

Development of Art Design Teachers' Leadership in Universities under Liaoning Province

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Received : 19 September 2023

Revised : 24 June 2024

Accepted : 24 June 2024

ABSTRACT

The objectives of this research were: To explore the components of art design teachers' leadership in universities under Liaoning Province; and to develop the guidelines for development of art design teachers' leadership in universities under Liaoning Province. The research was a mixed methodology research, including qualitative research and quantitative research. The population of the research consisted of 148 administrators and 1487 instructors in 41 universities under Liaoning Province, with a total of 1635. The sample size was determined by Krejcie and Morgan tables (1970), and obtained by stratified random sampling technique, totaling 340. The key informants were composed of 8 key informants, including 1 university administrator, dean, director of art design in universities, 5 art design professional teachers of art design major in universities, obtained by purposive sampling method. The instruments used for data collection were a semi-structured interview form, a five-point rating scale questionnaire, and a focus group discussion form. The statistics used for the data analysis were frequency, percentage, mean, Standard Deviation and Exploratory Factor Analysis, as well as the content analysis was employed.

The research findings revealed that: (1) there were five components of art design teachers' leadership in universities under Liaoning Province which consisted of Team leadership, Teaching and innovative leadership, Professional leadership, Governance and self-management, Leadership philosophy and non-power leadership; and (2) there were total of 69 guidelines of art design teachers' leadership in universities under Liaoning Province which

consisted of seventeen team leadership guidelines, fifteen teaching and innovative leadership, thirteen professional leadership, thirteen governance and self-management ability, and eleven leadership philosophy and non-power leadership.

Keywords: Leadership, Teachers' leadership, Art Design, Liaoning Province

1. Introduction

The key to the success of a series of educational reform measures in universities lies in teachers, and teachers have become the main force to reshape campus culture and promote the development of universities. Giving full play to the leading role of teachers is a common guideline for effective teaching. In the past ten years, research on the topic of teachers' leadership is still a vital research object in the field of education at home and abroad. In the process of educational reform practice in various countries, more and more scholars and experts are paying attention to the research of teachers' leadership. "Teachers' leadership" is considered to be a teacher's ability to adapt to the new situation of educational reform. It is an important ability, and it has gradually become a hot topic in the international education circle. Since the 1980s, some western countries have continued to improve schools and improve school efficiency, such as changing curriculum, strengthening teacher training, improving teaching methods, expanding educational resources, etc., but the results of reforms have been minimal, affected by the wave of school reconstruction carried out in Western countries, the focus of research has gradually been positioned on the process of leadership. Teachers' leadership first emerged in the context of the educational reform in the United States. The reform research report mentioned the development of teachers' leadership, the purpose is to make teachers become participants, participate in the management of schools and formulate related policies. The concept of "teacher's leadership" was first formally proposed in "Leadership: Ideology and practice" published by Lieberman in 1988, and then teachers' leadership began to attract the attention of various countries. Katzenmeyer, M & Moller, G mentioned: "The era of teachers' leadership has arrived, declaring a new peak in the professional development of teachers in the United States, and countries are developing teachers' leadership one after another." (David, Ft & Harris & A, 2003: 479). The United Kingdom began to implement "Improving the Quality of Education for All" (IQEA for short) in 1991. The famous British scholar Reynolds clearly pointed out when evaluating IQEA: "The key to the success of school improvement lies in the continuous attention to the teachers' leadership,

and regard it as an important force to promote educational change" (Reynolds, D, 1996: 133-158).

Throughout the world, since the 21st century, teachers' leadership has become an important topic of school reform. The United Kingdom, the United States, Canada, Australia and other countries have introduced different policies, implemented relevant educational measures to improve teachers' leadership, and issued relevant documents, to maximize the influence of teachers in school innovation. Tracing back to the origin, teachers' leadership has been paid attention to for more than 30 years in countries such as the United Kingdom and the United States, and its connotation has also changed with the development of education. In different backgrounds, at different stages, to promote the development of teachers' leadership for different institutions and organizations, and attach great importance to the cultivation and promotion of teachers' leadership, so as to promote the effective realization of the goals of educational reform. As Canadian scholar Michael Fullan said: "Teachers are the key to school reform, and leadership is the key to the success of an organization in the 21st century. To truly succeed in school reform, you cannot rely solely on the principal, but need the input of all teachers" (Michael Fullan, 2001: 1).

