



Factors Affecting Accounting Teachers' Teamwork Effectiveness in Shaanxi Province: A Comparison of Models between Private and Public Universities

Zhao Zhuo¹*, Sukhum Moonmuang², Sataporn Pruettikul³

¹ Faculty of Education, Bangkokthonburi University, Thailand

² Faculty of Education, Bangkokthonburi University, Thailand

³ Faculty of Education, Bangkokthonburi University, Thailand

* Corresponding author. E-mail: dr.thiwat@gmail.com

Abstract

The objectives of this study were to: (1) examine the effect of task characteristics on teachers' teamwork effectiveness; (2) analyze the influence of organizational context on teachers' teamwork effectiveness; (3) investigate the impact of social support on teachers' teamwork effectiveness; and (4) compare the structural relationship models between private and public universities. This quantitative research involved 500 accounting teachers selected through multi-stage random sampling from 10 private and 10 public universities in Shaanxi Province. Data were collected using IOC-validated instruments and five-point Likert-scale questionnaires, with a 100% valid response rate. Descriptive statistics, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM) were applied to examine the effects of task characteristics, organizational context, and social support on teamwork effectiveness, and to compare structural models across institutional types. The results showed that: (1) task characteristics positively influenced accounting teachers' teamwork effectiveness; (2) organizational context had a significant effect on teamwork effectiveness; (3) social support demonstrated the most substantial positive impact; and (4) the structural models for private and public universities showed no significant differences regarding task characteristics and social support, but a notable difference was observed in organizational context. Overall, the model structures were consistent across both university types.

Keywords: Teamwork Effectiveness, Accounting Teachers, Task Characteristics, Organizational Context, Social Support



Introduction

Teamwork effectiveness has become an increasingly important factor in enhancing teaching quality, fostering research collaboration, and supporting faculty development within Chinese higher education. National initiatives such as the Double First-Class strategy and regional education policies in Shaanxi Province emphasize strengthening both public and private universities to meet evolving demands for talent cultivation and industry integration (Ministry of Education, 2018; Shaanxi Provincial Education Department, 2020). In the accounting discipline, where professional competence and practical application are essential, collaborative teaching approaches play a key role in promoting knowledge sharing, ensuring curriculum coherence, and aligning academic training with market expectations (Watty et al., 2021).

Despite these national and regional priorities, significant institutional differences present unique challenges. Public universities benefit from stable funding and well-established academic structures but often experience bureaucratic constraints and slower decision-making processes (Li & Chen, 2020). Conversely, private universities tend to operate with more flexible governance and stronger market responsiveness, yet they commonly face resource shortages, heavier workloads, and inconsistent faculty development opportunities (Du et al., 2019). These disparities influence collaboration patterns, leadership support, and the availability of organizational resources necessary for effective teamwork (Wang et al., 2020).

Empirical studies indicate that effective teamwork enhances pedagogical innovation, improves student engagement, and develops critical thinking and professional readiness in accounting education (Watty et al., 2021; Zhou & Zhu, 2018). However, there remains a lack of research examining how structural, contextual, and interpersonal factors collectively influence faculty teamwork across different university types in China (Ning et al., 2019).

To address this gap, the present study investigates task characteristics, organizational context, and social support as key determinants of teamwork effectiveness among accounting teachers in Shaanxi Province. By comparing these factors between private and public universities, the study aims to provide evidence-based insights for leadership development, institutional policy improvement, and province-wide strategies to strengthen faculty collaboration and enhance educational quality.

Questions

1. Do task characteristics influence teachers' teamwork effectiveness?
2. Does organizational context influence teachers' teamwork effectiveness?
3. Does social support influence teachers' teamwork effectiveness?
4. Do the structural relationship models differ between private and public universities?

Objectives

1. To examine the effect of task characteristics on teachers' teamwork effectiveness.
2. To analyze the effect of organizational context on teachers' teamwork effectiveness.
3. To investigate the effect of social support on teachers' teamwork effectiveness.
4. To compare the structural models influencing teachers' teamwork effectiveness between private and public universities.

Hypothesis

H1: Task characteristics factor has positive effects on teacher's teamwork effectiveness.

H2: Organizational context factor has positive effects on teacher's teamwork effectiveness.

H3: Social support factor has positive effects on teacher's teamwork effectiveness.



H4: The relationship models between private and public universities are different.

