

# **The Team of Teacher on Building Management for the Major of Art Design in Universities under Liaoning Province**

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## **Abstract**

The objectives of this research were: (1) to explore the components of teacher team building management of Art Design major in universities under Liaoning Province; (2) to propose the guidelines for improving the teacher team building management of Art Design major in universities under Liaoning Province.

The research was mixed methodology design which were comprised of quantitative and qualitative research. The population composed of 703 administrators and teachers of art design major in universities under Liaoning Province. The sample was 254 administrators and teachers, with stratified random sampling method. The researcher determined sample size with Krejcie and Morgan table (1970). The 7 key informants were mainly presidents, deans, department heads and discipline leaders of universities with art design major in Liaoning Province, and were obtained by purposive sampling method. The instruments used for data collection were in-dept interview form, five-point rating scale questionnaires and Focus Group Discussion form. Statistics used for data analysis included frequency, percentage, mean, Standard Deviation, Exploratory Factor Analysis (EFA), and Content Analysis was employed.

The research findings were: (1) Teacher team building management of art design major in universities under Liaoning province includes Academic Development, Team Management, Job Satisfaction, External Resources 4 components and 69 variables; (2) There were 5 effective guideline for Teacher Team Building Management for the Art Design Major in Liaoning province.

**Keywords:** Building Management; Major of Art Design; Universities under Liaoning Province

## **Introduction**

As the former Harvard University President, Conant, once said, "The honor of a university is not seen in the number of its buildings, nor in the number of people, but in the quality of its teachers." This illustrates that teachers are the mainstay of university construction, and their strength has always been an important force in the development of schools (Zhang Mengdi, 2021:1). In the face of the implementation of strategies for talent strengthening and science-education rejuvenation, as well as fierce competition among numerous universities for student resources, teaching universities, as the main forces of mass higher education, must build their teaching staff to improve their core competitiveness and thereby enhance their competitiveness (Wang Meijiao, 2005: 48).

For public universities in Liaoning Province, this issue is even more urgent. Firstly, the construction and management of the teaching team play a key role in improving the quality of education and student academic achievement. Good team construction and effective management can help teachers better share knowledge, coordinate teaching activities, and thereby optimize teaching effects. Improvements in the title structure, academic degree structure, and stability of teachers can make the teaching team more professional and stable, which contributes to improving the quality of teaching and thus enhancing students' academic achievements. Secondly, the issue of the construction and management of the teaching team in art and design majors has a significant role in promoting university teaching reforms and the development of art and design majors. Especially in Liaoning Province, these universities play a key role in the construction and development of art and design majors. By studying and solving these problems, new ideas and plans can be provided for the reform of university education and the development of art and design majors. Thirdly, solving the problems of teacher team construction and management not only has a profound impact on improving the quality of teaching and teaching management within the university but also has a positive effect on the external socio-economic development.

The expected outcome of the research is to deepen understanding and resolve the problems of faculty team construction and management in the art and design programs in universities in Liaoning Province. Through the research, hoping to propose effective strategies and measures to improve the structure of the teaching staff, the educational structure, enhance personnel stability, and optimize the management of the teaching staff.

## **Research Objectives**

1. To explore the components of Teacher team Building Management of Art Design Major in Universities under Liaoning Province.
2. To propose the guidelines for improving the Teacher team Building Management of Art Design Major in Universities under Liaoning Province.

## **Research Methodology**

### **1. Population and sample**

The population consists of 703 people, who are 581 teachers and 122 administrators from public universities with art design majors in Liaoning province. The sample total of 254. Consists 209 teachers and 45 administrators. Researchers use Krejcie and Morgan table to determine the sample size, and selected by cluster random sampling technique.

### **2. Research instruments**

The researchers used a three part questionnaire; Part 1: Demographic variables, general information. Part 2: Variables on teacher team building management of art design major in universities under Liaoning Province. (five-point rating scale). Part 3: Recommendations and Additional Comments.

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 index item objective congruence (IOC), and the item value between 0.60-1.00. For reliability, Cronbach's Alpha was used for analysis at 0.927

### 3. Data collection

Data was collected from 7 key informants from selected documents (textbooks, articles, and researchers) and expert interviews.

