The Effectiveness Management Model of Animation Major in Universities under Liaoning Province

Hu Nan,
Somsak Chanphong and Sutida Howattanakul
Bangkok Thonburi University, Thailand
Corresponding Author, E-mail: 316161215@qq.com

****

Abstract

The objectives of this research were: (1) To examine the components and indicators of effectiveness management of animation major in universities under Liaoning province.; (2) To confirm the components and indicators model of effectiveness management of animation major in universities under Liaoning Province; and (3) To formulate guidelines for improving the effectiveness management of animation major in universities under Liaoning Province.

The research was a mixed methodology research. The population were consisted of administrators and teachers of animation major in universities in Liaoning province, total 1,100 people. The sample was 285 administrators and instructors. The researcher determined sample size with Krejcie and Morgan's table (1970), and obtained by the stratified random sampling technique. The 7 key informants were mainly presidents, deans, head of department and discipline leaders of public universities with animation major in Liaoning Province, and were obtained by purposive sampling method. The instruments used for data collection were semi-structured interview form, five-point rating scale questionnaires and Focus Group Discussion form. The response rate of questionnaires was 100%. Statistics used for data analysis included frequency, percentage, mean, Standard Deviation, Confirmatory Factor Analysis (CFA), and content analysis was employed.

The research findings were: (1) There were five components and 26 key variables of the effectiveness management model of animation major in universities in Liaoning Province, which consisted of Team building, Resource allocation, Organization structure, University culture and Communication management; (2) Model validation of five components were founded and model fit with empirical data for all indicators. And (3) There were total 36 guidelines of the effectiveness management of animation major in universities in Liaoning province.

Keywords: Effectiveness Management Model; Animation Major; Universities in Liaoning Province.

Introduction

With the support of the Internet and the accelerated development of the world economic integration process, the contemporary social environment is in an unstable, complex and changeable state, and the international higher education competition is becoming increasingly fierce. In the context of increasingly fierce competition, higher education has expanded from the simple management perspective to the development theory level, and has risen to the strategic management level of the country to enhance the overall competitiveness (Liang Jing,

* Received: January 20, 2024; Revised: January 23, 2024; Accepted: January 24, 2024

2017). After the development process of elite and popular education, China's higher education, which is entering the stage of popularization, will increasingly face the severe test of internationalization and marketization. As the core subject of higher education, colleges and universities must be the implementor of the strategic management of higher education, and the strategic management of colleges and universities has the characteristics of complexity, flexibility and difference (Liu Xianjun, 2006). How to focus on the strategic direction of national higher education development, implement the strategic goals of colleges and universities' own development, carry out effective management such as planning, organization, command, coordination, evaluation and control, and gradually improve the management efficiency of colleges and universities and form core competitiveness? This will increasingly become an important problem and a huge challenge for both the decision-making level and the management level in universities. "Once the political line is set, cadres are the deciding factor." Whether the university's strategic planning and top-level design can be implemented smoothly and reach the expected goals, the middle-level cadres are the "last line of defense, or the strategic bottom line", and the executive power of the middle-level cadres is the key to determining the management efficiency (Liu Yang, Xu Xiaochang, 2013). Then, in the process of promoting university governance reform and management innovation, what are the executive power, adaptability and inner driving force of mid-level cadres in universities and colleges and what is the relationship between individual management effectiveness and psychological capital, and how will it have a cross-level positive impact on the improvement of organizational management effectiveness? This is a new topic under the new strategy of our higher education development in the new era.

This paper summarizes the problems existing in the effectiveness management model of animation major in universities under Liaoning Province, and analyzes the reasons for the problems in combination with relevant management theories. Propose specific improvement countermeasures for each part of effectiveness management, and present specific work in the improvement countermeasures. The process makes the digital level of effectiveness management model of animation major in universities under Liaoning Province more intuitive, and provides a reference path for the optimization and improvement of animation professional management.

Research Objectives

1. To examine the components and indicators of effectiveness management of animation major in universities under Liaoning province.
2. To confirm the model of effectiveness management of animation major in universities under Liaoning Province.
3. To formulate guidelines for improving the effectiveness management of animation major in universities under Liaoning Province.

Research Methodology

1. Population and sample

Population consisted of 1,100 who were Teachers and Administrators .They came to 10 universities of effectiveness management in Liaoning province, which are classified according to scale and professional skills of universities. The sample size was 285 teachers and administrators with a stratified sampling technique. The key informants consisted of 7, who are professors, experienced teachers and some experienced managers drawn from universities with animation majors in Liaoning Province. The key informants were 9 experts in a centralized group discussion to guide and confirm the model.