Literature Revis

Teamwork effectiveness among university teachers has become an essential component of faculty performance, institutional innovation, and overall educational quality in China's rapidly transforming higher education sector. (Worapongpat, 2025c). Under the Double First-Class initiative, universities are tasked with fostering world-class programs and research environments in which collaborative teaching and research are increasingly seen as strategic imperatives (Ministry of Education, 2018). In disciplines such as accounting, (Worapongpat, Arunyakanon, 2025). where rigorous standards and industry relevance are critical, effective teamwork enables integrated curriculum design, consistency in assessment practices, and alignment with professional expectations (Watty et al., 2021).

Task characteristics are widely recognized as foundational to team success. (X u n a n , Worapongpat , 2 0 2 3). Clearly defined roles, shared goals, and interdependent tasks promote coordination, accountability, and efficiency within academic teams (Hackman, 2011; Mathieu et al., 2019). Studies in higher education demonstrate that structured teaching assignments and collaborative planning processes not only reduce ambiguity but also enhance collective ownership of pedagogical outcomes (Kozlowski & Ilgen, 2006). When faculty members understand the scope and expectations of joint work, they are more likely to engage in meaningful collaboration and achieve high-quality results. (Dongling, Worapongpat, 2023).

The organizational context in which teamwork occurs also significantly influences effectiveness. (JianFeng, Worapongpat, 2024). Supportive leadership, adequate resources, and institutional norms that value collaboration foster open communication and shared commitment among faculty members (Denison et al., 2014). Research in Chinese universities suggests that leadership style, governance structure, and institutional culture shape the degree to which educators participate in joint teaching, research projects, and curriculum innovation (Li & Chen, 2020; Wang et al., 2020). Public universities typically benefit from more stable funding and policy support, whereas private universities, while flexible, often face resource constraints that limit opportunities for sustained collaboration (Du et al., 2019).

Beyond structural conditions, social support within academic environments is a critical driver of effective teamwork. (Worapongpat, Kangpheng, 2025). Collegial trust, mentorship, and recognition enhance teachers' motivation to cooperate and reduce the interpersonal barriers that often hinder collaborative initiatives (Chiaburu & Harrison, 2008; Zhou & Zhu, 2018). When faculty members feel valued and supported, whether through peer feedback, administrative encouragement, or informal networks, they are more likely to share knowledge, experiment with joint teaching models, and pursue common goals (Ning et al., 2019). Social support mechanisms such as professional learning communities and peer observation programs have been shown to increase faculty engagement and improve collective problem-solving capacity (Vangrieken et al., 2015).

Despite evidence that task characteristics, organizational context (Worapongpat et al., 2023). Moreover, social support individually influences team performance; few studies have integrated these factors into a single framework to examine their combined effects on teacher collaboration in Chinese higher education. (Makjod et al., 2025). Even fewer have compared these dynamics between public and private universities, where governance structures and resource distributions differ significantly (Li & Chen, 2020). Understanding whether these relationships vary by institutional type is essential for designing context-sensitive policies and leadership strategies to strengthen the effectiveness of teamwork among university educators. (TianShu, Worapongpat, 2023).

Building on this literature, the present study employs a structural model to investigate how task characteristics and organizational context interact to influence performance (Worapongpat et al., 2023). Moreover, social support shapes the effectiveness of teamwork among accounting teachers in Shaanxi Province. In addition, it examines whether these relationships differ between private and public universities (Worapongpat, Viphoouparakhot, 2024), addressing a critical gap in the existing research



and contributing to evidence-based recommendations for institutional development and provincial education policy. (Pintong, Worapongpat, 2024).

Methodology

This quantitative study investigated factors influencing the effectiveness of teamwork among accounting teachers in Shaanxi Province, China, focusing on task characteristics (TCF_F1), organizational context (OCF_F2), and social support (SSF_F3). The study population consisted of 900 accounting teachers from ten private and ten public universities. A multi-stage random sampling technique was employed to obtain a representative sample of 500 participants, ensuring adequate coverage across institutional types.

Measurement indicators were adapted from established literature and evaluated by five expert professors using the Index of Item-Objective Congruence (IOC), thereby confirming the instrument's content validity. Data were collected through a structured five-point Likert-scale questionnaire, achieving a 100% valid response rate.

The core variables Task Characteristics Factors (TCF_F1: SD, TI, TIM, AU, RE), Organizational Context Factors (OCF_F2: TR, IS, RW, RS), Social Support Factors (SSF_F3: EM, MT, IN), and Teachers' Teamwork Effectiveness (TTE_F4: INR, OC, PA, SG, MTU, RC) were operationalized using validated measurement items to examine their direct and comparative effects.