Step1 To study the concept of Teacher team Building Management of Art Design Major in Universities under Liaoning Province.

Step2 To explore the components of Teacher team Building Management of Art Design Major in Universities under Liaoning Province.

Step3 To propose the guidelines for improving the Teacher team Building Management of Art Design Major in Universities under Liaoning Province.

### 4.Data analysis

The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of effectiveness management were analyzed by descriptive statistics; mean, Standard Deviation (S.D.). The components of academic management were analyzed by Exploratory factor Analysis (EFA).

## Research Conceptual Framework

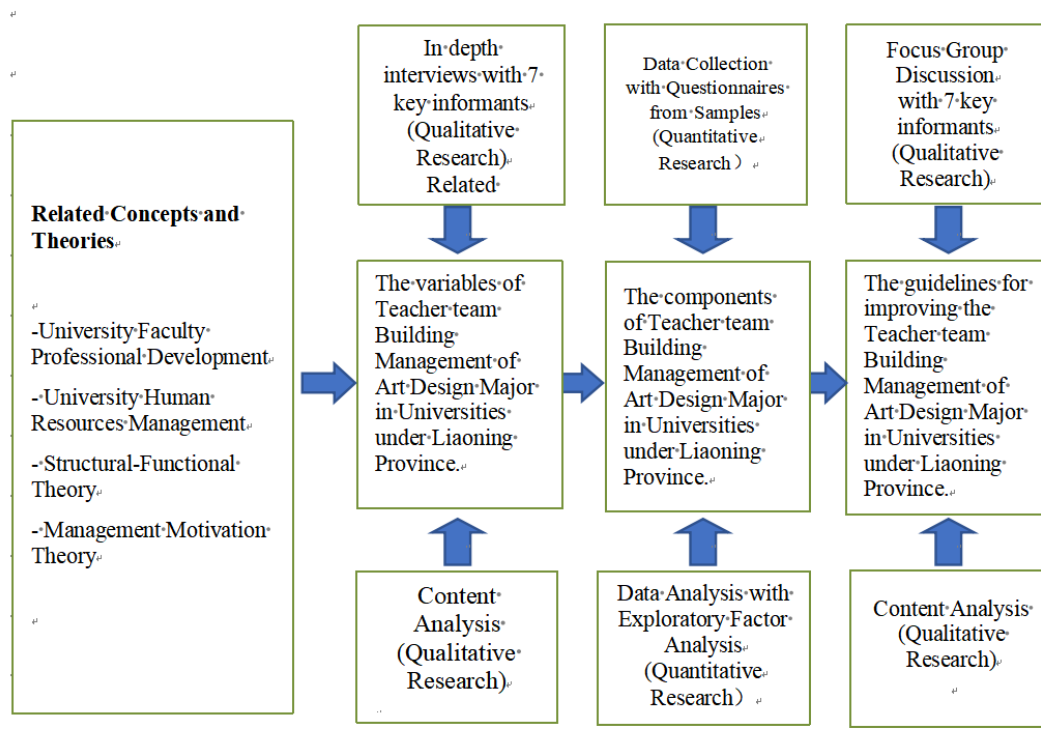


Figure 1: Research Conceptual Framework

## Research Results

### Section 1: Result of Content Analysis for Research Objective 1

Based on the literature review and interviews with key information providers, the researcher combined the total number of variables from both sources and selected 92 effective variables after repeated comparisons. A five-point sub-scale questionnaire was compiled based on these variables as a research tool. The quality of the tool was tested through content validity and reliability. In terms of the content validity of the questionnaire, the researcher sent it to five research experts for verification. The method of Item Objective Congruence (IOC) was adopted, variables with a score of less than 0.6 were removed, Finally, with 4 components and 83 variables retained in the questionnaire.

### Section 2 : Result of Data Analysis for Research Objective 2

According to statistics, there are about 703 art design major's teachers and administrators in these 14 universities in Liaoning Province. In this survey, researchers distributed about 254 questionnaires and recovered 254. They are art design major's teachers and administrators in these 14 universities in Liaoning Province, and are distinguished according to gender, age, education level and professional title.