Teachers' leadership is in the ascendant in European and American countries, and the exploration in theory and practice continues unabated, but it started relatively late in China. The first literature on teachers' leadership appeared in 2007. It has been widely concerned, and has become a new force in the field of education management, and has become a new hot issue in China's education management research. With the rapid development of Chinese society, education is bound to undergo in-depth reforms. Teachers will face problems and tasks in the process of school innovation. Teachers, as the backbone of universities, are the primary human resources of universities. One of the basic qualities restricts the development of universities and directly affects the effectiveness of personnel training. Letting teachers become leaders is what the times need. In 2012, the Ministry of Education issued "Several Opinions on Comprehensively Improving the Quality of Higher Education" and proposed: to implement and expand the autonomy of universities in running schools, to promote academic research by professors, and to play the role of professors in teaching, academic research and school management. In 2020, with the convening of the National People's Congress of the People's Republic of China and the Chinese People's Political Consultative System, the issue of "de-administration" in universities has become the focus of the reform of the education management system in universities. The "Decision" also clearly stated that the administrative

level of schools should be phased out. In addition, the "National Medium and Long-Term Education Reform and Development Outline (2010-2020)" proposes that the foundation of education development is reform, focusing on system and mechanism reform, and accelerating the reform of important areas and key links; exploring and adapting to different types of education and talent growth Improve the school management system and school-running model, improve the school's target management and performance management mechanism; overcome the administrative tendency, cancel the actual administrative level and administrative management mode; transform the principal responsibility system into a collective responsibility system, so that teachers and staff can play their due roles Value, from bureaucratic management to democratic management, guide teachers to participate in school management and supervision. Then the Ministry of Education promulgated the "Regulations of the Academic Committee of Higher Institutions" to allow teachers to participate in the academic management of the school. The release of the above-mentioned policies will pave the guidelines for the development of higher education management reform that focuses on teachers' leadership.

As an extremely important old industrial base in China, Liaoning Province is supported by the national strategy of "rejuvenating the Northeast". The country and local governments attach great importance to the reform of the system and mechanism of universities under Liaoning Province. In 2021, the Liaoning Provincial Department of Education issued the "Implementation Opinions on Promoting the Opening of Universities and Strengthening Cooperation to Achieve High-Quality Development" based on the actual conditions of Liaoning Province. The key content covers strengthening inter-school exchanges between teachers and solving the problem of structural shortage of talents; Promote the professional development of teachers, improve the overall level of teaching team construction in universities in the province; deepen the innovation of the exchange system, and stimulate the endogenous motivation of high-level teachers to participate in inter-school exchanges. This undoubtedly enables teachers' leadership to be more deeply used and developed in the reform of university education. The Liaoning Provincial Department of Education requires that the revitalization of the Northeast should be centered on deepening system innovation. The role of art design majors in this process should not be underestimated. According to the statistics of researcher, there are 79 universities with art design majors under Liaoning Province. The opening and subsequent continuous reforms are all based on the economic and social development structure and overall needs, and the educational background and objects of art

design majors are completely different from other disciplines, so the work carried out needs to explore some new paths in education management. While implementing the principal responsibility system under the leadership of the party committee, various universities have gradually realized that teachers' leadership is an important force for school reform. The reform and development of schools cannot only rely on the principal, but should fully rely on teachers and their leadership. Decision-making ability to make decisions suitable for school development (Du Fangfang, 2010: 47-51), realizing that it is very urgent for teachers to understand and build their own leadership, some universities have begun to try to get more teachers to join the school management And decision-making, trying to cultivate teachers' leadership to improve the quality of personnel training, and promote the improvement of school effectiveness. Through the analysis of the current situation of art design teachers' leadership in universities under Liaoning Province, the researcher concluded the following points about the existing problems in art design teachers' leadership in universities under Liaoning Province. The concept of teachers' leadership is still a relatively new concept in the management system of universities, and its development is also in the initial stage. First of all, universities are greatly influenced by the government. The leadership system of universities is still biased towards a bureaucratic system managed by leaders with formal powers. The job levels and division of responsibilities are very clear. Teachers cannot become leaders, which hinders universities to a certain extent. The cultivation of leadership talents. Secondly, under the centralized leadership system of universities, only high-level leaders with actual powers hold power centrally, and teachers have no real management powers. To some extent, differences in ranks will lead to poor communication, and teachers lack decision-making and control over university management. With the understanding of implementation, teachers themselves are often hit and hindered by management, which leads to lack of enthusiasm for teachers to participate in the management of universities, which directly affects the cultivation and promotion of teachers' leadership.