2. Research instruments

The researcher used a three-part questionnaire; Part 1: Demographic variables, general information (5 items), and Part 2: Variables on effectiveness management of animation major in universities under Liaoning province (five-point rating scale) (71 items). Part III: Recommendations and Additional Comments.

The instrument starts from step (1) as a questionnaire. Content validity and reliability were used to evaluate the quality of the questionnaire. For content validity, it was checked by 5 experts and analyzed using index item objective congruence (IOC), and the item value between 0.60-1.00. For reliability, Cronbach's Alpha was used for analysis at 0.969.

3. Data collection

Data collection is done by researcher, make contact with key informants and identify themselves. Send the questionnaire by email. The steps of data collection are as follows:

Step 1: Applied to the BTU Faculty of Education for permission to continue research and to conduct research in accordance with the directed procedures and research plan.

Step 2: The sample has been directly informed of its content scope and research objectives, and has received a formal permission letter from the university to the sample, allowing them to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority.

Step 3: To distribute questionnaires online at the same time.

4. Data analysis

The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of effectiveness management were analyzed by descriptive statistics; mean, Standard Deviation (S.D.). The components of effectiveness management were analyzed by Confirmatory Factor Analysis (CFA).

Research Results

Section 1: Result of Content Analysis for Research Objective 1

The researcher reviews literature found 41 Sub Variables and there were 85 variables from the interview of key informants. The researcher was to combined the content analysis of the literature review and the analysis of semi-structured interviews with experts, a total of 92 variables are identified. After the expert IOC certification, variables with a score of less than 0.6 were removed, Finally, with 5 components and 71 variables, and 71 variables will be used for questionnaire distribution. And prepared a research instrument as a five-point rating scale questionnaire.

Section 2 : Result of Data Analysis for Research Objective 2

According to statistics, there are about 1,100 animation major's teachers and administrators in 10 universities of Liaoning Province. In this survey, researcher distributed 285 questionnaires and recovered 285 questionnaires as the final questionnaire results.

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

By analyzing the distribution and structural characteristics of universities in Liaoning Province, the researcher selected 285 personnel from universities in Liaoning Province to conduct a questionnaire survey including 150 males (52.63%), 87 people aged 35-44 accounted for 30.53%, 135 had master's degrees, accounting for 47.37%, 120 people have more than 15 years, accounted for 42.11%, 132 professors accounted for 46.32%.

Part II Result of Data Analysis on Questionnaire: Confirmatory Factor Analysis

Table 1 Results of the coefficient of variation table of the questionnaire

Variables	Arithmetic Mean ($\bar{X}$)	Standard Deviation (S.D.)	Skewness (Sk)	Kurtosis (Ku)	Coefficient of Variation (CV)	Level
RA1	4.20	1.262	-0.156	0.945	0.574	High
RA2	4.08	1.266	-0.046	-1.032	0.609	High
RA3	4.11	1.235	-0.034	0.997	0.585	High
RA4	4.11	1.257	0.125	1.073	0.596	High
RA5	4.17	1.345	-0.427	0.922	0.620	High
RA6	4.19	1.265	-0.212	0.925	0.578	High
RA7	4.14	1.291	-0.192	0.976	0.602	High
RA8	4.16	1.245	-0.025	1.000	0.576	High
RA9	4.12	1.226	-0.070	0.977	0.578	High
RA10	4.27	1.305	-0.428	0.854	0.575	High
RA11	4.21	1.320	-0.391	0.890	0.597	High
RA12	4.11	1.268	0.020	1.031	0.601	High
RA13	4.10	1.307	-0.085	1.065	0.622	High
RA14	4.13	1.240	-0.043	1.004	0.582	High
RA15	4.17	1.231	-0.421	0.776	0.542	High
RA16	4.08	1.248	0.102	1.078	0.600	High
RA17	4.17	1.304	-0.184	0.984	0.601	High
RA18	4.13	1.257	-0.160	0.945	0.590	High
RA19	4.12	1.293	-0.330	0.909	0.582	High
RA20	4.15	1.272	-0.193	0.960	0.592	High
RA21	4.10	1.242	-0.121	0.983	0.591	High
RA22	4.12	1.226	0.097	1.046	0.578	High
OS1	4.13	1.217	-0.035	0.981	0.571	High
OS2	4.15	1.272	-0.265	0.928	0.592	High
OS3	4.14	1.258	-0.015	1.021	0.588	High
OS4	3.07	1.244	0.148	1.088	0.601	Moderate
OS5	4.11	1.254	0.156	1.083	0.594	High
OS6	4.08	1.309	0.172	1.138	0.629	High
OS7	4.16	1.236	-0.115	0.947	0.572	High