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

Through sorting out the questionnaires, the researcher found that the basic composition of the survey samples was as follows: 53.54% of the samples are "Female" and 46.46% are Male. In terms of age, 26.38% of the samples were 25-34 years old, 38.58% were 35-44 years old, 22.05% were 45-54 years old, and 12.99% were over 54 years old. In terms of academic qualifications, 45.67% of the samples are Undergraduate course, 37.01% of "Master" and 17.32% of "Doctor". From the perspective of work experience, 25.98% of the samples have 1-5 years, 38.98% have 6-10 years, 27.56% have 11-15 years and 7.48% have more than 15 years. In terms of professional titles, 38.98% of the samples were Teaching assistants, 40.94% were "lecturers", and 20.08% were "professors".

#### Part II Questionnaire Data Analysis Results: Variable Analysis

among the 83 measurement items, the average value of each item ranges from 3.15 to 4.22; The standard deviation of each item is between 0.762 and 1.125. The average of the remaining variable is at a high level.

**Table 1** The KMO Meyer Olkin and bartlett's test

KMO and Bartlett test		
Kaiser Meyer Olkin measure of sampling efficiency		0.897
Bartlett's Test of Sphericity	Approx. ChiSquare	15754.232
	df	3403
	Sig.	0.000

Firstly, the KMO value is analyzed. If the value is greater than 0.8, it is very suitable for factor analysis. If the value is between 0.7 and 0.8, it is suitable for factor analysis. If this value is 0.6 and 0.7, it indicates that factor analysis can be performed; If the value is less than 0.6, it is not suitable for factor analysis. Second: if the p value corresponding to Bartlett test is less than 0.05, it is also suitable for factor analysis; Third: If there are only two analysis items, the KMO is 0.5 in any case. Information enrichment is studied by using factor analysis method. First, whether the data is suitable for factor analysis is studied. As can be seen from the above

table, KMO is 0.897, greater than 0.6, which meets the prerequisite requirements of factor analysis, indicating that this data can be used for factor analysis research.

The correlation coefficient between items was significant. If significant (i.e.sig.<0.05), then It was applicable to factor analysis. The analysis at this stage uses the principal component extraction factor.Orthogonal rotation and varimax rotation were used for analysis (PCA). Standards used considerations were as follows: (1) 0.55 or higher was a very significant result, Factor load, (2) according eigenvalue was greater than 1, and (3) There were more than three variables.

**Table 2** Data analysis results the questionnaire: Characteristic value, variance percentage, cumulative variance percentage

Component	Rotation sums of squared Loadings		
	Eigenvalues	Percentage of Variance	Percentage of Cumulative
1	11.961	14.411	14.411
2	11.653	14.040	28.451
3	11.462	13.810	42.260
4	10.633	12.810	55.071
Extraction method: principal component analysis			

The above table analyzes the factor extraction situation and the amount of information extracted. As can be seen from the table, a total of 4 factors were extracted, with their rotated variance explanation rates being 14.411%, 14.040%, 13.810%, and 12.810%, respectively. The cumulative variance explanation rate is 55.071%, which exceeds 50%, indicating that sufficient information has been extracted and validating the scale's adequacy.

To sum up, we can see that after dimensionality reduction, 83 independent variables were dimensionally reduced to form 4 principal components, but some items have factor loads below 0.5. Therefore, 14 items need to be deleted.As can be seen from Table 3, the scale has 4 components and 69 variables,which can be divided into academic development , team management, job satisfaction , external resources.

**Table 3** Data analysis results of the third part of component and variables described in each major component after rotating the axis

order	assembly	Number of variables	Factor load
1	Component 1	18	0.720-0.796
2	Component 2	17	0.744-0.831
3	Component 3	18	0.658-0.775
4	Component 4	16	0.737-0.809
	Total	69	0.658-0.831

According to the research criteria, the researchers removed items with a load score of less than 0.5 and retained items with scores above 0.5. This study consists of four components: component 1: 18 variables, component 2: 17 variables; component 3: 18 variables; component 4: 16 variables; It showcases Teacher team building management of art design major in universities under Liaoning province related Factors.

component 1 consists of 18 variables. After the rotation axis, the factor load of this dimension ranges from 0.720 to 0.796, and the maximum eigenvalue is 11.961, which can explain the total variance of 14.411%. The researcher named it "Academic Development." component 2 consists of 17 variables. After the rotation axis, the factor load of this component ranges from 0.744 to 0.831, and the maximum eigenvalue is 11.653, which can explain the total variance of 14.040%. The researcher named it "Job Satisfaction." component 3 consists of 18 variables. After the rotation axis, the factor load of this component ranges from 0.658 to 0.775, and the maximum eigenvalue is 11.462, which can explain the total variance of 13.810%. The researcher named it "Team Management." component 4 consists of 16 variables. After the rotation axis, the factor load range of this component is 0.737-0.809, and the maximum eigenvalue is 10.633, which can explain the total variance of 12.810%. The researcher named it "External Resources."

