Organizational culture, teaching improvement strategies, and ability among Chinese art education faculty

Li, Mengzhen ✉

Graduate School, Lyceum of the Philippines University – Batangas

Abstract

This study aimed to assess the organizational culture, teaching improvement strategies and ability among Chinese art education faculty, as well as determine their impact on the sustainable development of art education in universities. Through a careful description of factors such as sex, age, highest educational attainment, and length of service in the management response to arts education in Chinese universities; to determine the organizational culture in terms of participatory - empowerment, coherence - core values, adaptation - creating change, mission-strategic orientation, and Intent in defining organizational culture. In the area of teaching strategy improvement, the study focused on factors such as regarding the institutional environment, level of ability of teachers concerned, relevant teaching content, relevant teaching methods and approaches, relevant teaching counseling and assessment, and methods of learning for the students concerned. Through the assessment of knowledge, skills, attitude, and personal characteristics, the study provided insights into the teaching ability of arts education teachers. The findings of the study indicated that the majority of the respondents were females, belonging to 21-30 years old, obtained a bachelors' degree and working for less than five years. Respondents rated the organizational culture and teaching improvement strategies positively, especially in the areas of participatory - empowerment, coherence - core values, adaptation - creating change, and mission-strategic orientation and intent. In addition, differences were found for organizational culture, teaching improvement strategies, and teaching ability based on the highest educational attainment. Most importantly, the study revealed a close relationship between organizational culture, teaching improvement strategies, and ability of Chinese art education teachers, which are positively correlated with each other. To improve the comprehensive ability of art teachers, this study proposed a teacher professional development plan, which provides a useful reference for the sustainable development of art education in universities.

Keywords: Chinese art education faculty, organizational culture, teaching improvement strategies, teaching ability, professional development plan

Organizational culture, teaching improvement strategies, and ability among Chinese art education faculty

1. Introduction

As the international community's demand for artistic talents continues to grow, it has had an all-encompassing impact on the teaching and learning of art education. China's art education is becoming more and more popular, and art majors are becoming the choice of more and more university students. China has given strong policy support to art education in universities, and the independence of art as a discipline has provided institutional guarantee for the development of art education in universities. While art education is booming, it also encounters some challenges. Some universities organization culture is similar without artistic characteristics, teaching strategies lack of innovation, teaching ability needs to be improved and other phenomena. To find out the reasons for this situation, many researchers have devoted themselves to the study of art education, trying to solve the problems faced by the development of art education faculty in universities by analyzing the current situation of faculty in the teaching process.

Organizational culture refers to a set of values, beliefs, and norms that all organization members within a university consciously abide by and have accumulated over a long period. Effective use of organizational culture guides organizational members to firm value beliefs and sustain organizational cohesion and vitality, (Ling, 2022). Bie (2020) believes that university organizational culture is the spirit and its physical manifestation accumulated in the process of creation, operation and development of the university.

Regarding teaching improvement strategies, Lu (2023) studied the current problems related to the teaching of aesthetic education courses in universities. Through the analysis of teaching methods, student participation, practice results and course evaluation, new ideas are provided to improve the teaching quality of aesthetic education courses in universities. Teaching improvement strategies are strategies for improving the quality of the art classroom in the teaching process. As university faculty members, they should constantly reform teaching methods and approaches in order to achieve more desirable teaching results and better shape their self-awareness. Cultivate art talents with innovative ability and social responsibility to adapt to the changing social and educational needs. Based on the OBE teaching concept, Ding (2022) purposely researched film and television teaching strategies and integrated them into the teaching theory system. This integration formed a teaching paradigm for film and television that is applicable to students in polytechnic universities. Guo (2021) pointed out that the deepening of China's teaching and learning system is accompanied by not only the requirement that teaching can accomplish the corresponding target tasks, but also the pursuit of high efficiency in teaching and learning. In the process of teaching, improving teachers' ability and optimizing teaching strategies are important topics for consideration.

Teaching abilities refer to the teaching and nurturing ability of art teachers in universities. Dai (2023) has the following explanation about teacher ability: establishing the concept of curriculum civics is a compulsory course in the current thinking of teachers of professional courses in universities, while having the ability of curriculum civics is a necessary skill for teachers of professional courses in universities at present.

To summarize, in the teaching and learning process, faculty members are both educators and administrators. It is of great significance to conduct survey research from the point of view of faculty members. Therefore, this study intends to analyze art education in universities from the perspective of teachers, and will conduct a questionnaire survey of Chinese art education teachers to explore the differences in the responses of the three variables in the process of art education in Chinese universities, summarize the problems that have emerged, and put forward corresponding initiatives. The most important thing is to clarify the relationship between organizational culture, teaching improvement strategies and ability of Chinese art education faculty.

In China, despite the important goals and functions of university art education, there are some problems that affect the quality of art teaching. According to based on the record university art faculty lack enthusiasm and level of enthusiasm for teaching and research. Many university faculty members only regard teaching as a means of earning money rather than a mission of preaching and teaching. Due to factors such as increased work and life pressure and decreased sense of job accomplishment, some university teachers have developed burnout. This not only adversely affects students' education and their own career development, but may also hinder the development of undergraduate education if timely interventions are not taken, (Liang, 2023). They lack updating and innovation in teaching content. There is a lack of change and improvement in teaching methods. Lack of evaluation and feedback on teaching effectiveness. Lack of concern and guidance for students. Teacher only pay attention to publishing papers, applying for projects, and striving for titles, instead of improving their academic level, solving practical problems, and expanding their academic horizons. Such university art faculty can hardly become real mentors, leaders, and creators. Long (2023) mentioned that teaching ability influences the effectiveness of teaching. Teaching competence is not a constant and quantitative that can be determined in advance, the behavior will be constrained and influenced by the system, and teaching competence shows different states in different organizational culture contexts. The organizational culture of teaching in Chinese universities tends to neglect the special characteristics of teachers' body and mind, which makes it difficult to cultivate teaching ability effectively. University administrators lack vision and strategy for university development. Many university administrators only regard the university as a kind of business organization rather than an educational undertaking. They lack clarity and accuracy in the positioning of the university, lofty and pragmatic goals of the university, and scientific organizational culture and planning of the university. They only pursue quantitative growth, formal aesthetics, and ranking improvement. Instead, they do not pursue improvement in quality, enrichment in connotation, prominence in characteristics, and social recognition. Such university administrators can hardly become real builders, promoters and reformers, and can hardly win the respect and trust of universities.

The study hypothesizes that the optimization of organizational culture, teaching improvement strategies and ability can enhance the development of art education faculty in China. An excellent organizational culture can improve the competitiveness of universities, provide a good platform for school development, and stimulate faculty's interest in teaching innovation. The continuous innovation of teaching improvement strategies and ability will increase the quality of art education. This paper addresses the current situation and problems of art teaching in universities, and proposes substantive suggestions for optimizing the professional development of art education faculty, providing strategies and methods for faculty development and training efforts. It aims to help universities establish professional development planning for art faculty and promote their professional and personal development. More importantly, the results of this study will provide valuable information for the professional development of art faculty in China, and provide a reference for art education administrators to develop effective training programs.