Variables	Arithmetic Mean ($\bar{X}$)	Standard Deviation (S.D.)	Skewness (Sk)	Kurtosis (Ku)	Coefficient of Variation (CV)	Level
OS8	4.14	1.281	-0.053	1.029	0.599	High
OS9	4.18	1.236	-0.146	0.940	0.567	High
OS10	4.17	1.286	-0.120	0.992	0.593	High
OS11	4.12	1.229	0.205	1.083	0.580	High
TB1	4.12	1.295	-0.215	0.940	0.583	High
TB2	4.14	1.271	0.007	1.042	0.594	High
TB3	3.04	1.231	0.126	1.089	0.603	Moderate
TB4	4.17	1.282	-0.031	1.029	0.591	High
TB5	4.13	1.253	-0.206	0.879	0.562	High
TB6	4.15	1.308	-0.229	0.990	0.608	High
TB7	4.14	1.266	-0.200	0.954	0.592	High
TB8	4.11	1.264	0.026	1.048	0.599	High
TB9	4.12	1.295	-0.407	0.862	0.583	High
TB10	4.10	1.322	-0.018	1.083	0.630	High
TB11	4.20	1.259	0.020	1.007	0.572	High
TB12	4.07	1.235	-0.107	1.010	0.597	High
TB13	4.16	1.298	-0.392	0.838	0.574	High
CM1	4.13	1.261	0.064	1.055	0.592	High
CM2	4.15	1.283	-0.055	1.019	0.597	High
CM3	4.11	1.226	0.094	1.033	0.581	High
CM4	3.08	1.246	-0.168	0.978	0.599	Moderate
CM5	4.11	1.265	0.137	1.091	0.600	High
CM6	4.19	1.323	-0.434	0.894	0.604	High
CM7	4.10	1.231	0.110	0.061	0.586	High
CM8	4.15	1.284	-0.241	0.940	0.597	High
CM9	4.19	1.327	-0.324	0.942	0.606	High
CM10	4.04	1.235	0.181	1.115	0.605	High
CM11	4.18	1.305	-0.287	0.927	0.599	High
UC1	4.18	1.249	-0.064	0.973	0.573	High
UC2	4.16	1.268	-0.124	0.988	0.587	High
UC3	4.12	1.308	-0.410	0.862	0.589	High
UC4	4.18	1.241	0.044	0.999	0.569	High
UC5	4.13	1.272	-0.064	1.022	0.597	High
UC6	4.08	1.342	0.096	1.165	0.645	High
UC7	4.11	1.255	0.288	0.930	0.568	High
UC8	4.11	1.294	-0.075	1.033	0.613	High
UC9	4.14	1.258	-0.158	0.956	0.588	High
UC10	4.18	1.269	-0.110	0.958	0.582	High
UC11	4.21	1.388	-0.428	0.946	0.628	High
UC12	4.20	1.331	-0.383	0.908	0.605	High
UC13	4.10	1.287	0.012	1.068	0.613	High

Variables	Arithmetic Mean ($\bar{X}$)	Standard Deviation (S.D.)	Skewness (Sk)	Kurtosis (Ku)	Coefficient of Variation (CV)	Level
UC14	4.19	1.334	-0.308	0.938	0.609	High

From Table 1, it is found that overall, the 71 question arithmetic mean (between $\bar{X}$)3.04-4.27, which indicates that the arithmetic mean ($\bar{X}$) of the level value of the variable was moderate to high, and the S.D value was between 1.217 and 1.388, the standard values of standard kurtosis and skewness calculated are 0.288 and 0.144, indicating that the respondents' opinions on the variable differ little.

Table 2 The KMO test and the Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.978
Bartlett's Test of Sphericity	Approx. ChiSquare	16546.522
	df	2485
	Sig.	0.000

The results of KMO test in the following figure show that the value of KMO is 0.978. Meanwhile, the results of Bartlett spherical test show that the p-value of significance is 0.000 * * *, which is significant at the level, the null hypothesis is rejected, the correlation is variable, the factor analysis is effective, and the degree is suitable.

Confirmatory factor analysis is used to test whether the relationship between factors and test items conforms to the designed research model, so most empirical papers will use confirmatory factor analysis to test the fit of the data and the model.