In addition, teachers lack a comprehensive understanding of "leadership" and do not realize their own subjective initiative. The existing art design teachers in universities are relatively young, and even teachers with deep qualifications have never assumed the role of leaders. Thirdly, even in the process of implementing teachers' leadership, distributed leadership will also face the issue of the distribution of leadership authority. Whether the leadership with formal leadership authority is willing to delegate authority, and whether teachers are willing to accept newer additional identities, is determined by the traditional

leadership system. Influence, class boundaries between teachers and leaders, new and old teachers make it difficult to achieve decentralization among school members, which directly restricts the development of teachers' leadership. Finally, universities lack a common vision, and teachers tend to perform their own responsibilities. Teachers lack a common vision and goals. Schools pay more attention to the evaluation, inspection, and quantitative management of teachers, which will inevitably lead to "instrumental" teachers. Teachers focus on education, and teachers' innovative autonomy in professional development has been hindered. It can be seen that the reform challenges faced by universities cannot only rely on the transformation of organization and operation, and the key is to adjust the lack of motivation for internal teacher reform.

Existing research in domestic and foreign academic circles rarely discusses teachers' leadership in universities or practical arts. Most Chinese scholars research on teachers' leadership in primary and secondary schools, and focus on the principal's management and teachers' leadership. There is an urgent search for a precise definition of teachers' leadership, lack of a process of cultivating and developing teachers' leadership, and a lack of attention to the impact of teachers' leadership, an influencing mechanism, on the quality of education. In addition, there are very few Chinese scholars conducting research on universities, especially in the field of practical art, and no scholars have mentioned the field of teachers' leadership in detail. Therefore, from the perspective of developing teachers' leadership, it is a dual need of theory and practice to discuss art design teachers' leadership in universities under Liaoning Province. Theoretical significance: So far, Chinese academic circles have not yet constructed a relatively complete and systematic framework for teachers' leadership, and the theory is relatively scarce. The research questions and goals set by the subject research have enriched theories related to teachers' leadership and expanded the scope of leadership. The scope of the main body provides theoretical support for improving art design teachers' leadership in universities, and provides a little theoretical basis for scholars who research this field in depth.

Practical significance: practice is the foundation of theory, and practice has a decisive role in theory. The research on teachers' leadership should not be limited to the existing research. It should be directional to cultivate and improve the effective performance of teachers' leadership, and then guide practice, so that teachers can correctly understand the roles in school management and teaching, change the inertial state of teachers lacking autonomy and creativity due to external norms, and empower teachers to enhance the comprehensive strength of universities, which is conducive to enhancing communication and

cooperation among teachers in the reform of universities, and making teachers a catalyst for school leadership reform , and then cultivate the initiative of teachers to actively participate in the leadership process, form a community culture of shared organizations, and build a transformative force within universities. Only by strengthening the driving force of internal reforms in universities can continue to make in-depth improvements and boost university reforms and educational development. In addition, the research of the topic has practical significance. First of all, cultivating and improving art design teachers' leadership in universities is conducive to the development of teachers themselves. The internal motivation is improved, which directly affects teachers' self-efficacy and indirectly strengthens teachers' leadership potential. Secondly, it is conducive to the cultivation of high-quality talents. The focus of talent cultivation in China lies in the cultivation of leadership. The effect of pure theoretical output is better than nothing. Teachers can influence students in a subtle way, and teachers with leadership can usually lead students to actively and spontaneously Improve your own deficiencies. The improvement of the teachers' leadership in universities is helpful to indirectly cultivate the students' leadership. Finally, cultivating and improving art design teachers' leadership in universities will help improve the management efficiency of universities. The influence of teachers' leadership can improve the work performance of other teachers and the overall level and quality, thereby improving the overall effectiveness of universities.