Descriptive statistics (frequencies, percentages, means, standard deviations, skewness, and kurtosis) were used to assess data distribution and quality. Confirmatory Factor Analysis (CFA) was conducted to validate the measurement model, followed by Structural Equation Modeling (SEM) to test the hypothesized relationships (H1–H4) and compare structural models between private and public universities.

This methodological design ensured representative sampling, strong measurement reliability, and rigorous analytical procedures. The integration of SEM-based model comparison provided empirical insights into how structural, contextual, and interpersonal factors collectively influence teachers' teamwork effectiveness, offering findings directly relevant to the higher education context in Shaanxi Province.

Results

1. The research findings on the effect of the task characteristics factor on teachers' teamwork effectiveness.

Hypothesis testing H1 found that the structural model demonstrated a significant positive effect of task characteristics on teachers' teamwork effectiveness (H1: $\beta = 0.292$, $p < .001$). This confirms that well-defined tasks, clarity of roles, and structured team processes significantly enhance the effectiveness of teamwork among accounting teachers.

The findings affirm that task-related features play an important role in fostering effective collaboration. Clear task design and appropriate task allocation contribute to better coordination, mutual accountability, and team efficiency. Therefore, structuring tasks strategically is essential for enhancing team performance in educational settings.

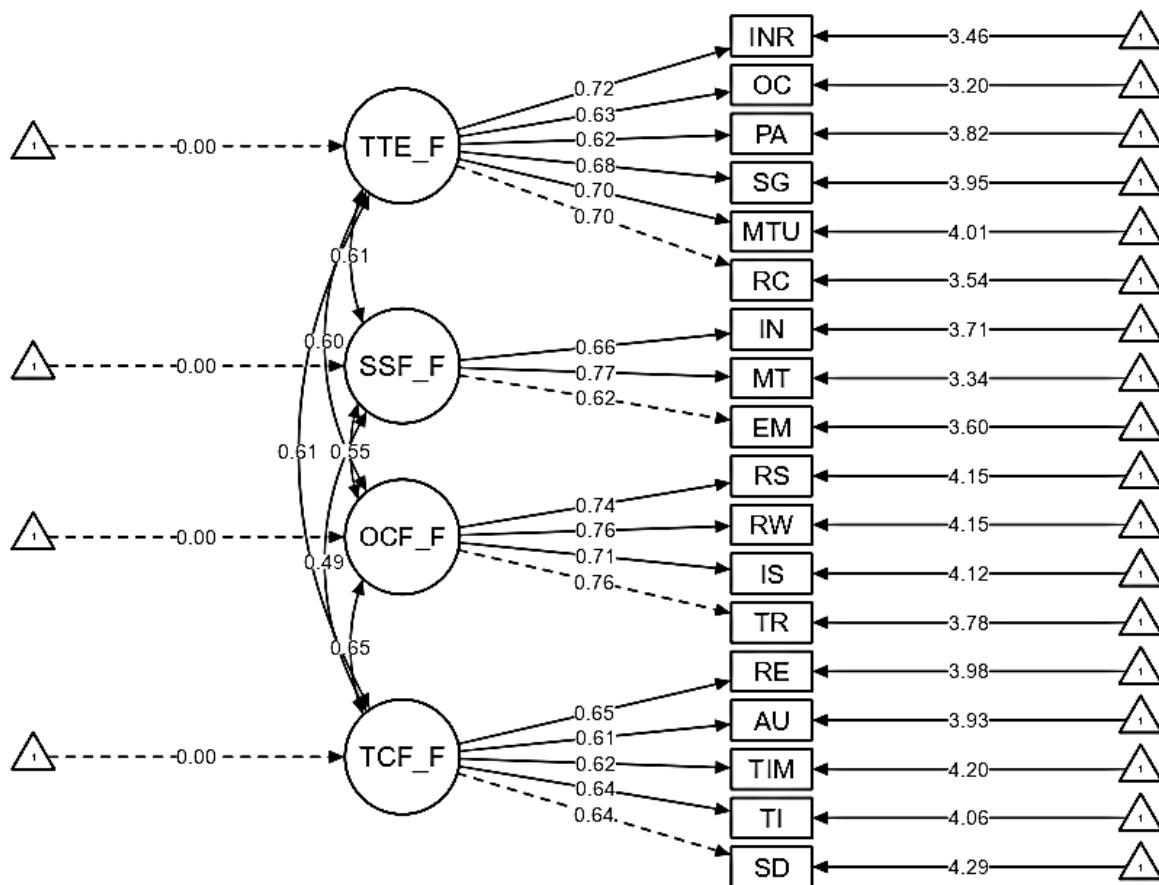


Figure 1 Results of Overall CFA Model

Figure 1 shows the results of the Confirmatory Factor Analysis (CFA), confirming that all factor loadings exceeded the 0.60 threshold, demonstrating good convergent validity (Hair, Black, Babin, & Anderson, 2019). Their observed items each reliably measured Task Characteristics, Organizational Context, and Social Support, while six factors strongly indicated Teachers' Teamwork Effectiveness. The three exogenous constructs were moderately correlated with one another, and all showed positive effects on Teachers' Teamwork Effectiveness. These results support the validity and reliability of the measurement model and provide a solid foundation for further structural analysis.

2. The research findings on the effect of organizational context factors on teachers' teamwork effectiveness.

Hypothesis H2 was supported: organizational context significantly influenced teamwork effectiveness ($\beta = 0.223$, $p = .002$). The context included leadership support, institutional norms, and resource availability, all of which contributed positively to team outcomes.