Convergent validity means that items or tests measuring the same underlying trait fall on the same factor dimension, and there is a high correlation between the measured values of the items or tests. Average of variance extracted (AVE) and composite reliability (CR) were calculated according to the standardized factor load of each item of potential variable. The higher the combined validity, the higher the latent variable consistency. The higher the internal consistency of the dimension, the more convergence; The average variance extraction represents the average ability of potential variables to explain observed variables. The higher the AVE, the stronger the potential variables' ability to explain observed variables, and the higher the convergence validity. When CR in the study is greater than 0.7 and AVE is greater than 0.5 (0.36-0.5 is the acceptance threshold), it indicates that it has good convergence validity.

Table 3 Convergence validity analysis for each variable

Component	index	Non-standardized estimates	Standardized estimates	S.E	C.R.	P	SMC	CR	AVE
Team building	TB1	1	0.737			***	0.543	0.871	0.574
	TB2	0.940	0.741	0.075	12.484	***	0.549		
	TB3	0.921	0.739	0.074	12.485	***	0.546		
	TB4	1.025	0.777	0.078	13.171	***	0.604		
	TB5	1.066	0.792	0.079	13.452	***	0.627		
Resource allocation	RA1	1	0.776			***	0.602	0.887	0.567
	RA2	0.921	0.693	0.075	12.280	***	0.480		
	RA3	0.938	0.751	0.070	13.423	***	0.564		
	RA4	0.935	0.722	0.073	12.808	***	0.521		
	RA5	0.953	0.761	0.069	13.714	***	0.579		
	RA6	1.043	0.810	0.070	14.824	***	0.656		
Organization structure	OS1	1	0.766			***	0.587	0.904	0.574
	OS2	1.068	0.772	0.077	13.796	***	0.596		
	OS3	0.965	0.741	0.073	13.143	***	0.549		
	OS4	0.982	0.722	0.077	12.750	***	0.521		
	OS5	0.996	0.740	0.076	13.153	***	0.548		
	OS6	1.140	0.803	0.078	14.548	***	0.645		
	OS7	1.006	0.756	0.075	13.429	***	0.572		
University culture	UC1	1	0.757			***	0.573	0.836	0.560
	UC2	0.953	0.753	0.074	12.817	***	0.567		
	UC3	0.925	0.732	0.074	12.482	***	0.536		
	UC4	0.886	0.751	0.069	12.835	***	0.564		
Communication Management	CM1	1.000	0.732			***	0.536	0.886	0.564
	CM2	1.106	0.783	0.084	13.215	***	0.613		
	CM3	1.086	0.737	0.088	12.349	***	0.543		
	CM4	1.061	0.728	0.087	12.256	***	0.530		
	CM5	1.046	0.756	0.082	12.768	***	0.572		
	CM6	1.065	0.770	0.082	13.007	***	0.593		

Discriminant validity refers to the low correlation or significant difference between the potential traits represented by a dimension and the potential traits represented by other dimensions. If the Chi-square value difference is larger and reaches a significant level, it indicates that there is a significant difference, and the discrimination validity is higher. The evaluation condition is that the internal correlation of each dimension is greater than its correlation with other dimensions, and the items with small correlation coefficient of observed variables in the dimension that does not meet the conditions and lower correlation coefficient than the external dimension are eliminated.

Table 4 Discriminant validity

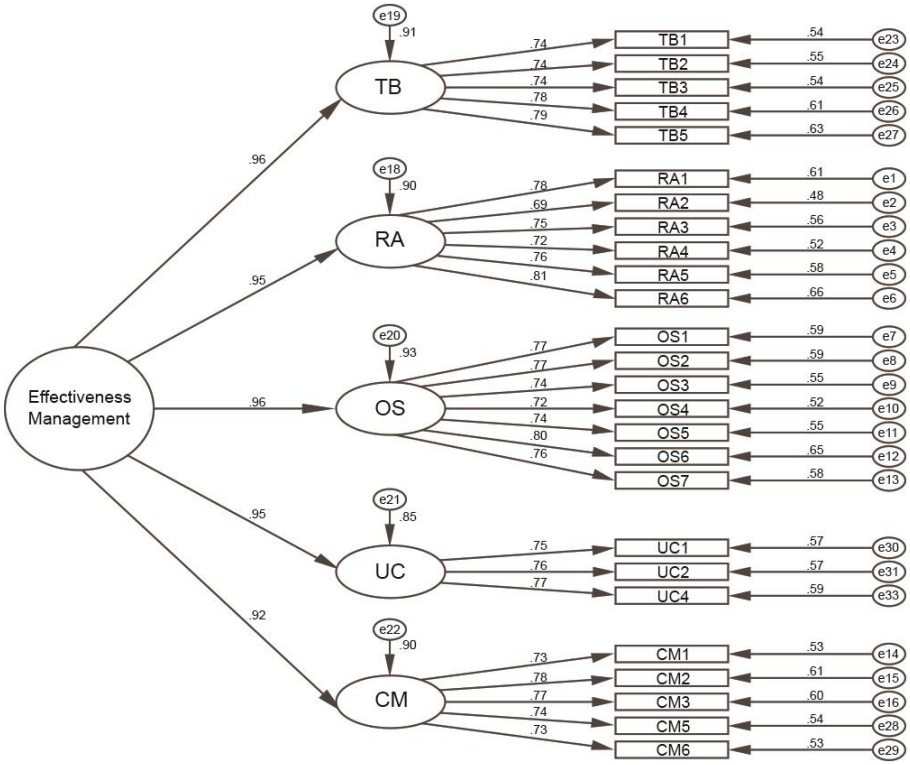
	University Culture	Communication Management	Organization Structure	Resource allocation	Team Building
University Culture	1				
Communication Management	0.389**	1			
Organization Structure	0.494**	0.419**	1		
Resource allocation	0.587**	0.311**	0.516**	1	
Team Building	0.486**	0.310**	0.516**	0.408**	1
* p≥0.05, **p≥0.01					