The researcher has the basis of seven years of art design major learning under Liaoning Province. Through literature research, the researcher found that the research on art design teachers' leadership under Liaoning Province is currently in a vacant state. Through quantitative and qualitative research, explore the components of art design teachers' leadership under Liaoning Province and the effective factors that affect its development, explore the impact of art design teachers' leadership under Liaoning Province on the quality of education, and put forward guidelines and practical suggestions to realize the effective development of art design teachers' leadership universities under Liaoning Province Therefore, the research topic of "Development of art design teachers' leadership in universities under Liaoning province" was launched.

2. Research Questions

(1) What are the components of art design teachers' leadership in universities under Liaoning Province?

(2) What are guidelines for development of art design teachers' leadership in universities under Liaoning Province?

3. Research Objectives

(1) To explore the components of art design teachers' leadership in universities under Liaoning Province.

(2) To develop the guidelines for development of art design teachers' leadership in universities under Liaoning Province.

4. Research Method

4.1 Research Design

The research methodology was mixed methodology, including qualitative research and quantitative research. The quantitative data was collected through a survey questionnaire distributed to administrators and instructors of 41 universities of Art Design major under Liaoning Province. Descriptive statistics was used to classify and recognize the basic properties of samples. In addition, percentages and Standard Deviations was used for data analysis. Content analysis techniques will be employed to analyse the qualitative data. The findings from data analyses were integrated to develop the guidelines for development of art design teachers' leadership in universities under Liaoning Province.

4.2 Population and Sample

Population consisted of administrators and instructors in art design major in universities under Liaoning Province. The researcher determined the sample size with Krejcie and Morgan's Table (1970). The sample was administrators and instructors, a total of 340 people, using stratified sampling techniques.

4.3 Research Instruments

Step (1) Qualitative research: semi-structured interview form.

Step (2) Quantitative research: five-point rating scale questionnaire.

Step (3) Qualitative research: focus Group Discussion form.

4.4 Data Collection

The steps for data collection will be as follow: Request permission to collect data for research from Bangkokthonburi University to 41 universities under Liaoning Province, then carry

out data collection with the selected samples by sending questionnaires to the coordinator teachers who will help for collecting data with the randomized samples.

4.5 Data Analysis

The data for this research of demographic variables were analysed by descriptive statistics, frequency, and percentage. The variables for art design teachers' leadership in universities under Liaoning Province were analysed using descriptive statistical methods; mean, standard deviation (S.D.). Exploratory Factor Analysis (EFA) was used to analyse the components of art design teachers' leadership in universities under Liaoning Province.

5. Research Results

(1) There were 5 components of art design teachers' leadership in universities under Liaoning Province which consisted of Team leadership, Teaching and innovative leadership, Professional leadership, Governance and self-management ability, Leadership philosophy and non-power leadership.