### **Section 3: Result of Data Analysis for Research Objective 3 :**

The focus group discussion was chaired by the researcher. "Teacher team building management of art design major in universities under Liaoning province" 9 key informants include President, Vice President, Dean, Vice Deans and Head of the Departments. They come from relatively representative public universities in Liaoning province: Luxun Academy of Fine Arts, Liaoning University, Bohai University and so on. They have more than 15 years of working experience and 10 years of management experience. They are professionals who have teacher team building management experience or use relevant management experience to carry out their work. They have reasonable experience or some achievement and in wide reckoning education and management. According to the above criteria, the key informants were selected by means of purposive sampling techniques.

The data from focus group discussions were analyzed. In line with the principle of freedom and voluntarily, the experts speak freely and put forward the teacher team building management of art design major in universities under Liaoning province. According to the results of research objective 1 ( To explore the components of teacher team building management of art design major in universities under Liaoning province), the components of teacher team building management of art design major is formulated. The researcher selected the four components in the study Step 2 of the research topic and to discuss the guidelines and researchers to synthesis the guidelines before sent to the Focus Group Discussion by the result of step 2.

The researcher sorted out and analyzed the discussions of 9 experts and reached the following conclusions :

#### **1.Component 1: Academic development**

AD1:Enhance expertise and teaching methods through regular workshops, peer reviews, and feedback to promote continuous improvement in art and design skills and teaching effectiveness.

AD2:Support academic research by providing access to funding, resources, and collaboration opportunities, encouraging faculty to conduct high-quality research.

AD3:Facilitate professional growth with structured opportunities for conferences, exchanges, workshops, and clear career advancement pathways.

AD4:Promote collaborative teaching by encouraging resource sharing, interdisciplinary courses, and joint research projects.

AD5:Implement and regularly update teaching techniques, tools, and evaluation methods to ensure effective classroom control and standardized resources.

AD6:Establish strong methods to assess and improve teaching and research through student feedback and peer evaluations.

To enhance academic development in Liaoning Province's universities' art design major, institutions should promote expertise, support research, facilitate growth, foster collaboration, and implement effective teaching and assessment practices.

### **2.Component 2: Team management**

TM1:Foster teamwork with regular meetings, open communication, and effective information-sharing tools.

TM2:Ensure fair resource distribution, clear roles, and balanced workloads to reduce stress and streamline operations.

TM3:Promote the establishment of a clear level rewards system to incentivize students and faculty. Transparency and fairness in the reward system are crucial to ensure everyone understands and accepts the principles of reward distribution.

TM4:Manage and Resolve Disputes. Implement systems for managing and resolving disputes promptly and fairly. Regular discussions for planning and problem-solving can help in preemptively addressing potential issues.

TM5:Supportive and Transparent Leadership. Ensure that team leadership is supportive and transparent. Clearly define the hierarchy and facilitate a transparent decision-making process. Provide assistance and guidance to team members through administrative support and mentoring.

To enhance team management in Liaoning Province's universities' art design major, institutions should foster collaboration, manage resources effectively, promote positive values, manage disputes efficiently, and ensure supportive and transparent leadership.

### **3.Component 3: Job satisfaction**

JS1:Enhance Workplace Conditions. Ensure a positive physical and psychological workplace environment. Provide adequate support for personal and professional challenges and foster a culture of innovation and creativity.

JS2:Promote Continuous Learning and Development. Provide continuous learning and professional development opportunities. Offer time off for research and professional development, and support access to networks and professional connections.

JS3:Effective Guidance and Support. Facilitate guidance and support from experienced faculty and colleagues. Ensure that team leaders are able to guide and inspire, and implement constructive feedback mechanisms.