From Table 4, it can be seen that the internal correlation of each dimension is greater than that of other dimensions, indicating that there is a clear degree of differentiation and a good conclusion of differentiation validity can be drawn.

To ensure a better fit model. The measurement model correction is divided into two steps. In the first step, the sub-standard latent variables whose factor load is less than 0.5 and SMC value is less than 0.25 are deleted. The latent variable index meets the requirements of factor load and SMC value, and then according to the M.I value combined with practice, it is concluded that in terms of university culture, there is no inevitable correlation between the operation of reducing anxiety (UC3) for faculty and staff and the promotion of university culture. In terms of management and communication, the level of a good working environment (CM4) will not necessarily have a relationship with the effectiveness management of the animation major in universities. The above two points are in line with the reality of the implementation of effectiveness management of the major in universities, so the item UC3 of university culture and item CM4 of resource allocation are deleted.

After measuring the initial model and modifying the structural model, the final model has a good fit and corresponding model fitting index are obtained as follows:

Figure 1: CFA model under the standardized estimates



Chi-square=539.716, Chi-square/df=1.564, GFI=0.887, AGFI=0.867, RMSEA=0.045, TLI(NNFI)=0.960, IFI=0.964, CFI=0.963, ECVI=2.330, AIC=661.716, BIC=884.518, SRMR=0.000.

Table 5 Fitting index of confirmatory factor analysis model

Adaptation index	Ideal requirement standard	Model	Result
Chi-square	the smaller the better	664.485	Excellent
Chi-square/df	<3	1.661	Excellent
GFI	>0.9	0.871	Good
AGFI	>0.9	0.851	Good
RMSEA	<0.08	0.048	Excellent
TLI(NNFI)	>0.9	0.950	Excellent
IFI	>0.9	0.954	Excellent
CFI	>0.9	0.954	Excellent
ECVI	the smaller the better	2.797	Excellent
AIC	the smaller the better	794.482	Excellent
BIC	the smaller the better	810.411	Excellent
SRMR	<0.05	0.000	Excellent

From the Table 5, that the Chi-squar/df value is 1.661, comply with data standards;chi-square value is 664.485, comply with data standards; GFI value is 0.887, comply with data standards; AGFI value is 0.867, comply with data standards; TLI(NNFI) value is 0.960, comply with data standards; IFI value is 0.954, comply with data standards; CFI value is 0.954, comply

with data standards; RMSEA value is 0.048, comply with data standards; SRMR value is 0.000, comply with data standards.

The effectiveness management model of Animation major in universities under Liaoning Province consist of five components and 26 key variables as follows:

Component 1: Team building of animation major in universities in Liaoning Province (TB) 5 variables.

Component 2: Resource allocation of animation major in universities in Liaoning Province (RA) 6 variables.

Component 3: Organization Structure of animation major in universities in Liaoning Province (OS) 7 variables.

Component 4: University Culture of animation major in universities in Liaoning Province (UC) 3 variables.

Component 5: Communication Management of animation major in universities in Liaoning Province (CM) 5 variables.