Objectives of the Study - The purpose of this study was to determine the Organizational Culture, Teaching Improvement Strategies and ability of Art Education Faculty in China. The study were examined the significant impact of improving the management strategies and ability of art education faculty in China on the sustainable development of art education in universities. More specifically, this study aimed to determine the organizational culture in terms of participatory - empowerment, coherence - core values, adaptation - creating change, mission-strategic orientation and intent; to identify the teaching strategies improvement in terms of regarding the institutional environment, level of ability of teachers concerned, relevant teaching content, The relevant teaching methods and approaches, relevant teaching counseling and assessment, methods of learning for the students concerned; to assess the teaching ability as to knowledge-based, skill-based, attitude, personal characteristics; test the significant relationship among the three variables and propose a plan to enhanced Chinese art faculty comprehensive ability.

2. Methods

Research Design - This study employed a descriptive research method. The descriptive study aimed to characterize the study population or phenomenon—a type of research that focused on data collection, discovery of events or phenomena, and provided detailed information to present the main patterns and characteristics of complex phenomena. The descriptive study not only focused on describing the outward manifestation of something but also sought to present the whole picture accurately and realistically (Li, 2022). This study would collect quantitative data by distributing questionnaires with the aim of systematically describing and explaining the meanings and relationships between organizational culture, teaching improvement strategies, and ability of Chinese art faculty.

Participants of the Study - The respondents of the study were art teachers who are employed in both public and private schools in China. The questionnaire was mainly distributed to art faculty at Chinese universities. These universities included the Guilin University of Aerospace Technology, the Guilin Tourism University, and the Guilin University of Technology, with a total of 2,647 teachers. The sample of the study consist of 406, using Raosoft with 95% significant level and 5% margin of error to get the target respondents. The researcher used a stratified proportional distribution sampling method to select the respondents. The target respondents were teachers who have been involved in teaching or managing art education. Based on their willingness to be part of this study as ethical consideration of this paper. Respondents were selected based on the criteria of being a regular teacher in a university who has taught or managed arts education.

Data Gathering Instrument - The study made use of an adapted questionnaire. The questionnaire was divided into four parts. The details are as follows: The first part is a basic survey, which describes the Chinese art education teachers in the study population in terms of sex, age, highest educational attainment and length of service. This questionnaire was adapted from Zhao, (2018). The revised Denison Organizational Culture Scale in the study of the impact of organizational culture on work engagement in higher education. The scale was used to investigate the perceptions of Chinese art education faculty on the organizational culture of their department. Four dimensions will be explored: participatory empowerment, coherence of core values, adaptability to creating change, and mission strategic orientation and Intent.

The four-point Likert scale was used as a basis for the Chinese art education faculty's perceptions of organizational culture in universities. The questionnaire consisted of 29 questions and has 4 subscales, namely: participatory empowerment, coherence of core values, adaptability to creating change, and mission strategic orientation and Intent. The Teaching Improvement Strategies Likert Scale shown below was used to understand the current status of implementation of teaching strategies among Chinese art education faculty. The questionnaire consisted of 29 questions and has 6 subscales, namely: management of the regarding the institutional environment, level of ability of teachers concerned, relevant teaching content, the relevant teaching methods and approaches, relevant teaching counseling and assessment, methods of learning for the students concerned. As to Faculty ability, the questionnaire consisted of 21 questions and had 4 subscales, namely: knowledge-based, skill-based, attitude and personal characteristics.

In the study, the researcher evaluated the questionnaire used and confirmed its validity, that is, analyzed the reliability and validity of the questionnaire. The questionnaire has been validated by experts. Firstly, factor analysis was conducted, which is a commonly used statistical method used to reveal the underlying structure of data and the relationships among variables. It is mainly used for dimensionality reduction and variable screening to facilitate understanding and interpretation of the dataset. Before the formal implementation of the questionnaire, the researcher conducted small-scale testing to evaluate the feasibility and improvement needs of the questionnaire. The researcher randomly selected a sample of 34 participants from September 5 to September 6, 2023, using the internet to introduce the research purpose and process to participants, and provided necessary explanations and guidance to ensure that participants correctly understood and answered questionnaire questions. This test used the WeChat app to distribute the survey questionnaire link to them for filling out. University

students only need to complete the survey questionnaire through their mobile phones. The researcher conducted descriptive statistical analysis and correlation analysis on the collected data. Descriptive statistical analysis includes calculating the average score, standard deviation, and frequency distribution of each indicator.

Based on the results of the pilot testing, the researcher has preliminarily concluded that the organizational culture, teaching improvement strategies and ability capability scale is reliable. This provides a foundation for further research on the developmental practices of Chinese art education faculty. However, more research is needed to delve deeper into these relationships and determine how to effectively develop the organizational culture, teaching improvement strategies, and ability of Chinese arts education faculty.

The researcher discussed the reliability of the survey questionnaire. The Cronbach alpha value is a method of measuring the reliability of a scale, and the higher the value, the higher the internal consistency of the scale. Generally speaking, a Cronbach alpha value greater than 0.7 indicates high reliability of the scale, while a value greater than 0.8 indicates high reliability of the scale. From the table, it can be seen that the Cronbach alpha values for most skills are above 0.7, and some even exceed 0.9, indicating that these scales have high internal consistency. In summary, the Cronbach's alpha results of most indicators perform well or excellently, indicating good internal consistency among the measurement items of these indicators.

Data Gathering Procedure - The data collection for this paper was obtained through a survey questionnaire. The survey questionnaire was sent via electronic links through WeChat and QQ groups, and all questionnaires were randomly distributed to ensure scientific, truthful, and reliable sampling. Each Chinese art education faculty was required to complete a four-part survey questionnaire. The first part of the questionnaire described their sex, age, highest educational attainment and length of service. The second part of the questionnaire includes 29 questions about the higher education organizational culture, the third part includes 29 questions about teaching improvement strategies in higher education, and the fourth part of the questionnaire consists of 21 questions about faculty ability. After exporting the questionnaire, import the collected data into an Excel spreadsheet and check the input data to ensure the accuracy of the questionnaire. In order to eliminate invalid questionnaires, the researcher provided accurate and detailed explanations for the distribution of the questionnaire. The survey questionnaire was only used for academic research and was filled out anonymously, requiring respondents to patiently fill out the questionnaire. A response time of 8 minutes was specified, and the data obtained was for statistical research and analysis purposes only, without any commercial use. After data collection, clean and organize the data to eliminate data noise, and construct a basic variable model. After retrieving the questionnaire, the answers will be encoded in Excel format and sent to the research center for decoding by statistical personnel using professional statistical software. Next, statistical methods such as factor analysis are used to analyze the relationship and impact between data. Specifically, the relationships between organizational culture, teaching improvement strategies, and ability of Chinese arts education faculty will be explored and their impact on the development of Chinese arts education faculty will be examined. The researcher has provided a table of findings to assist in the narrative and interpretation of the findings.