JS4:Encourage Independence and Recognition. Allow a degree of independence and freedom in carrying out tasks. Recognize and support excellence in teaching and research through awards and other forms of recognition.

JS5:Retention and Integration. Develop methods and policies for retaining talented team members. Ensure effective orientation and integration of new team members and support long-term planning and goal setting.

JS6:Support from Administration. Ensure strong support from university or college administration for all these initiatives. Provide assistance and encouragement from colleagues and foster a supportive environment.

To enhance job satisfaction in Liaoning Province's universities' art design major, institutions should improve workplace conditions, promote continuous learning, provide effective guidance and support, encourage independence and recognition, and ensure strong administrative support.

#### **4. Component4: External resources**

ER1:Foster Collaborations and Partnerships. Develop and maintain collaborations with other organizations, industry professionals, and international institutions. These partnerships can enhance research opportunities, provide access to new technologies, and facilitate knowledge exchange.

ER2:Engage with the Community. Actively involve the institution in community and public outreach. Organize and participate in educational events to promote the institution's presence and impact within the broader community.

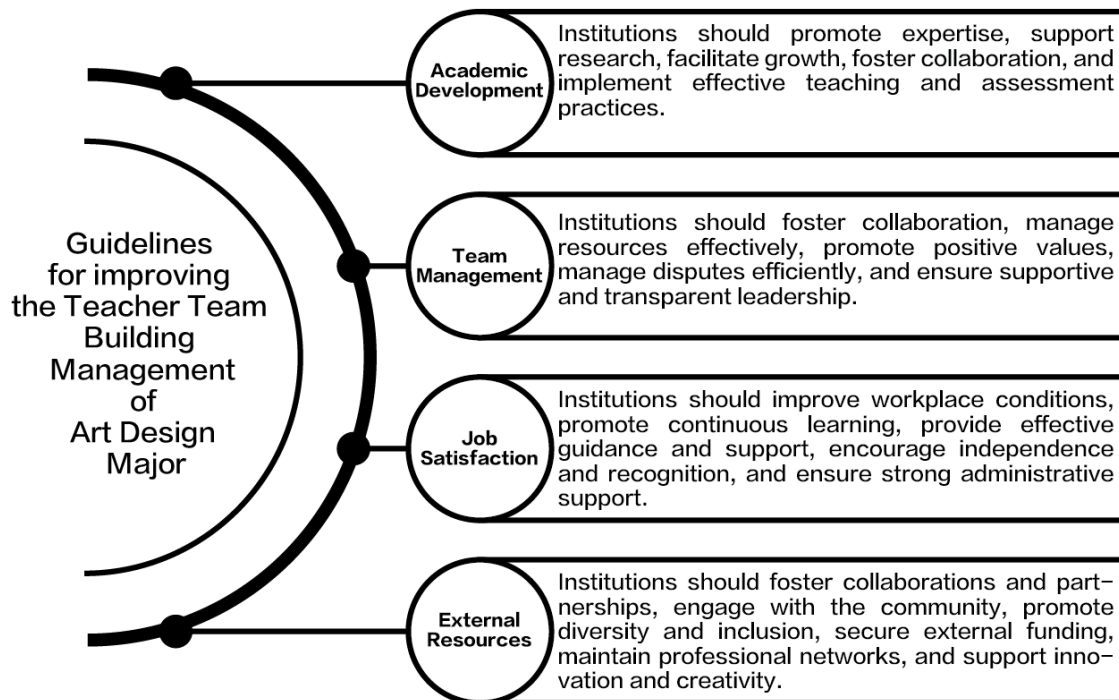
ER3:Promote Diversity and Inclusion. Ensure that diversity and inclusion are prioritized within the team. Understand and integrate cultural differences, and maintain effective and accessible communication to foster a diverse and inclusive environment.

ER4:Secure and Utilize External Funds. Seek external funding sources for academic and research projects. Use financial resources effectively to support innovative projects, teaching techniques, and career progression opportunities.

ER5:Support Innovation and Creativity. Implement policies and practices that encourage innovation and creativity. Provide resources and a supportive environment for handling specific academic and research projects.