Table 6 Path coefficients of structural models

Path			Non-standardized estimates	Standardized estimates	S.E	C.R.	P
TB	-->	Effectiveness Management	1.012	0.956	0.081	12.420	***
RA	-->	Effectiveness Management	0.999	0.951	0.076	13.092	***
OS	-->	Effectiveness Management	0.971	**0.963**	0.074	13.071	***
MC	-->	Effectiveness Management	0.906	0.951	0.074	12.238	***
UC	-->	Effectiveness Management	1.028	0.923	0.084	12.281	***
* p≥0.05, **p≥0.01, ***p≥0.001							

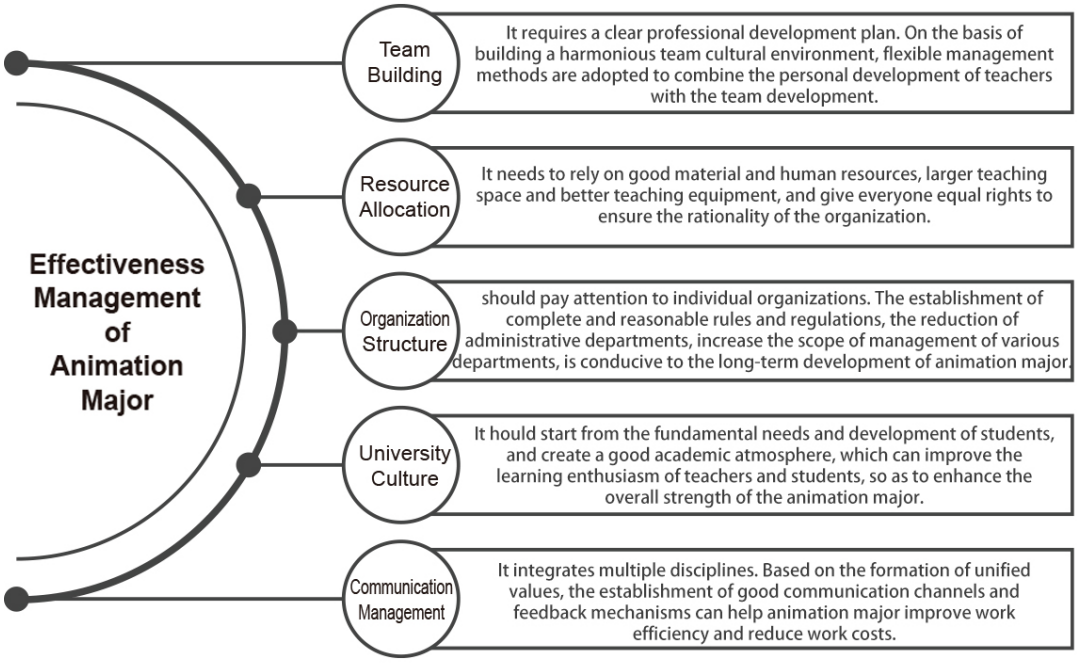
It can be concluded from Table 6 that the five latent variables of team building, organizational structure, resource allocation, university culture and management communication all have positive effects on the implementation of the key strategies studied in this paper, that is, the improvement of team building, organizational structure, resource allocation, university culture and management communication will improve the development of effectiveness management of animation major in Liaoning Province. Among them, the Standardized estimates of organizational structure is 0.963, which has the greatest impact on management effectiveness, and the Standardized estimates of university culture is 0.923, which has the least impact on management effectiveness.

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

A content analysis of the data from focus group discussions was performed. Based on the principle of freedom and voluntariness, the experts spoke freely in the discussion and proposed the direction of goal 3 . According to the research results of research objective 2 , and set guidelines for goal 3 for improving the effectiveness management of animation major in universities under Liaoning Province. Respectively, for component 1, component 2, component 3, component 4, component 5,and to discuss the guidelines.

The researcher sorted out and analyzed the discussions of 9 experts and reached the following conclusions:In conclusion, there were total 26 managerial guidelines, The final summary is summarized into one guideline for each component: (1) The team building of the animation major requires a clear professional development plan. On the basis of building a harmonious team cultural environment, flexible management methods are adopted to combine the personal development of teachers with the team development. (2) The improvement of the allocation resources of animation major needs to rely on good material and human resources, larger teaching space and better teaching equipment, and give everyone equal rights to ensure the rationality of the organization. (3) The organizational structure of the animation major should pay attention to individual organizations. The establishment of complete and reasonable rules and regulations, the reduction of administrative departments, increase the scope of management of various departments, is conducive to the long-term development of animation major. (4) The construction of university culture should start from the fundamental needs and development of students, and create a good academic atmosphere, which can improve the learning enthusiasm of teachers and students, so as to enhance the overall strength of the animation major. (5)Animation major is a composite major that integrates multiple disciplines. Based on the formation of unified values, the establishment of good communication channels and feedback mechanisms can help animation major improve work efficiency and reduce work costs.