These results highlight the critical role that the institutional environment plays in shaping collaborative work. Supportive organizational contexts facilitate communication, shared vision, and motivation among teachers, thereby enhancing the effectiveness of teamwork. Institutional policy and leadership should prioritize creating such enabling environments.

Table 1 Measurement Overall Model

				95% Confidence Intervals				
Latent	Observed	Estimate	SE	Lower	Upper	β	z	p
TCF_F1	SD	1.000	0.000	1.000	1.000	0.637		
	TI	1.025	0.089	0.850	1.200	0.638	11.51	<.001
	TIM	0.963	0.086	0.795	1.131	0.616	11.23	<.001
	AU	0.996	0.085	0.830	1.162	0.611	11.77	<.001
	RE	1.098	0.090	0.922	1.275	0.653	12.19	<.001
OCF_F2	TR	1.000	0.000	1.000	1.000	0.764		
	IS	0.862	0.059	0.748	0.977	0.713	14.71	<.001
	RW	0.907	0.058	0.794	1.020	0.756	15.76	<.001
	RS	0.882	0.058	0.769	0.995	0.739	15.26	<.001
SSF_F3	EM	1.000	0.000	1.000	1.000	0.620		
	MT	1.360	0.138	1.090	1.630	0.771	9.88	<.001
	IN	1.072	0.107	0.863	1.281	0.663	10.05	<.001
TTE_F4	INR	1.000	0.000	1.000	1.000	0.695		
	OC	0.925	0.068	0.792	1.059	0.704	13.58	<.001
	PA	0.897	0.072	0.756	1.037	0.676	12.54	<.001
	SG	0.852	0.064	0.726	0.978	0.620	13.26	<.001
	MTU	0.983	0.084	0.818	1.148	0.628	11.71	<.001
	RC	1.055	0.083	0.892	1.219	0.723	12.67	<.001

As shown in Table 1, the measurement model demonstrated that all observed items loaded significantly on their respective latent constructs, with standardized factor loadings exceeding 0.60 and all p-values less than .001. For Organizational Context Factors (OCF_F2), the indicators—Training (TR), Information Systems (IS), Rewards (RW), and Resources (RS)—all exhibited substantial and significant factor loadings, ranging from 0.713 to 0.764. Similarly, Teachers' Teamwork Effectiveness (TTE_F4) was reliably measured using six indicators, with loadings ranging from 0.620 to 0.723. These results confirm the reliability and validity of the constructs and provide a solid foundation for the structural analysis. Building on this measurement evidence, the structural model test of Hypothesis 2 further revealed that Organizational Context Factors exerted a significant positive effect on Teachers' Teamwork Effectiveness ($\beta = 0.223$, $p = .002$), underscoring the critical role of supportive institutional environments in enhancing collaborative outcomes.

3. The research findings on the effect of the social support factor on teachers' teamwork effectiveness.

Hypothesis testing H3 revealed that among all predictors, social support had the most potent positive effect on teamwork effectiveness (H3: $\beta = 0.340$, $p < .001$). This includes support from peers, administrators, and the broader professional network.