Ethical Considerations - The surveyed Chinese art education faculty have the right to know the purpose of this experiment and remain anonymous throughout the entire research process, voluntarily filling it out. The data collected from the questionnaire survey, the statistical data in this paper were all original data, and had not been revised. From the questionnaire survey, it can be seen that the statistical data in this paper were all correct. In addition, ethical practices were followed throughout the entire study.

Data Analysis - To perform data analysis, the following statistical tools will be used. Frequency and percentage distribution were used to describe the profile of the respondents. Weighted means and ranking were used to determine the organizational culture, teaching improvement strategies and ability. The data were tested for normality using Shapiro-Wilk. Based from the result, the data was not normally distributed, thus Mann Whitney U test and Kruskal Wallis were used as part of the non-parametric test in order to test the comparison of the tested variables. Likewise, Spearman rho was used to test the significant relationship of the treated variables.

In addition, post hoc test was also be conducted. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

3. Results and discussion

Table 1

Summary Table on Higher Education Organizational Culture

Indicators	Weighted Mean	Verbal Interpretation	Rank
Participatory - Empowerment	3.35	Agree	1
Coherence - core values	3.12	Agree	3
Adaptation - Creating Change	3.05	Agree	4
Mission-Strategic Orientation and Intent	3.17	Agree	2
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Overall, table 1 respondents showed agreeable results on Higher Education Organizational Culture as indicated by the composite mean of 3.17. Among the four items of Higher Education Organizational Culture, the highest rating was Participatory - Empowerment with a mean score of 3.35, which ranked first. Reflecting the fact that organizational culture has a strong effect on employee participation and empowerment, Participatory - Empowerment's culture encourages employees to participate in decision making and gives them some autonomy. When members of the organization feel that they have some empowerment and decision-making power in the organization. It can promote their innovation and commitment and increase the work engagement and organizational loyalty of organizational members.

Organizational culture is internalized in the details of universities, permeates all aspects of higher education activities, and is the internal logic of improving the quality of higher education. The study of Exploring the Mechanism of Internalizing the Value of University Teachers' Participation in School Decision-Making shows that participation in university decision-making is a right and responsibility of university teachers and an inevitable requirement for the construction of the modern university system. University teachers' participation in school decision-making is internalized as self-initiated and positive behavior, which is the embodiment of personal value, social value and collective value. Its value internalization mechanism mainly includes four aspects: cognitive mechanism, identification mechanism, experience mechanism and guarantee mechanism (Yang, 2018). As mentioned in the article "Inherent Mechanism and Practical Orientation: Participation of University Teachers in Educational Decision-Making", educational decision-making includes macroscopic educational policy-making and microcosmic management decision-making in universities. As the parties involved in educational decision-making, the participation of university teachers in educational decision-making is the objective result of their own subjective attributes, which is legally justifiable and practicable in reality. However, China's university teachers in the process of participation in educational decision-making is always a passive party, the results are not satisfactory. To fundamentally change the status quo and break the tradition, firstly, it is necessary to change the traditional concept of educational decision-making, and secondly, it is necessary to fully release the functions of educational intermediary organizations and university councils, so as to achieve both the symptoms and the root causes (Wang, 2019).

Meanwhile, Adaptation - Creating Change (3.05) is the lowest rated area. Reflecting a culture of resistance to change in the organization, employees may be skeptical of change and have difficulty adapting to new ways of working or processes. The organization is deficient in change management. Lack of a clear change management plan and support may result in employees feeling uncertain, which may reduce their acceptance of innovation and change. It also reflects that the organization is deficient in communicating the purpose and meaning of change. Lack of effective communication of the purpose and meaning of change to employees may lead to a lack of understanding of change and consequent resistance to change. As mentioned in the article "The Dilemma of Teachers' Participation in Decision-Making and Mechanism Innovation in Universities", the historical accumulation of "professorial governance" and the enhancement of institutional supply capacity have made the

subjective position of university teachers in the decision-making process more and more prominent. However, the structural imbalance between administrative power and academic power, the polarization of interest groups, and the conflict of teachers' inherent roles affect the construction of teachers' decision-making participation mechanism. The establishment of a sound mechanism of input, output and feedback of decision-making information, and the construction of a networked decision-making participation mechanism to broaden teachers' participation in decision-making are the realistic orientations of the innovation of the decision-making mechanism for teachers' participation in universities (Qiu, 2019). Effective change management is critical to the success of organizational culture change. In the article "Psychological Contract Management of University Teachers in the Context of Reform", the impact of the institutional reform of universities on the psychological contract of university teachers is explored, and the characteristics of the psychological contract violation of university teachers in the process of reform are analyzed. It is proposed that the psychological contract should be constructed with the concept of people-oriented in the context of reform. Coalesce the psychological contract with the vision of discipline construction. Maintain the psychological contract with the method of open decision-making. Develop the psychological contract with effective incentives. Thus reconstructing and maintaining the psychological contract between university teachers and the organization, and laying a good micro-foundation for the reform of universities (Liu, 2019).

Good communication of change is one of the important factors in the success of change. This idea is mentioned in the Study on Democratic Participation of Teachers in Higher Education in School Decision Making. The democratic participation of university teachers in school decision-making is a system of democratic management in schools. It not only enables university teachers to have more opportunities to participate in school affairs, but also makes school decision-making more scientific, open and democratic. It can also enhance teachers' in-depth understanding of the school decision-making process, which is conducive to the psychological recognition of the school decision-making, thus facilitating the implementation of the school decision-making powerfully and smoothly downward. (Zhu, 2018).

Table 2

Summary Table on Teaching Improvement Strategies in Higher Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
Regarding the institutional environment	3.42	Agree	4
Level of ability of teachers concerned	3.29	Agree	6
Relevant teaching content	3.41	Agree	5
The relevant teaching methods and approaches	3.49	Agree	2
Relevant Teaching Counseling and Assessment	3.43	Agree	3
Methods of learning for the students concerned	3.52	Strongly Agree	1
Composite Mean	3.43	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents a summary evaluation of higher education teaching improvement strategies, with a comprehensive average of 3.43 indicating overall agreement among the respondents. Regarding student learning methods, the average score is 3.52, ranking first. Art education emphasizes personalized learning and creative expression, as students in the field of art often need to unleash their individual creativity and unique aesthetic views. Art education usually tends to adopt practical and experiential teaching strategies to promote the development of students' artistic skills and expression ability. In recent years, art education has gradually integrated technology and digital tools to provide a richer learning experience. This includes using digital art tools, virtual reality, and other technologies to expand students' creative space.