To effectively leverage external resources in Liaoning Province's universities' art design major, institutions should foster collaborations and partnerships, engage with the community, promote diversity and inclusion, secure external funding, maintain professional networks, and support innovation and creativity.





## Discussion

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

There were 4 components of teacher team building management of art design major in universities under Liaoning province which consists of (1) Academic Development of art design major in universities under Liaoning province. (2) Team Management of art design major in universities under Liaoning province. (3) Job Satisfaction of art design major in universities under Liaoning province. (4) External Resources of art design major in universities under Liaoning province.

**Component 1: Academic Development.** It is the fundamental variable to achieve the developmental goals of the art design major, directly impacting the academic performance and influence of the major, and is of great significance to its development and social impact. The results of this research align with the theoretical findings of Liang Qianyi (2018:76). To enhance the teacher team building management of art design major in universities under Liaoning Province, it is necessary to optimize academic development strategies. The importance of academic development lies in its ability to improve the academic standards and research capabilities of faculty members, thus maintaining the competitiveness and quality of the major. It encourages faculty and staff to engage in continuous learning and professional growth, thereby promoting the overall academic excellence of the art design major. According to research by Tian Yao (2017:20), providing comprehensive academic support and opportunities for professional development is critical to attracting and retaining outstanding talent. Sufficient academic development resources can motivate faculty members to be more engaged in their scholarly activities and make greater contributions to teaching and research in art design majors. Research by Li Jie. (2019) found that through a clear system of academic recognition and rewards, faculty and staff can be motivated to excel in their work. This helps to create a positive academic environment and drive the members to achieve significant

accomplishments in the field of art design. Huang Ciyin. (2006) points out that fostering an environment that encourages academic innovation and creativity is essential for the long-term success of the art design profession. This strategy ensures the stability and trust of the academic community by stimulating innovative thinking among students and staff, while also ensuring fairness in decision-making processes. When these processes are perceived as fair and transparent, faculty and staff are more likely to fully engage in various academic pursuits, thereby advancing the professional development of the art design field.

**Component 2: Team Management.** It is the fundamental variable to achieve the developmental goals of the art design major, directly impacting the performance and influence of the major, and is of great significance to its development and social impact. The results of this research align with the theoretical findings of Yuan Xi (2003). To enhance the teacher team building management of the art design major in universities in Liaoning Province, it is necessary to optimize team management strategies. The importance of team management lies in its ability to improve the coordination and collaboration among faculty members, thus maintaining the competitiveness and quality of the major. It encourages faculty and staff to engage in effective teamwork, thereby promoting the overall performance of the art design profession. According to research by Han Xu and Wu Guangbiao (2015:184), providing comprehensive support for team-building activities and opportunities for professional development is critical to attracting and retaining outstanding talent. Effective team management can motivate faculty members to be more engaged in their collaborative activities and make greater contributions to teaching and research in art design majors. Research by Qian Haiting (2015) found that through a clear system of team recognition and rewards, faculty and staff can be motivated to excel in their collaborative efforts. This helps to create a positive working environment and drive the members to achieve significant accomplishments in the field of art design. Yang Fangqing (2014:94) points out that fostering an environment that encourages teamwork and innovation is essential for the long-term success of the art design profession. This strategy ensures the stability and trust of the academic community by stimulating collaborative thinking among students and staff, while also ensuring fairness in decision-making processes. When these processes are perceived as fair and transparent, faculty and staff are more likely to fully engage in various collaborative pursuits, thereby advancing the professional development of the art design field.

**Component 3: Job Satisfaction.** It is the fundamental variable to achieve the developmental goals of the art design major, directly impacting the performance and influence of the major, and is of great significance to its development and social impact. The results of this research align with the theoretical findings of Yuan Xi (2003). To enhance the teacher team building management of the art design major in universities under Liaoning Province, it is necessary to optimize job satisfaction strategies. The importance of job satisfaction lies in its ability to improve the morale and engagement of faculty members, thus maintaining the competitiveness and quality of the major. It encourages faculty and staff to remain committed to their roles, thereby promoting the overall success of the art design profession. According to research by Zuo Qunying (2013:76), providing a supportive work environment and opportunities for professional development is critical to attracting and retaining outstanding talent. High levels of job satisfaction can motivate faculty members to be more dedicated to their work and make greater contributions to teaching and research in art design majors. Research by Fang Chengzhi (2010:12) found that through a clear system of recognition and rewards, faculty and staff can be motivated to excel in their roles. This helps to create a