Figure 2: The guidelines for improving the effectiveness management of animation major in universities under Liaoning Province.



Discussion

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

Section 1 Discussion about major findings of objective 1:

In Section 1, Combined with literature review and semi-structured interviews with 7 key informants, the researcher constructs the dimensional framework of effectiveness management of animation major in universities in Liaoning Province from five components: resource allocation, team building, organization structure, communication management and university culture.

Component 1: Resources Allocation. It is the key variable to achieve the development goal of the animation profession, which directly affects the performance and influence of the major, and is of great significance to the development of the major and social influence. The results of this study are consistent with the theoretical research results of Yang Guanjun , Xu Yiyin and Huang Haoyue (2019:75-83). To improve the effectiveness management of animation major in colleges and universities in Liaoning province, it is necessary to carry out reasonable optimization in resource allocation. Get financial support, build a good working environment and large teaching space, effectively and rationally use network information resources, introduce advanced teaching facilities, and attract outstanding talents to join. In terms of policy, we strive to get the support of the government and schools, and the policy is biased towards professional development. A teacher management system in line with professional characteristics. According to the study of Yang Xuejun (2016:13), the animation major needs to actively communicate with other majors, promote integration with other disciplines, strive for diversified development, cultivate innovation ability, explore the depth of professional development, establish clear professional development plans, ensure the sustainability and effectiveness of professional policies, and have the ability to adjust measures in time. The optimization method of university effectiveness management is put forward. The

Xu Xinjie (2016:68) study found that close cooperation with enterprises and a reasonable student management system in order to be able to gain social recognition. The research focus, research field and research objectives of this study are different from those of this paper.

Component 2: Organization Structure. It can promote the coordination and development of all aspects of the profession, improve the comprehensive strength and competitiveness of the profession, ensure that the profession can better fulfill the mission of education and research, and provide better services for students and society. The results of this study are consistent with the theory or research results of Yang Xuejun (2016:53), coordinating personal development and organizational development, ensuring the rationality of the organization, simplifying the internal level of the organization, and organizational management should have clear rules and regulations, humanization of organizational management, effective brand ability and effective promotion. Finally, it can help realize the goal of effective management of animation major in colleges and universities in Liaoning Province. Yang Chenliang (2022:26-29) found that the influencing variables of organizational structure must be based on knowledge management, supplemented by administrative management, and a democratic academic atmosphere must be established within the organization. The management of members within the organization should be flexible, the management departments should be reduced, and the management responsibilities and scope of each department should be increased. In addition, through the study of Deng Aihua and Xue Qin (2016:60-62), it is found that organizing regular teacher training, improving funding policies for teacher education, and respecting teachers' personal development choices are conducive to building a reasonable organizational system. The study of Ma Xinjian (2015:322) found that the characteristics of the professional organizational structure of animation were fully reflected in such aspects as harmonious organizational culture, strong executive power and standardized control of organizational members' behavior. The research focus, research field and research objectives of this study are different from those of this paper.

Component 3: Team Building. It is the guarantee of the success of the effectiveness management of animation major, can provide high-quality teaching and research, and provide strong support for the sustainable development of the major. The results of this study are consistent with the theoretical or research results of Yang Yuxi (2019:238). Guo Yan believes that the current animation major is insufficient in teacher team building, and it is necessary to let teachers fully participate in team building, improve the teacher evaluation system, and establish a reasonable promotion mechanism for teachers, so that the salary level of teachers is related to their professional titles. In this way, the construction of the teacher team can be optimized. Consistent with the findings of Chen Zhufeng (2021: 64-66), it is believed that a sustainable talent pool must be formed to ensure the continuous improvement of the competence of the teaching force. In addition, through the study of Siegel D. S. and Leih S.(2018:7), it is found that establishing a reward mechanism for teachers can effectively improve their work enthusiasm. It provides strong support for the realization of the goal of professional effectiveness management of animation.

Component 4: Communication Management. Through effective communication, animation major can improve internal collaboration efficiency, enhance external cooperation and influence, improve teacher and student experience, enhance professional image, and better cope with challenges and crises. The results of this study are based on the theory or research of Liu Dan (2021:103). In view of the existing problems, in order to ensure the improvement of the work efficiency of the animation profession, it is necessary to ensure efficient and barrier-

free communication, ensure the accuracy of information transmission, and timely correct or add new information. Reduce the duplication of information, and ensure the efficient work of teachers and team operation. The research direction is consistent with Yang Chenliang (2022:26). In addition, it is found from the study of Yang Guanjun, Xu Yiyin and Huang Haoyue (2019:80) that in the information age, more and more organizations and groups use E-mail, telephone, network meeting and other channels to communicate, which can save time and labor costs, and improve communication and work efficiency. In addition, in the Siegel, D. S. and Leih, S, study (2018:7), enhanced communication between organizations with common interests. The research emphases, research fields and research objectives are different from those in this paper.