Through practical artistic practice and experience, students are more likely to understand and apply the knowledge they have learned. The research on the construction of teaching models for art and design majors in universities points out that to effectively cultivate high-quality art and design professionals, form standardized and complete professional teaching models, and fully meet the needs of art and design personnel in the current social and economic development process. The study starts from reality, combines its own teaching experience,

integrates advantageous resources, promotes the orderly development of teaching activities in art and design majors in universities through innovative teaching models, and achieves the improvement of teaching quality and classroom efficiency (Wang, 2022).

A Preliminary Exploration of Research based Learning Teaching Methods for Art and Design Majors in Universities - Taking the Course of Office Space Design as an Example Research has shown that the further development of society has accelerated the development speed of China's education industry at present. In this context, teachers are actively changing their teaching methods and thinking in order to improve teaching quality and efficiency. The research is based on the perspective of research-based learning teaching, analyzing the problems in current teaching of art and design majors in universities, and studying the specific application forms of teaching methods. Personalized learning methods can help improve students' academic performance and creative thinking (Hou, 2019). Meanwhile, the lowest score was given for the teacher's ability level (3.29). The field of art education may require teachers to adopt diverse teaching methods to meet the diverse learning styles and needs of students. With the continuous development of technology, art education teachers may need to have the ability to integrate technology and digital tools to promote students' learning in digital art. The evaluation of teacher's ability level may involve whether technical tools can be effectively integrated into art education. Art education teachers need to possess both profound subject knowledge and excellent teaching skills. Assessing a teacher's ability level may involve balancing professional knowledge with effective teaching ability.

Professional development and improvement of educational skills are crucial for the growth of art education teachers. The research on the improvement of the quality and professional ability of art and design teachers in universities shows that the teaching of art and design in universities requires teachers to have comprehensive quality and ability. Teachers not only need to have a certain professional level, but also practical and innovative ability. In order to improve the comprehensive quality of teachers, effective measures should be taken to strengthen their training and management. This study elaborates on the problems existing in the teaching of art and design teachers in universities, and proposes measures to improve the comprehensive quality of art and design teachers, including strengthening their innovative concepts, providing perfect conditions for the cultivation of their ability, and establishing a scientific evaluation and incentive mechanism (Li, 2020).

The teaching ability of university teachers is the foundation for ensuring the quality of higher education and teaching, and the current education model has received widespread attention from society. Taking the discipline of art and design as an example, this paper briefly analyzes the teaching ability and current situation of applied undergraduate university teachers, and explores effective strategies to promote the improvement of teaching ability of applied undergraduate university teachers. It emphasizes the importance of adopting innovative and diverse teaching methods in art education, and digital tools play a positive role in improving the effectiveness of art education (Guan, 2019). The guarantee of higher education quality first requires a professional teaching team with advanced teaching concepts and solid teaching skills. This is also the most urgent problem that needs to be solved in the establishment of the art education system. Art and design teachers in higher education institutions need to reform and adjust their teaching in terms of determining educational concepts, designing teaching modes, and grasping teaching attitudes (Ren, 2019).

Table 3

Summary Table on Teaching Ability

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Knowledge-Based	3.50	Strongly Agree	3
2. Skill-Based	3.45	Agree	4
3. Attitude	3.52	Strongly Agree	1
4. Personal Characteristics	3.51	Strongly Agree	2
Composite Mean	3.50	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Overall, the table presents a summary evaluation of the Teaching Ability, with a comprehensive average of

3.50 indicating that the respondents generally agree. In terms of attitude, the average score is 3.52, ranking first. Teacher attitudes have an impact on student academic achievement, teaching environment, and teaching innovation.

There is a positive correlation between a teacher's positive attitude and student academic achievement. The positive attitude of teachers can stimulate students' interest in learning and improve their academic performance. The study on the impact of university teaching management on student self-directed learning: the chain mediating role of teaching attitude and teacher ethics shows that it is of great significance to comprehensively improve the quality of higher education and talent cultivation, and cultivate and exercise students' self-directed learning ability. A chain mediation effect model was constructed to explore the impact mechanism of school teaching management on the improvement of students' self-learning ability by using a self-designed questionnaire with 457 students from four undergraduate universities in Sichuan Province as the survey subjects. The results show that teaching management in universities can directly and significantly predict students' self-learning ability and can also indirectly predict students' self-learning ability through the independent mediating effect of teaching attitude, teacher ethics, and professional style, as well as the chain mediating effect of the two. The direct effect is greater than the total indirect effect; Among the three specific indirect effects, the chain mediated effect is the largest; Among the two independent mediating effects, the effect of teacher ethics and style is greater than that of teaching attitude. To promote the improvement of students' self-directed learning ability, universities need to reform and improve teaching management on the one hand, and on the other hand, enhance the level of teacher ethics and professional ethics (Lan, 2023).

A good teacher attitude helps to create a positive teaching environment where students feel respected, encouraged, and supported. The research on "Teaching Attitude is the Key to Improving Teaching Quality" supports this viewpoint. As university teachers, improving teaching quality is the goal. While continuously improving their own quality, the most crucial factor is teaching attitude, which is the decisive influencing factor. Therefore, correcting teaching attitude is the key (Tong, 2019).

The positive attitude of teachers is related to their tendency to adopt innovative teaching methods. A positive attitude towards the continuous development of the education field helps teachers to be more willing to try new teaching methods and technologies. The study on the influence of teachers' teaching attitude on teaching effectiveness shows that a positive attitude is the key to a person's success. The teaching attitude of teachers is an important factor that affects teaching effectiveness, and this influence runs through the entire teaching process. A positive teaching attitude can promote the common development of teachers and students. In response to the problems of indifference, neglect of duty, and lack of communication among university teachers, schools are required to improve their management systems and methods, starting from the three aspects of the school, teachers, and students, so that teachers can establish a positive teaching attitude and promote the healthy development of the entire teaching process (Wang, 2017).

Meanwhile, the skill-based teaching ability (3.45) has the lowest score. Teachers may not have sufficient training in teaching skills, and modern educational environments require teachers to possess digital education skills. Teachers need to pay more attention to the application of personalized teaching strategies in terms of skills. Both teaching models and methods have shown a diversified development trend, and there is also a good trend in the comprehensive development and growth of students. The rapid growth of the Chinese economy has to some extent promoted the development of the art and design profession, which is conducive to achieving the talent training goals of the art and design profession. Teaching modes and methods play an important role in the teaching of art and design majors in universities. Innovating teaching modes and methods, improving the teaching quality and effectiveness of art and design majors, is very important and should be given attention by major universities. Based on this, the teaching of art and design majors in universities should explore teaching models and methods that are in line with the current professional development, in order to cultivate more outstanding art and design talents (Wu, 2023).