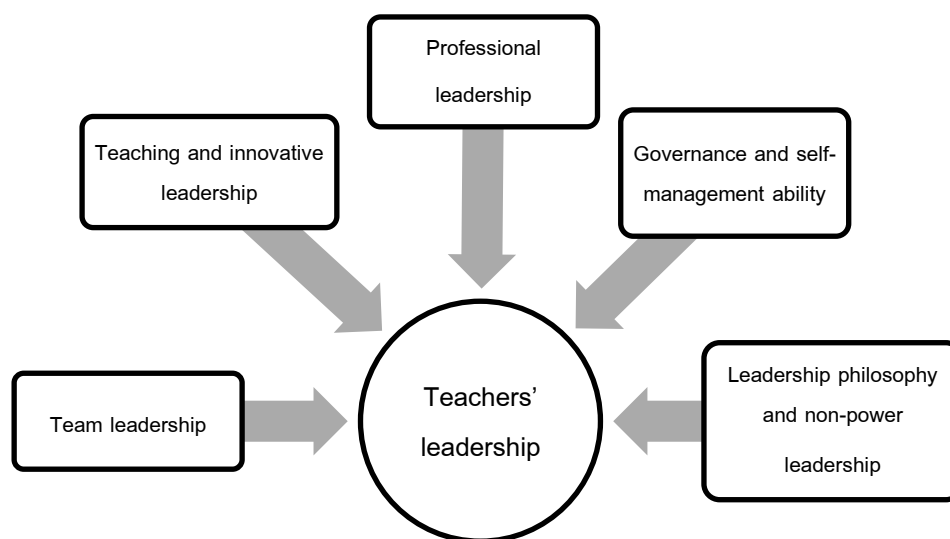


Figure 1 Shows the components of art design teachers' leadership in universities under Liaoning Province

Table 1 Shows Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	30.009	41.678	41.678	30.009	41.678	41.678	10.700	14.860	14.860
2	6.951	9.654	51.332	6.951	9.654	51.332	10.177	14.135	28.996
3	3.532	4.905	56.237	3.532	4.905	56.237	10.139	14.082	43.078
4	3.371	4.681	60.919	3.371	4.681	60.919	8.478	11.775	54.853
5	1.772	3.851	64.769	1.772	3.851	64.769	7.140	9.917	64.769

Extraction Method: Principal Component Analysis.

From Figure 1 and Table 1 shows the number of components of art design teachers' leadership in universities under Liaoning Province. Through analysis, it can be seen that, There were a total of 5 eigenvalues greater than 1. When rotating the axis, the total variance of 64.769 was explained, and all 5 meet the criteria. Specifically, the maximum eigenvalue of component 1 was 10.700, which could explain that the total variance of each component was 14.860; The maximum eigenvalue of component 2 was 10.177, which could explain that the total variance of each component was 14.135; The maximum eigenvalue of component 3 was 10.139, which could explain that the total variance of each component was 14.082; The maximum eigenvalue of component 4 was 8.478, which could explain that the total variance of each component was 11.775; The maximum eigenvalue of component 5 was 7.140, which could explain that the total variance of each component was 9.917. Component 1-5 can explain the total variance of 64.769.

It explained that the components of art design teachers' leadership in universities under Liaoning Province consisted of five components:

- Component **I** "Team leadership";
- Component **II** "Teaching and innovative leadership";
- Component **III** "Professional leadership";
- Component **IV** "Governance and self-management";
- Component **V** "Leadership philosophy and non-power leadership";

(2) There were total of 69 guidelines of art design teachers' leadership in universities under Liaoning Province which consisted of seventeen team leadership guidelines, fifteen teaching and innovative leadership, thirteen professional leadership, thirteen governance and self-management ability, and eleven leadership philosophy and non-power leadership.

6. Discussion

The discussion will be presented as follows:

6.1 Discussion about major findings of objective 1

The first objective of the research was to explore the components of art design teachers' leadership in universities under Liaoning Province. The major findings revealed five components of art design teachers' leadership: Team leadership, Teaching and innovative leadership, Professional leadership, Governance and self-management, Leadership philosophy and non-power leadership.

The major findings were revealed as such because these five guidelines can promote the generation and development of teachers' leadership. Moreover, teachers' leadership was considered to be the new situation that teachers can adapt to the educational reform. Teachers have become the main force to promote the development of universities. It was a common guidelines for effective teaching and school development to give full play to teachers' leadership.