The pronounced impact of social support underscores its central role in effective teamwork. When teachers experience encouragement, trust, and emotional or practical

assistance from colleagues and leaders, their ability to collaborate successfully improves significantly. Fostering a culture of mutual support is therefore vital to achieving high-functioning educational teams.

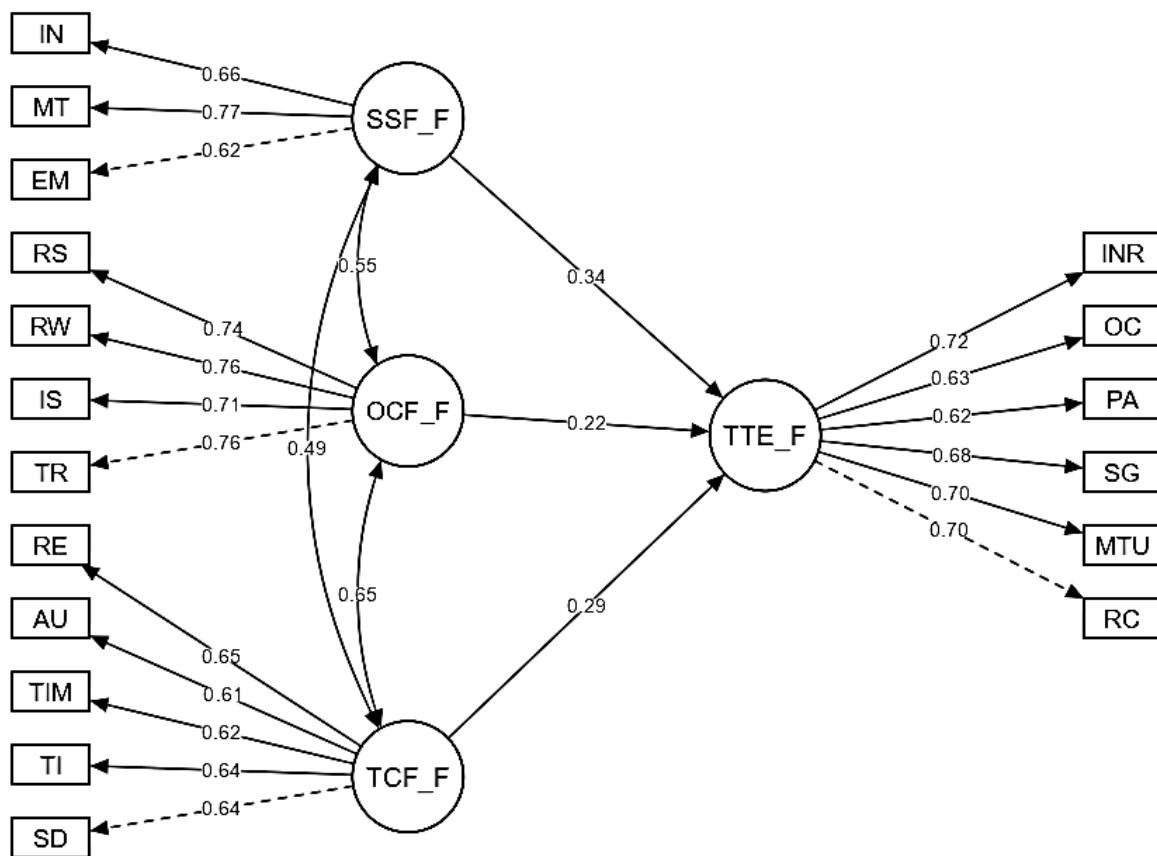


Figure 2 Structural Equation Model

As shown in Figure 2, the structural equation model indicated that Social Support Factors (SSF_F) exerted the strongest positive effect on Teachers' Teamwork Effectiveness (TTE_F) among all predictors ($\beta = 0.340$, $p < .001$). This effect was stronger than that of Task Characteristics Factors ($\beta = 0.290$, $p < .001$) and Organizational Context Factors ($\beta = 0.220$, $p = .002$). These results highlight the critical role of social support, suggesting that encouragement, trust, and assistance from peers, administrators, and the wider professional network substantially enhance teachers' ability to collaborate effectively.