The improvement of teaching skills requires systematic training and feedback mechanisms. In "Reflections on the Teaching Practice of Art and Design Majors in Universities", it is mentioned that art majors in universities are highly practical majors that require close integration of talent cultivation with theory and practice in teaching, with a focus on the importance of teaching practice. In optimizing the design of teaching practice, the basic principles should be to follow the laws of art and design teaching, fit the characteristics of art and design majors, and take students as the main body of practical teaching. By establishing a student-centered teaching philosophy, progressively increasing the difficulty of practical content, constructing a studio based training model, and emphasizing the construction of practical teaching faculty, we aim to create a comprehensive teaching practice process, comprehensively enhance students' innovation awareness and practical ability, and pave the way for their professional growth and career development (Wang, 2023).

Table 4

Relationship between Organizational Culture and Teaching Improvement Strategies

Participatory - Empowerment	rho-value	p-value	Interpretation
Regarding the institutional environment	.475	0.000	Highly Significant
Level of ability of teachers concerned	.525	0.000	Highly Significant
Relevant teaching content	.531	0.000	Highly Significant
The relevant teaching methods and approaches	.441	0.000	Highly Significant
Relevant Teaching Counseling and Assessment	.503	0.000	Highly Significant
Methods of learning for the students concerned	.451	0.000	Highly Significant
Coherence - core values			
Regarding the institutional environment	.483	0.000	Highly Significant
Level of ability of teachers concerned	.597	0.000	Highly Significant
Relevant teaching content	.519	0.000	Highly Significant
The relevant teaching methods and approaches	.463	0.000	Highly Significant
Relevant Teaching Counseling and Assessment	.516	0.000	Highly Significant
Methods of learning for the students concerned	.409	0.000	Highly Significant
Adaptation - Creating Change			
Regarding the institutional environment	.485	0.000	Highly Significant
Level of ability of teachers concerned	.599	0.000	Highly Significant
Relevant teaching content	.580	0.000	Highly Significant
The relevant teaching methods and approaches	.462	0.000	Highly Significant
Relevant Teaching Counseling and Assessment	.531	0.000	Highly Significant
Methods of learning for the students concerned	.446	0.000	Highly Significant
Mission-Strategic Orientation and Intent			
Regarding the institutional environment	.624	0.000	Highly Significant
Level of ability of teachers concerned	.624	0.000	Highly Significant
Relevant teaching content	.653	0.000	Highly Significant
The relevant teaching methods and approaches	.571	0.000	Highly Significant
Relevant Teaching Counseling and Assessment	.614	0.000	Highly Significant
Methods of learning for the students concerned	.544	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 displays the association between organizational culture and teaching improvement strategies. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. Result reveals that there was significant relationship exists and implies that the better is the organizational culture, the better is the teaching improvement strategies.

A good organizational culture is often associated with positive leadership and support. A good organizational culture is often accompanied by effective communication and collaboration. A good organizational culture typically provides more opportunities for professional development, which helps teachers continuously improve their teaching skills. A good organizational culture typically includes opportunities for teachers to participate in decision-making, enabling them to better participate in the formulation and implementation of educational goals in schools. Art teaching requires a positive and open atmosphere, and organizational culture is crucial for creating such an atmosphere. A good organizational culture can stimulate the creativity and enthusiasm of teachers, and improve the quality of teaching. The study on the impact of organizational culture on the innovation performance of university research teams shows that in the new economic era, the external

environment in which organizations operate is becoming more dynamic and the internal environment is becoming more complex, and the core competitiveness of organizations needs to be effectively guided. Although universities are far away from the market economy environment, their innovation output is also influenced by organizational factors. Exploration has found that organizational culture has a positive impact on the innovation performance of universities, which can indirectly affect innovation performance through influencing incentive policies. Corresponding suggestions are provided. Firstly, promote the cultivation of organizational culture in research teams. Secondly, establish an effective incentive mechanism for academic innovation. Thirdly, strengthen the scientific and technological innovation capability of universities (Liu, 2021).

Adapted organizational culture helps teachers learn from each other's best practices, thereby improving the teaching ability and performance level of the entire team. The study on the construction of core culture in teaching reform points out that with the rapid development of China, there is an urgent need to accelerate the pace of higher education reform, and the construction of core culture is of utmost importance. Good cultural construction can not only fully mobilize the enthusiasm and initiative of university students, but also guide them in self-education and self-management. The focus is on exploring the role of cultural construction in teaching reform, which not only serves as a reference for the teaching quality of higher education teachers, but also has certain guiding significance for the healthy development of academic atmosphere construction (Du, 2018). Organizational culture is crucial for shaping the atmosphere of teaching improvement in universities. When organizational culture emphasizes shared values, encourages innovation, receives leadership support, and advocates for learning orientation, teachers are more likely to develop and successfully implement teaching improvement strategies. This mutual relationship helps to build a more dynamic and creative art education environment.

Table 5

Relationship between Organizational Culture and Teaching Ability

Participatory - Empowerment	rho-value	p-value	Interpretation
Knowledge-Based	.453	0.000	Highly Significant
Skill-Based	.438	0.000	Highly Significant
Attitude	.316	0.000	Highly Significant
Personal Characteristics	.288	0.000	Highly Significant
Coherence - core values			
Knowledge-Based	.402	0.000	Highly Significant
Skill-Based	.423	0.000	Highly Significant
Attitude	.289	0.000	Highly Significant
Personal Characteristics	.252	0.000	Highly Significant
Adaptation - Creating Change			
Knowledge-Based	.436	0.000	Highly Significant
Skill-Based	.469	0.000	Highly Significant
Attitude	.303	0.000	Highly Significant
Personal Characteristics	.272	0.000	Highly Significant
Mission-Strategic Orientation and Intent			
Knowledge-Based	.524	0.000	Highly Significant
Skill-Based	.579	0.000	Highly Significant
Attitude	.482	0.000	Highly Significant
Personal Characteristics	.465	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 shows the association between organizational culture and teaching ability. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the organizational culture, the more ability in teaching. A good organizational culture typically provides support and encouragement for the professional development of teachers. This includes training, seminars, and other opportunities to enhance the teaching ability of teachers. The emphasis on teaching values in organizational culture is often related to effective leadership. A good organizational culture typically encourages cooperation and sharing among teachers. A good organizational culture may include effective teaching evaluation and feedback mechanisms.