These research findings were in accordance with the theories or research of Gong Yuting (2020:14-15),Weng Conger (2016:62-63),Wang Jiajia (2020:113), Sun Jie & Cheng Jinkuan (2019:124-128)which was found that teachers' leadership is a kind of relationship between people and people, which will have a significant impact on both the generation and development of teachers' leadership and the development of schools. Also, the findings were in the same direction with Chen Dan (2017:158-159). Moreover, from the research of Chen Xin & Zhou Fan (2020:51-52), Shangguan Dandan (2014:23-45), it was found that teaching and innovative leadership, Showed that teachers' teaching leadership can produce teaching effectiveness. However, the research of Tan Min (2013:181-182), it was found that professional leadership which was different from Tang Xin (2020:37-40), Xiang Min, Zhu Ying, Wang Lin, Hu Ying & Wang Dehua (2018:27-29), Ye Juyan & zhu xudong (2018:8-15), Chen Dan (2017:158-159), Yang qi (2014:158) , the former more inclined to teachers' professional leadership ability to the teacher's own charisma, other acting lies in the teacher's professional knowledge and skills,

and the construction of the classroom and the teaching practice, participate in scientific research creation, class management, ethics, become the leader. In terms of governance and self-management ability, the results were consistent with Ye Shuyan & Zhu Xudong (2018:8-15). In terms of leadership concept and non-power leadership, the results were consistent with Gong Yuting (2020:14-17), Hu Changcui & Zhao Wei (2020:97-99) and Wang Jijia (2020:113).

6.2 Discussion about major findings of objective 2

The second objective of the research was to develop the guidelines for development of art design teachers' leadership in universities under Liaoning Province. The guidelines put forward a more comprehensive and practical guidelines to develop the guidelines for development art design teachers' leadership in universities under Liaoning Province.

Development of art design teachers' leadership in universities, there were total 69 guidelines. The major findings were revealed as such because the cultivation of team leadership ability must strengthen the cooperation between teachers and students in the art design major, and promote the implementation of teachers' leadership, covering the ability of communication and coordination, the ability of decision-making and execution, and the ability of overall planning. Team leadership was an indispensable part of the development of teachers' leadership. No matter what situation teachers appear, as long as they have strong team leadership, they will continue to bring value to the organization, stimulate collective achievements, and achieve common vision and goals. For teaching and innovative leadership, in order to improve the effectiveness of education teaching, must be in the art design professional education development teaching and innovative leadership, its advantage was that the development of art design professional teachers' teaching and innovative leadership was to keep pace, advancing with The Times, and the professional development goals, will be in the process of teaching innovation, combined with a variety of culture or field, emphasizes the unique innovation consciousness and teaching reform, improve the teaching quality. For professional leadership, this was an essential part of the teacher's leadership, in order to improve the quality of talent training, must highlight the teachers' professional leadership, attaches great importance to the teachers' professional growth, the specialty of art design was very professional and very different, must emphasize the characteristics of art design professional teachers professional leadership, namely in the field of comprehensive, wide field to learn experience, and the use of time, regional, campus characteristics to optimize the professional ability. Art design teachers' leadership needs to be unique and

diversified. Only to sustain the development of professional leadership, to make teachers be self-drive, enhance teachers' professional guidance, strengthen professional knowledge and skills, and promote the discipline construction and development of the school. In terms of governance and self-management ability, in order to implement teachers' leadership, firstly, we must promote teachers to participate in the governance of schools, improve the leadership efficiency, and make teachers become real decision makers and executors. Only when art design teachers actively participate in the governance system of schools, can they improve the rationality and scientificity of the formulation of regulations in universities. On the other hand, art design teachers should not only use appropriate governance means and skills to improve their leadership, but also be subject to self-restraint and management. Through self-reflection, they should adjust the concept of school and teaching governance, standardize the behavior of governance, and promote the improvement of school governance system. Only by doing so, can we effectively play the management ability of teachers. For leadership concept and non-power leadership, most of the art design professional teachers lack of leadership concept, leadership is administrative leadership, so must cultivate art design professional teachers leadership concept, form a unique leadership style of leadership, in order to effective leadership, achieve effective leadership, should have a diversified view of leadership, and the influence of the power factors. Effective leadership was achieved by strengthening teachers' leadership awareness, involving teachers in all aspects of the school, and by empirical guidance.