positive working atmosphere and drive the members to achieve significant accomplishments in the field of art design. Pei Shihua (2019) points out that fostering an environment that encourages personal and professional fulfillment is essential for the long-term success of the art design profession. This strategy ensures the stability and trust of the academic community by supporting the well-being of students and staff, while also ensuring fairness in decision-making processes. When these processes are perceived as fair and transparent, faculty and staff are more likely to fully engage in their work, thereby advancing the professional development of the art design field.

Component 4: External Resources. It is the fundamental variable to achieve the developmental goals of the art design major, directly impacting the performance and influence of the major, and is of great significance to its development and social impact. The results of this research align with the theoretical findings of Dai Xinting (2014:59). To enhance the teacher team building management of the art design major in public universities in Liaoning Province, it is necessary to optimize the utilization of external resources. The importance of external resources lies in their ability to provide additional support and opportunities for faculty members, thus maintaining the competitiveness and quality of the major. It encourages faculty and staff to leverage external collaborations and resources, thereby promoting the overall development of the art design profession. According to research by Li Zhaobo (2011:117-118), establishing strong partnerships with industry leaders and academic institutions is critical to attracting and retaining outstanding talent. Access to external resources can motivate faculty members to be more engaged in their professional activities and make greater contributions to teaching and research in art design majors. Research by Yang Fangqing (2014:94) found that through a clear strategy for utilizing external resources, faculty and staff can be inspired to pursue innovative projects. This helps to create a dynamic academic environment and drive the members to achieve significant accomplishments in the field of art design. Dai Xinting (2014:59) points out that fostering an environment that encourages external collaboration and resource sharing is essential for the long-term success of the art design profession. This strategy ensures the stability and trust of the academic community by facilitating access to diverse resources and opportunities, while also ensuring fairness in decision-making processes. When these processes are perceived as fair and transparent, faculty and staff are more likely to fully engage in various academic pursuits, thereby advancing the professional development of the art design field.

## **Recommendation**

### **Part I: Recommend for Policies Formulation**

1. Enhance academic development in the Art Design Department of public universities by implementing a structured growth pathway with regular training and mentorship, promoting interdisciplinary research collaboration, and investing in advanced research facilities to foster innovation and excellence in academic pursuits.

2. Strengthen team management in the Art Design Department by implementing team-based project systems, organizing regular team-building activities, and establishing clear communication channels to foster a cohesive and collaborative faculty.

3. Improve job satisfaction among Art Design faculty by promoting work-life balance, establishing recognition and rewards programs, and fostering a supportive work environment to boost morale and retention.

4. Optimize external resources for the Art Design program by building industry partnerships, securing external funding, and promoting global academic exchange programs to enhance quality and competitiveness.

### **Part II: Recommendation for Practical Applications**

1. Enhance Academic Development: Establish a structured academic growth pathway that promotes interdisciplinary research collaboration and provides advanced research facilities to support innovative academic endeavors in art design.

2. Strengthen Team Management: Develop a system for team-based project implementation, organize regular team-building activities, and establish effective communication channels to foster a cohesive and collaborative faculty.

3. Improve Job Satisfaction: Implement work-life balance initiatives, develop recognition and rewards programs, and create a supportive work environment to boost morale and retention among art design faculty.

4. Optimize External Resources: Establish industry partnerships, seek external funding and grants, and promote global academic exchange programs to enhance the quality and competitiveness of the art design program.

### **Part III: Recommend for Further Research**

1. Advancing Team Building in Higher Education: Interdisciplinary Collaboration, Personalized Development, and Inclusive Leadership Practices.

2. Enhancing Team Management through Effective Communication, Team-Building Activities, and Professional Development in Academic Settings.

3. Optimizing Educational Staff Performance: A Multifaceted Exploration of Personalized Incentives, Innovation, and Cross-Cultural Dynamics.

4. Exploring Innovations in Development Training: Technology Integration, Cross-Cultural Best Practices, and Motivational Strategies in Higher Education Human Resource Management.

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