Excellent organizational culture often provides diverse professional development opportunities, which helps teachers continuously improve their artistic teaching ability. In the exploration of the construction of organizational culture in universities under the premise of cultivating core competitiveness, it is mentioned that universities undertake the task of delivering excellent talents to society and ensuring the rapid and smooth development of society. Their talent cultivation ability and system have attracted high attention from all levels of society. Therefore, guided by core competitiveness, orderly construction of organizational culture in universities has special significance for the development of universities and society. Specifically, under the premise of cultivating core competitiveness, the implementation path of organizational culture construction in universities should first attach importance to the shaping of campus image and effectively develop human resources. Secondly, cultivating a learning atmosphere in universities and achieving personalized values (Wang, 2018).

The key role of leadership in shaping organizational culture. Excellent leaders can promote a culture of consistency, which helps create an environment conducive to teaching innovation and teacher development. The study on knowledge management in universities from the perspective of organizational culture and leadership style emphasizes that the specific characteristics of excellent organizational culture in universities are openness, cooperation, and richness. By building a good organizational culture, we can promote the scientific development of knowledge management, guide teachers and students to accept a culture of knowledge sharing, and thereby improve the efficiency of knowledge management. In fact, the establishment of a knowledge management guidance mechanism requires leadership, and the leadership style and organizational culture need to be unified. In the process of cultivating a good organizational culture, universities not only need to improve their concepts, but also need to invest in hardware aspects such as information resource procurement, information sharing incentives, and information platform construction (Liu, 2019).

The teaching orientation of leaders and their attention to education can stimulate the enthusiasm of teachers, thereby improving the overall level of teaching ability. The study on the typical correlation between organizational culture, leadership style, and knowledge management in universities shows that among the types of organizational culture in universities, supportive organizational culture is significantly positively correlated with six variables in leadership style, including establishing vision, knowledge inspiration, charismatic influence, motivation and encouragement, respect and trust, and individual care. It can be concluded that in organizational culture with stronger supportive culture, leadership style is easier to form. A leadership style inspired by knowledge is more likely to lead to various activities in knowledge management. (Liu, 2019).

The organizational culture of universities is crucial for improving the ability of art teaching. By cultivating a positive cultural atmosphere, strengthening leadership, providing effective feedback mechanisms, and offering abundant professional development opportunities, universities can promote the continuous growth of teachers in the field of art education. This relationship helps to create an overall educational environment that is conducive to student learning and teacher development.

Table 6 presents the association between teaching improvement strategies and teaching ability. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the teaching improvement strategies, the more ability in teaching. Teaching improvement strategies are often closely related to professional development.

Adopting differentiated teaching strategies can better meet the personalized needs of students. Teaching improvement strategies may include real-time feedback and evaluation methods, enabling teachers to adjust teaching methods in a timely manner. Teaching improvement strategies may involve the organic integration of technology to support more effective teaching. The use of advanced technological tools and resources can improve teaching effectiveness, thereby enhancing teaching ability. The study "Exploration of the Path to Improve the Teaching Ability of Young Teachers in Universities from the Perspective of Big Data" shows that with the continuous expansion of higher education in China, young teachers have gradually become the main

force in higher education and teaching. The cultivation and improvement of the teaching ability of young teachers have become an important task in the construction of the current university teacher team. Analyzing the problems of young university teachers in terms of educational and teaching ability under the background of big data, proposing strategies to enhance their teaching ability, and providing reference for effectively promoting the improvement of teaching ability of young university teachers (Dong, 2023).

Table 6

Relationship between Teaching Improvement Strategies and Teaching Ability

Regarding the institutional environment	rho-value	p-value	Interpretation
Knowledge-Based	.644	0.000	Highly Significant
Skill-Based	.638	0.000	Highly Significant
Attitude	.599	0.000	Highly Significant
Personal Characteristics	.599	0.000	Highly Significant
Level of ability of teachers concerned			
Knowledge-Based	.605	0.000	Highly Significant
Skill-Based	.608	0.000	Highly Significant
Attitude	.505	0.000	Highly Significant
Personal Characteristics	.485	0.000	Highly Significant
Relevant teaching content			
Knowledge-Based	.710	0.000	Highly Significant
Skill-Based	.694	0.000	Highly Significant
Attitude	.624	0.000	Highly Significant
Personal Characteristics	.572	0.000	Highly Significant
The relevant teaching methods and approaches			
Knowledge-Based	.732	0.000	Highly Significant
Skill-Based	.697	0.000	Highly Significant
Attitude	.682	0.000	Highly Significant
Personal Characteristics	.603	0.000	Highly Significant
Relevant Teaching Counseling and Assessment			
Knowledge-Based	.767	0.000	Highly Significant
Skill-Based	.713	0.000	Highly Significant
Attitude	.671	0.000	Highly Significant
Personal Characteristics	.600	0.000	Highly Significant
Methods of learning for the students concerned			
Knowledge-Based	.802	0.000	Highly Significant
Skill-Based	.750	0.000	Highly Significant
Attitude	.714	0.000	Highly Significant
Personal Characteristics	.645	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Teachers have improved their teaching ability by adopting new teaching strategies and methods, participating in professional development. The research on the development path of teachers' information technology teaching ability under the action of educational digitization strategy emphasizes that the high-quality development of educational digitization cannot be achieved without the improvement of teachers' information technology teaching ability. The construction of the development path for teachers' information technology teaching ability under the action of educational digitalization strategy. Firstly, using excellent information technology teaching cases to stimulate teachers' awareness of application. Secondly, increase investment in information technology facilities and create an environment for practical transformation. Thirdly, form a value orientation based on ability development. Fourthly, create a networked interactive and collaborative model with a common style. By transforming awareness, cultivating values, and improving infrastructure, we can further enhance the level of teacher information technology teaching (Wang, 2023).The research on the current situation and countermeasures of teaching ability training for young teachers in universities points out that training is an important way for young teachers in applied universities to enhance their teaching ability and achieve professional development. This study proposes strategies to strengthen the construction of teacher development centers, improve the teacher training system, construct a teacher teaching competition system, construct a teacher teaching consulting service system, and build an external exchange and discussion system, in response to the problems of incomplete mechanisms for teacher training management in universities and insufficient driving

force for teacher self-improvement in the absence of a systematic teacher training system (Huang, 2023).

The teaching improvement strategy also includes the integration and application of technology, and the rational use of technology and multimedia resources can help improve teaching effectiveness. The research on the cultivation mode of young teachers in universities under the background of information technology teaching shows that with the gradual acceleration of the reform process of education and teaching work, young teachers in universities face many teaching challenges and opportunities in the context of information technology teaching. In order to stand firm in the complex and ever-changing external environment and excel in teaching and educating students, young teachers need to focus on self-improvement. (Wang, 2023). Teaching improvement strategies are the key to enhancing teaching ability. Through continuous reflection and innovation, adopting personalized teaching, technological integration, and promoting the development of art teaching, teachers can better adapt to student needs and improve teaching quality. This relationship is a continuous focus in the field of education and is crucial for building a more effective education system.