Table 2 Direct Effects Analysis

Hypothesis	IV		DV	Estimate	SE	β	z	p
H1	TCF_F1	→	TTE_F4	0.360	0.088	0.292	4.09	<.001
H2	OCF_F2	→	TTE_F4	0.212	0.067	0.223	3.16	0.002
H3	SSF_F3	→	TTE_F4	0.395	0.077	0.340	5.14	<.001

Table 2 summarizes the direct effect testing of the hypothesized structural relationships within the model. The first hypothesis (H1) proposed that Task Characteristics Factors (TCF_F1) would positively influence Teacher Teamwork Effectiveness (TTE_F4). The results supported this hypothesis, revealing a significant positive direct effect ($\beta = 0.292$, $z = 4.09$, $p < .001$). The unstandardized estimate was 0.360, with a 95% confidence interval ranging from 0.188 to 0.533, indicating a moderate impact of task-related factors—such as autonomy, clarity, and responsibility—on teamwork outcomes among teachers.

Hypothesis 2 (H2) examined the influence of Organizational Context Factors (OCF_F2) on TTE_F4. This relationship was also statistically significant ($\beta = 0.223$, $z = 3.16$, $p = .002$), although the effect size was smaller than that of the other predictors. The estimate of 0.212, with a confidence interval from 0.080 to 0.344, indicated that organizational elements such as policies, resources, and institutional culture had a positive, albeit more modest, role in shaping effective teamwork.

Finally, Hypothesis 3 (H3) tested the effect of Social Support Factors (SSF_F3) on TTE_F4. This relationship yielded the most substantial effect among the three predictors, with a standardized coefficient of $\beta = 0.340$, $z = 5.14$, and $p < .001$. The unstandardized estimate was 0.395, and the confidence interval ranged from 0.244 to 0.546, suggesting that peer collaboration, emotional support, and collegial trust were highly influential in fostering effective teacher teamwork.

In sum, all three hypotheses were supported, confirming that task characteristics, organizational context, and social support each significantly contributed to the effectiveness of teacher teamwork. Among these, social support emerged as the most influential predictor, followed by task characteristics and organizational context.

4. The research findings on the different models of factors affecting teachers' teamwork effectiveness between private and public universities.

For hypothesis H4, model comparison analysis indicated that the effect of task characteristics (H1) did not differ significantly between private and public universities ($p = 0.061$). The effect of organizational context (H2) differed significantly across institutional types ($p = 0.009$), suggesting stronger or structurally distinct effects in one type. The effect of social support (H3) was not significant ($p = 0.221$). The overall model comparison (H4) revealed no significant difference ($p = 0.073$), indicating general structural similarity across sectors.

Although the overall model structure is consistent mainly across private and public universities, organizational context emerged as a factor with significantly different effects. This suggests that institutional policies, culture, and administrative support mechanisms may vary across university types and impact teamwork outcomes differently. These findings emphasize the need for context-sensitive management strategies and tailored professional development interventions in both private and public higher education institutions.

Table 3 Hypothesis Testing between Groups

Group	Hypothesis	IV		DV	Estimate	SE	β	z	p
Private	H1 _{pri}	TCF_F1	→	TTE_F4	0.366	0.1247	0.310	2.94	0.003
	H2 _{pri}	OCF_F2	→	TTE_F4	0.100	0.0967	0.117	1.04	0.299
	H3 _{pri}	SSF_F3	→	TTE_F4	0.458	0.1072	0.456	4.27	<.001
Public	H1 _{pub}	TCF_F1	→	TTE_F4	0.331	0.1221	0.256	2.71	0.007
	H2 _{pub}	OCF_F2	→	TTE_F4	0.305	0.0954	0.296	3.19	0.001
	H3 _{pub}	SSF_F3	→	TTE_F4	0.397	0.1085	0.299	3.66	<.001

Table 3 revealed distinct patterns of influence for each factor on teachers' teamwork effectiveness across private and public universities. For Hypothesis 1 (H1), the task characteristics factor (TCF_F1) showed a significant positive effect in both institutional settings. Specifically, in private universities, TCF_F1 had a standardized path coefficient of

0.310 (Estimate = 0.366, SE = 0.125, z = 2.94, p = 0.003), indicating that favorable task features enhance teamwork effectiveness. Similarly, public universities demonstrated a positive impact of TCF_F1 on teamwork effectiveness, with a standardized coefficient of 0.256 (Estimate = 0.331, SE = 0.122, z = 2.71, p = 0.007).

