources, potentially missing out on evolving trends and perspectives.

3) Generalizability: Findings from a specific region or set of universities may not be directly applicable to other regions or institutions with different contexts, cultures, and resources.

4) Subjectivity: Human resources management effectiveness can be influenced by various subjective factors, including the opinions and experiences of faculty and students, which may not be entirely captured in quantitative data.

5) Evolving Context: The art education landscape is constantly evolving, and what is effective today may not be so in the future. Policies and practices can change, affecting the management of human resources.

6) Resource Constraints: Research limitations may have been imposed due to resource constraints, such as time, budget, or access to certain data sources.

7) External Factors: The effectiveness of human resources management in universities can also be influenced by external economic, social, and political factors that are beyond the scope of the study.

8) Data Availability: Availability of certain data, such as detailed financial or personnel records, can limit the depth of analysis.

To address these limitations and continue exploring the effectiveness of human resources management in art majors of universities under Liaoning Province, future research might consider expanding the sample size, conducting longitudinal studies to track changes over time, and exploring the influence of external factors and cultural context. Additionally, a combination of quantitative and qualitative research methods can provide a more comprehensive understanding of this complex topic.

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