Proposed Professional Development Plan

This study provides a professional development plan that outlines strategies and activities aimed at enhancing various aspects of teaching and organizational culture within the university setting. The plan focuses on key areas such as participatory empowerment, coherence in core values, adaptation to change, level of ability of teachers, relevant teaching content, teaching counseling and assessment, and teaching ability improvement.

1. Participatory – Empowerment: The plan suggests organizing collaborative workshops and interdisciplinary programs to promote a culture of empowerment among teachers. Success indicators include a significant increase in independent cooperation and collaboration across disciplinary boundaries among 90% of teachers.
2. Coherence - Core Values: Workshops on core values and effective communication channels are proposed to enhance coordination between departments. Success is measured by the number of cross-departmental collaborative projects and the identification of 90% of teachers with organizational culture.
3. Adaptation - Creating Change: The plan recommends establishing feedback mechanisms for students and parents, along with regular dialogues between them and school management. Success indicators include 90% participation of students and parents in the decision-making process.
4. Organizational Culture Adaptation - Creating Change: Team training and innovation promotion strategies aim to increase teachers' acceptance of change and participation in innovation. Success is gauged by a 90% participation rate in innovation among teachers.
5. Level of Ability of Teachers Concerned: Seminars and individualized training sessions are suggested to improve teaching strategies and effectiveness, focusing on teaching improvement rather than excessive pursuit of professional positions. Success indicators include 90% of teachers focusing on teaching improvement strategies.
2. Relevant Teaching Content: Seminars on internationalized education and teaching materials aim to enhance teachers' understanding and application of international content. Success is measured by a 90% improvement in teachers' internationalized teaching.
3. Relevant Teaching Counseling and Assessment: Establishment of virtual Q&A platforms and tutoring arrangements seek to improve the flexibility and effectiveness of teaching counseling. Success indicators include a 90% increase in flexibility in scheduling Q&A activities.
4. Teaching Ability - Knowledge-Based: Seminars and mentorship programs aim to balance theoretical knowledge with practical teaching experience. Success is measured by 90% of faculty focusing on practical teaching experience and 100% completion of mentorship training by young teachers.
5. Teaching Ability - Skill-Based: Hands-on workshops and teaching observation activities are proposed to enhance practical teaching skills. Success indicators include continuous improvement in teaching skills among 90% of teachers.

This plan involves the active participation of university management and all teachers to implement various activities and strategies aimed at improving teaching quality and fostering a positive organizational culture.

4. Conclusions and recommendations

The Organizational Culture as to Participatory - Empowerment, Coherence - core values, Adaptation - Creating Change, and Mission-Strategic Orientation and Intent were positively assessed by the respondents. The Teaching Improvement Strategies as to Regarding the institutional environment, Level of Ability of teachers concerned, Relevant teaching content, relevant teaching methods and approaches, Relevant Teaching Counseling and Assessment, Methods of learning for the students concerned were positively assessed by the respondents. The Teaching Ability as to Knowledge-Based, Skill-Based, Attitude, and Personal Characteristics were positively assessed by the respondents. There is a very close relationship between Organizational Culture, Teaching Improvement Strategies and Ability of Chinese Art Education Faculty. They have significant positive predictive effects and all three are positively correlated. The better the Organizational Culture, the better the Teaching Improvement Strategies. The better Teaching Improvement Strategies, the better the Teaching Ability. Teaching Ability is influenced by Organizational Culture. A proposed professional development plan was formulated in order to enhance teachers performance.

Chinese universities may play an active role in developing specific training programs and standards for arts teachers that will enable arts teacher training to be more focused and systematic to meet the unique needs of arts education in China. Chinese universities can link professional development plans to faculty performance appraisals, establish incentive mechanisms to ensure the practical effects of professional development plans, and actively give fair evaluation feedback to arts faculty. The program is to be recommended to universities in Guangxi Province for implementation. The top management of the school may prioritize and accelerate the development of a top-level design for a professional development plan for art education teachers in China. Art teachers in Chinese universities may keep up with the needs of the times, actively practice professional development plans, adopt diversified teaching strategies, and constantly explore and innovate. Art faculty in Chinese universities should learn advanced education concepts at both domestic and international levels, and combine them with professional development plans to enhance their teaching ability and promote their career development. The proposed plan may be tabled for discussion and implementation. Future researchers may conduct similar study but focusing on culture teaching and learning.

5. References

Bie, D. (2020). The connotation and construction path of university organizational culture. Modern Education Management, (01), 1-7. doi:10.16697/j.1674-5485.2020.01.001.

Dai, H. (2023). Constructing a new pattern of university program ideology and politics to improve the ability and level of educating people. Industry and Technology Forum, (06), 236-237.

Ding, X. (2022). Exploration of interactive paths between teachers and students in university classroom teaching under the information technology environment. Journal of Shandong Electric Power University, (05), 68-70+77.

Dong, B. (2023). Exploration of the Path to Enhancing the Teaching Ability of Young Teachers in Universities from the Perspective of Big Data. Information Systems Engineering, (10), 63-66.

Du, X. (2018). Core Cultural Construction of Teaching Reform. Liberal Arts and Science Navigation (First Ten Days), (05), 91-92.

Guan, Y. (2019). Analysis of the Current Situation of Teaching Ability of Teachers in Applied Undergraduate Universities - Taking the Discipline of Art and Design as an Example. Daguan (Forum), (08), 171-172.

Guo, T. (2021). Cultivation of teaching ability and teaching strategy of young teachers in universities. Journal of Chifeng University (Natural Science Edition), (11), 106-109. doi:10.13398/j.cnki.issn1673260x.2021.11.027.

Guo, T. (2021). Exploration of Teaching Ability Cultivation and Teaching Strategies for Young Teachers in Universities. Journal of Chifeng University (Natural Science Edition), (11), 106-109. doi:10.13398/j.cnki.issn1673-260x.2021.11.027.

Guo, Y. (2021). Research on the Evaluation Path of Ideological and Political Education in Professional Courses in Art Universities. Journal of Taiyuan City Vocational and Technical University, (02), 174-176. doi:10.16227/j.cnki.tycs.2021.0117.

Here are the references in APA 7th edition style:

Hou, L. (2019). Exploration of research-based learning teaching methods for art and design courses in universities - Taking the course of office space design as an example. Art Review, (26), 244-245.

Huang, J. (2023). Research on the Current Situation and Countermeasures of Teaching Ability Training for Young Teachers in Universities. Journal of Nanning Normal University (Natural Science Edition), (03), 181-185. doi:10.16601/j.cnki.issn2096-7330.2023.03.027.

Lan, Y. (2023). The effects of university teaching management on students' independent learning: the chain mediation of teaching attitudes and teacher ethics. Educational Observation, (02), 1-6+87. doi:10.16070/j.cnki.cn45-1388/g4s.2023.02.001.