Regarding Hypothesis 2 (H2), which examined the organizational context factor (OCF_F2), the effects differed notably between private and public universities. In private institutions, the relationship between OCF_F2 and teamwork effectiveness was positive but non-significant ($\beta = 0.117$, Estimate = 0.100, SE = 0.097, z = 1.04, p = 0.299), suggesting a limited direct influence of organizational support structures on teamwork. Contrastingly, in public universities, OCF_F2 exhibited a statistically significant positive effect on teamwork effectiveness ($\beta = 0.296$, Estimate = 0.305, SE = 0.095, z = 3.19, p = 0.001), reflecting the stronger role of organizational context in shaping collaborative performance in this setting.

Hypothesis 3 (H3) assessed the impact of social support factors (SSF_F3), which emerged as the strongest predictor of teamwork effectiveness in both types of universities. In private universities, SSF_F3 had a standardized coefficient of 0.456 (Estimate = 0.458, SE = 0.107, z = 4.27, p < .001), highlighting the critical importance of emotional, material, and informational support for enhancing teacher collaboration. Public universities also showed a significant positive effect for SSF_F3, albeit with a slightly lower standardized coefficient of 0.299 (Estimate = 0.397, SE = 0.109, z = 3.66, p < .001).

Overall, these findings underscore that while task characteristics and social support consistently facilitate effective teamwork across both private and public universities, organizational context plays a more prominent and statistically significant role within public institutions. This differential influence likely reflects the varying administrative structures and resource environments between the two university types, suggesting tailored strategies are needed to enhance teamwork effectiveness in each context.

Table 4 Groups Comparison Testing

Private	Testing	Public	χ^2	df	p
H1 _{pri}	=	H1 _{pub}	3.51	1	0.061
H2 _{pri}	=	H2 _{pub}	6.82	1	0.009
H3 _{pri}	=	H3 _{pub}	1.50	1	0.221
Overall		H4	6.95	3	0.073

Table 4 reported the multigroup comparison testing results between private and public universities. For Hypothesis 1 (H1), which assessed the effect of the technological contextual factor (TCF) on teachers' technology effectiveness (TTE), the difference between private and public universities approached significance ($\chi^2 = 3.51$, df = 1, p = 0.061), suggesting a potential difference in how technology infrastructure or access influenced TTE across institutional types, though not at the conventional 0.05 level.

A significant difference was found for Hypothesis 2 (H2), which examined the influence of organizational contextual factors (OCF) on TTE. The result ($\chi^2 = 6.82$, df = 1, p = 0.009) indicated that the effect of organizational support on technology effectiveness differed significantly between private and public universities. This supported earlier findings in Table 4.16, where OCF significantly predicted TTE in public institutions but not in private ones.



For Hypothesis 3 (H3), related to social support (SSF), no significant difference was observed between the two groups ($\chi^2 = 1.50$, df = 1, p = 0.221), implying that the role of social support was relatively consistent in influencing TTE regardless of institutional type.

The overall multigroup test (H4) across all three paths yielded a marginally non-significant result ($\chi^2 = 6.95$, df = 3, p = 0.073), indicating that while specific path differences existed especially for H2—the overall model paths did not significantly differ between private and public universities at the multivariate level.

Discussion

1. Regarding Objective 1 (Effect of Task Characteristics on Teachers' Teamwork Effectiveness), Well-structured, meaningful tasks aligned with individual and team capacities significantly enhance teachers' collaborative performance, consistent with key team effectiveness theories. (Hackman, 1987) emphasized that clear tasks with autonomy and feedback promote effective teams, while Hoegl and Gmuenden (2001) highlighted communication and coordination as critical in complex settings like education. From a positive psychology perspective, Peterson and Seligman (2004) noted that leveraging individual strengths improves engagement and harmony in teamwork. This study supports these findings, showing that task characteristics such as identity, importance, and autonomy are crucial for effective teamwork among educators, with implications for leadership and curriculum design.

2. Regarding Objective 2 (Effect of Organizational Context on Teachers' Teamwork Effectiveness), Contextual supports such as resources, institutional backing, professional development, and communication are vital for effective teacher collaboration, aligning with key team performance research. (Guzzo, Dickson, 1996) highlighted the role of organizational climate and policies in motivating teamwork, while (Mathieu et al, 2008) demonstrated how contextual enablers shape team processes and outcomes. (Shea, Guzzo, 1987) emphasized managerial support and training as crucial for group effectiveness. (WORAPONGPAT, Phakamach, 2024) and (Worapongpat, 2025a). This study confirms that supportive organizational contexts enhance teacher teamwork, underscoring the importance of educational institutions in cultivating collaborative cultures and providing the necessary resources and policies.