These findings were in accordance with the theories or research of Chen Xin & Zhou Fan (2020:51-52), Gong Yuting (2020:14-15), Nie Yujing (2016:122-126), Shangguan Dandan (2014:15-16), Weng Conger (2016:62-63), Li Xiaoyan & Pei Miao (2017:105-114) which was found that their guidelines to the development of teachers' leadership. Also, the findings were in the same direction with Liu Yi (2019:226), Zhao Xuanye (2019:56-58), Ji'an Shengyu (2019:70-76), Miao Honghui (2019:240-244), Yang Weidong (2020:20), and Lai Yang (2020:181). Moreover, from the research of Miyan (2010:79-80), it was found that in terms of teaching and innovative leadership corresponding to the research of Jiao Ruixin (2019:104-105). Yu Jiefang (2015:232) and Wang Fangguan (2015:8), mainly focused on professional leadership. However, the research of Miao Honghui (2019:240-244), it was found that female teachers' leadership was closely related to the class atmosphere which was different Mazhar (2018: 91-104). Cui Lijing (2016:20-28) found that there was no significant difference in the creativity of art design teachers in universities in terms of teaching experience, gender, university background and age.

Therefore, the 69 guidelines in the research findings were important in developing the guidelines for development of art design teachers' leadership in universities under Liaoning Province. The guidelines put forward a more comprehensive and practical guidelines to develop the guidelines for development of art design teachers' leadership in universities under Liaoning Province.

7. Recommendations

Based on the research findings, the following recommendations were proposed in three key aspects:

7.1 Recommendation for Policies Formulation:

Development of art design teachers' leadership cannot be separated from the policy support. First of all, in order to give better play to art design teachers' leadership, teachers' leadership should be placed in relevant documents when making policies, so that the school can truly empower teachers and let teachers take leading roles. Through the cooperation between teachers, we can promote the improvement of teachers' all-round ability and all-round development of teachers. Secondly, teachers' leadership system should be formulated, the reward and punishment system and evaluation system should be defined, and the responsibilities of teachers' leadership roles should be defined to promote the orderly development of teachers' leadership.

7.2 Recommendation for Practical Application:

To facilitate the development of art design teachers' leadership in universities under Liaoning Province, the following strategies can be explored:

For teachers' leadership, universities in the practical application of professional art design, should further build and improve teachers' leadership platform and policy, build the leadership environment, improve teachers' leadership consciousness, through the school internal harmonious relationship, build common values, in teachers and schools, teachers and teachers, communication and collaboration between teachers and students, to arouse the enthusiasm of education teaching reform and talent training, at the same time, increase the relevant training of teachers, establish conform to the art design professional connotation development pattern.

7.3 Recommendation for Further Research:

In order to comprehensively identify the components of art design teachers' leadership in universities under Liaoning Province and develop more scientific development guidelines, researcher recommend the following:

(1) To realize the characteristic development of art design teachers' leadership.

Generally speaking, the characteristic development of art design major can not be separated from the general characteristics of The Times. However, due to the different regions, some local organizations have a strong cultural, economic and policy specificity. This allows the characteristic development to behave differently in different regions. From a macro point of view, art design needs to walk in the forefront of The Times and develop novel art education and research with the consciousness of The Times. However, from a micro-scale perspective, different organizations have different cultural and economic resources. Therefore, some local organizations will have different understandings of the interpretation of The Times and cannot fully achieve the unity of strategy. This is why organizations implement diversification strategies. Therefore, for a specific organization, it should make full use of its advantages according to its own advantages and the actual situation of the environment, take advantage of its advantages, avoid weaknesses, and implement its own characteristic development.

(2) To improve and test the training countermeasures of the development of art design teachers' leadership.

Further improve the questionnaire design and data collection, in the future research, expand the number and scope of the questionnaire, make the research more convincing, build effective art design teachers' leadership development countermeasures, and improve the components and structure, validation to promote the university art design of professional teachers in the development of leadership factors.

(3) To realize the cooperation between art design professional teachers and managers.

The administrative management of any organization often has a role that can not be ignored, and its protagonist was often pure administrative personnel. However, the main practitioners of leadership are usually administrative teachers, and most managers have a natural gap in understanding professional knowledge and mastery of the laws of professional development. Therefore, professional teachers and administrative personnel should adopt a collaborative approach, with professional teachers as the core and administrative personnel

as the auxiliary, so that professional teachers can better and effectively play teachers' leadership

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