Lan, Y. (2023). The impact of university teaching management on student self-directed learning: the chain mediating effect of teaching attitude and teacher ethics. Education Observation, (02), 1-6+87. doi:10.16070/j.cnki.cn45-1388/g4s.2023.02.001.

Li, G. (2022). Intense competition or complacency: the choice of teacher work investment in university incentive governance. Jiangsu Higher Education, (12), 107-114. doi:10.13236/j.cnki.jshe.2022.12.016.

Li, N. (2020). Analysis of the Quality and Professional Ability Improvement of Art and Design Teachers in Universities. Can Hua (Part 2), (05), 94-95.

Li, S. (2020). Education management should make teachers "younger". Chinese Teachers, (19), 42-43.

Liang, Z. (2023). Solving the problem of teacher burnout in universities. Human Resources, (22), 118-119.

Ling, H. (2022). A survey and empirical analysis of the current situation of organizational culture in universities--taking the case of the Communist Youth League organization in the basic college of University Y as an example. Hanzi Culture (S1), 293-294. doi:10.14014/j.cnki.cn11-2597/g2.2022.s1.090.

Liu, B. (2021). Research on the Internationalization of Film and Television Media Art Education in Private Universities in Xi'an. Shaanxi Education (Higher Education), (06), 41-42. doi:10.16773/j.cnki.1002-2058.2021.06.019.

Liu, L. (2021). The Impact of Organizational Culture on the Innovation Performance of University Research Teams. Modern Business, (04), 86-88. doi:10.14097/j.cnki.5392/2021-04.026.

Liu, X. (2021). Development of Strategic Planning for Universities in the New Era: Classification Perspective and Positioning Analysis. Modern Education Science, (06), 1-7+14. doi:10.13980/j.cnki.xdjykx.2021.06.001.

Liu, Y. (2019). Psychological Contract Management of University Teachers under the Background of Reform. School Party Building and Ideological Education, (02), 60-61.

Liu, Y. (2019). Research on Knowledge Management in Universities from the Perspective of Organizational Culture and Leadership Style. Journal of Management, (01), 51-54.

Liu, Y. (2019). Typical correlation research on organizational culture, leadership style, and knowledge management in universities. Journal of Xinyang Normal University (Philosophy and Social Sciences Edition), (06), 75-81.

Long, L. (2023). Research on Teaching Strategies to Enhance Students' Online Learning Effectiveness. Journal of Hubei Open Vocational University, (09), 145-147+150.

Lu, F. (2023). Research on teaching reform strategy of aesthetic education classroom in universities. Art Education Research, (20), 150-152.

Qiu, X. (2019). The Dilemma and Mechanism Innovation of University Teacher Participation in Decision Making. Research on Education Development, (03), 82-85.

Ren, W. (2019). Analysis of the Quality and Professional Ability Improvement of Art and Design Teachers in Universities. Intelligence, (14),

Tong, J. (2019). Teaching attitude is key to improving teaching quality. Curriculum Education Research, (19), 209.

Wang, A. (2018). Exploration of Organizational Culture Construction in Universities under the premise of Cultivating Core Competitiveness. Journal of Xingyi Ethnic Normal University, (04), 36-38+69.

Wang, C. (2023). Reflection on the Teaching Practice of Art and Design Majors in Universities. Journal of Hubei Open Vocational University, (18), 180-182.

Wang, G. (2023). Exploration of the training mode for young teachers in universities under the background of information technology teaching. In Proceedings of the 2023 Higher Education Research Forum (pp. 88-89). Shaanxi Institute of Fashion Engineering. DOI: 10.26914/c.cnkihy.2023.037557

Wang, H. (2023). Research on the Development Path of Teacher Informatization Teaching Ability under the Action of Education Digitization Strategy. Henan Education (Teacher Education), (10), 6-7. DOI: 10.16586/j.cnki.41-1033/g4.2023.10.005

Wang, J. (2022). Innovation in ceramic art teaching in universities based on the background of new media environment. Ceramic Science and Art, (11), 10-11. DOI: 10.13212/j.cnki.csa.2022.11.011

Wang, M. (2023). Improvement of Educational Ability of University Teachers from the Perspective of Professional Ability Standards. Popular Standardization, (21), 102-104.

Wang, P. (2022). Research on the Construction of Teaching Models for Art and Design Majors in Universities. Research on Art Education, (05), 164-165.

Wang, W. (2023). Research and Practice on Cultivating Expression Ability in Art and Design Teaching. Paper Information, (05), 115-116.

Wang, X. (2017). On the Impact of Teacher's Teaching Attitude on Teaching Effectiveness. Knowledge Economy, (09), 157+159. DOI: 10.15880/j.cnki.zsjj.2017.09.090

Wang, Y. (2019). Intrinsic Mechanisms and Practical Dimensions: Participation of University Teachers in Educational Decision Making. Modern Educational Management, (10), 37-43. DOI: 10.16697/j.cnki.xdjygl.2019.10.010

Wang, Y. (2022). Learning Organizational Culture, Work Values, and Innovative Behavior of University Teachers. Management Engineer, (02), 32-38. DOI: 10.19327/j.cnki.zuaxb.1007-11999.2022.02.005

Wang, Y. (2022). The Dilemmas and Solutions of Professional Development of University Teachers from the Perspective of Peer Assistance. China Adult Education, (10), 65-68.

Wang, Y. (2023). Research and Practice on Teaching Ability Enhancement of Young Teachers in Universities Based on Teaching Assistant System. In (Eds.), 2023 Proceedings of the Second Academic Forum on Life Education (pp. 407-409).

Wang, Z. (2023). Cultivation of Teaching Ability of Young Teachers Majoring in Art and Design in Applied Universities. China Journal of Multimedia and Network Teaching (Late Edition), (01), 134-137.

Wang, Z. (2023). Strategies for improving the ability of "dual-teacher" university teachers. Journal of Shanxi University of Finance and Economics (S1), 88-90.

Wu, H. (2023). Analysis of Teaching Models and Methods for Art and Design Majors in Universities. Research on Art Education, (15), 162-164.

Wu, Y. (2023). High-quality development of art education in universities in the new era of aesthetic education.

Yang, X. (2020). On the Organizational Culture Development of Art Quality Education in Universities. Journal of Liaoning Normal University (Social Sciences Edition), (03), 111-113.

Yang, Y. (2018). Analysis of the internalization mechanism of the value of university teachers participating in school decision-making. Jiangsu Higher Education, (03), 107-109. DOI: 10.13236/j.cnki.jshe.2018.03.031.

Zhao, D. (2018). Research on the impact of organizational culture on work engagement in universities (Master's thesis, Shanghai Normal University).

Zhu, Y. (2018). Relying on school culture, leading the professional development of teachers. Education Perspective, (21), 50-51.

Zhu, Z. (2018). Master's thesis on the democratic participation of university teachers in school decision-making. Guangxi University.