3. Regarding Objective 3 (Effect of Social Support on Teachers' Teamwork Effectiveness), Interpersonal relationships, emotional support, trust, and mutual respect are crucial for effective teamwork, aligning with research on workplace social resources. Golonka and Mojsa-Kaja (2017) found that social support reduces emotional exhaustion and boosts collaboration among educators, while Schaufeli et al. (2002) linked supportive environments to greater work engagement and team cohesion. (Lee, Allen, 2002) highlighted socially based organizational citizenship behaviors as key to team effectiveness. This study confirms social support as a core driver of teamwork effectiveness in education, underscoring the importance of fostering a collaborative, empathetic culture.

4. Regarding Objective 4 (Relationship Models between Private and Public Universities)

Only one path (H2) differed significantly between private and public universities, while other relationships (H1 and H3) were consistent, and the overall model remained invariant. This suggests that core factors influencing the effectiveness of teamwork, such as task characteristics, organizational context, and social support, are stable across institutional types. Supporting this, Nguyen et al. (2021) found minimal differences in collaborative teaching between public and private universities after controlling for leadership and culture. (Worapongpat, 2025b). These results imply that fundamental drivers of teacher teamwork are



similar across contexts, endorsing broadly applicable collaboration strategies with context-specific adjustments.

Originality

From the study titled: "Factors Affecting Accounting Teachers' Teamwork Effectiveness in Shaanxi Province: A Comparison of Models between Private and Public Universities" The study found that Accounting Teachers' Teamwork Effectiveness (TWE) is influenced by three primary factors: Task Characteristics, Organizational Context, and Social Support. Among them, Social Support showed the most substantial impact, followed by Organizational Context and Task Characteristics.

Task Characteristics → Teamwork Effectiveness
Organizational Context → Teamwork Effectiveness
Social Support → Teamwork Effectiveness

The comparative analysis between private and public universities revealed that the model structure is generally consistent. However, organizational context differs significantly across the two sectors, suggesting that the institutional environment plays a crucial role in shaping teamwork dynamics.

Model Explanation Task Characteristics → Teamwork Effectiveness A positive and significant effect indicates that clear goals, role clarity, and task interdependence enhance teamwork among accounting teachers. Organizational Context → Teamwork Effectiveness Institutional support systems, management style, and communication structures significantly shape teamwork performance. This factor varies between private and public universities, suggesting different administrative and resource environments. Social Support → Teamwork Effectiveness

The strongest predictor in the model. Emphasizes the critical role of interpersonal trust, collaboration, and mutual encouragement among colleagues in fostering effective teamwork. Model Comparison (Private vs. Public) Structural model consistency indicates that the underlying mechanisms influencing teamwork are similar. However, differences in the Organizational Context path highlight the influence of institutional policies, governance styles, and workplace cultures.

Recommendations

This study offers integrated recommendations based on empirical findings on the effectiveness of teamwork among university teachers in Shaanxi Province, with the aim of enhancing collaboration and educational innovation.

Recommendation for Policy Formulation



Universities should develop clear collaborative task systems, improve resource allocation and digital platforms to support teamwork, foster a culture that values collaboration, and establish formal social support structures. Given the similarity between private and public institutions, a unified provincial policy framework is encouraged to promote inter-university cooperation and shared standards.

Recommendation for Practical Application

Recruitment processes should assess teamwork competencies, teams should be composed to leverage complementary strengths, ongoing collaboration-focused training should be provided, and evaluation systems should recognize and reward collaborative contributions. Encouraging peer coaching and reflective practices will further strengthen teaching innovation.

Recommendations for Future Research

Based on the findings of this study and the limitations of existing research, future studies should aim to expand the scope and theoretical depth of understanding regarding teacher collaboration and innovation. The following are five potential research titles that could generate new knowledge contributions in the field:

- (1) Task Design and Team Performance: A Study of Role Clarity and Structured Processes in University Teaching Teams.
- (2) Differential Impacts of Organizational Context on Teacher Collaboration: Evidence from Private and Public Universities.
- (3) The Central Role of Social Support in Enhancing Teamwork Effectiveness among Higher Education Faculty.
- (4) Institutional Culture and Leadership Support as Drivers of Collaborative Teaching: A Context-Sensitive Approach.
- (5) Integrated Structural and Socio-Emotional Strategies for Strengthening Teacher Teamwork in Higher Education.

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