Component 5: University Culture. It is the soul and spiritual pillar of the major, which determines the development direction of the major, the academic atmosphere and the quality of education. A good university culture can promote professional cohesion, innovation and social impact. The results of this study are based on the theory or research of Guo Yan and Li Changfu (2022:115) : The improvement of the effectiveness of university management cannot be separated from the construction of cultural atmosphere, that is, the common values, the common teaching concept, the student-centered talent cultivation concept and the Harmonious campus cultural environment. The research direction is consistent with Chen Zhufeng (2021:64-66). Also, research from Liu Qiang (2019:71), the importance of teacher codes of conduct, teachers' moral awareness and sense of mission is found, which corresponds to CAI Shuang research (2022:138-140). In addition, the study of Hua Liang (2021:107) found that strengthening the cultivation of humanistic quality and innovative spirit and establishing a good academic atmosphere is one of the important ways to improve university culture. Mutual understanding, professional vision, research focus, research field and research objectives are different from this paper.

Section 2 Discussion about major findings of objective 2:

The components and indicators model of influencing effectiveness management of animation major in universities under Liaoning Province. Based on the major findings, Studying from five components, that the development of effectiveness management model, the 26 key variables are founded and Model fit with empirical data for all indicators. Through these variables. The model was analyzed by confirmatory factor analysis, and good model results were obtained based on the data.

First, the research method is based on the valid data obtained by the analytical tools, with good validation results and good model results. The corresponding structural equation model was established by analyzing the model data by confirmatory factor analysis. Through model analysis, this study obtained a good model structure on the basis of available data analysis. However, in addition to the data itself, further research and analysis by experts in related fields are needed to better illustrate the validity of the model. Through the confirmatory factor analysis, five components of the effectiveness management of animation major in universities under Liaoning Province will be discussed, the result consistent with Xue Zhaoxi (2017).

Section 3 Discussion about major findings of objective 3:

There are a total of five guidelines: one for each component. The results of this study are the same as the components of Objective 1. Among them, the most important part of the animation major team building in universities under Liaoning Province is: the animation major team building needs a clear professional development plan. On the basis of building a

harmonious team culture environment, flexible management methods are adopted to combine teachers' personal development with team development. The result is the same as Hua Liang (2021: 106-107). Through the comprehensive construction of animation teachers in Liaoning Province, the ability of animation teachers in Liaoning Province can be improved, their scientific research ability and practical ability can be enhanced, regional professional competitiveness can be improved, and the level and professional influence of animation education in Liaoning Province can be enhanced. Truly standardize the management behavior of administrators, integrate all resources, make the school work more standardized, and gradually form a more perfect system. It is beneficial to better integrate the resources of university administration department and improve the flexibility and efficiency of organization operation. At the same time, pay attention to the construction of university cultural environment, a good university cultural atmosphere requires the practice of student-centered concept, respect for teachers' individual growth and diversity needs, and provide a superior working environment for teachers. In such an environment, teachers' work enthusiasm is stronger, which is conducive to the improvement of teachers' scientific research ability and teaching efficiency; To promote the rapid development of animation professional ability in Liaoning Province and improve the level of benefit management.

Recommendation

Part I: Recommend for Policies Formulation

1. Optimize the organizational structure of college animation majors to improve work efficiency and management efficiency.
2. Pay attention to the construction of professional teams in universities, and enhance the competitiveness of teams.
3. Integrate the professional resources of colleges and universities to achieve rational allocation.
4. Establish efficient and convenient communication channels and improve feedback mechanisms.
5. Create a harmonious university cultural atmosphere to achieve common value goals and visions.

Part II: Recommendation for Practical Applications

1. Coordinate all kinds of college resources, optimize the internal allocation structure.
2. Introduce market competition and improve the performance-based pay system.
3. Strengthen the management of funds.
4. Speed up the training of teachers' ability and improve the level of teachers.
5. More efforts will be made to attract and train talents, and the structure of the teaching staff will become better.
6. Simplify the organizational structure and promote professional sustainability.
7. Implement humanized management within the organization.
8. Enhance the communication awareness of management staff.
9. Strengthen the professional ethics education of members of the organization.
10. Establish and improve the long-term mechanism of culture cultivation to promote the sustainable development of university culture.

Part III: Recommend for Further Research

1. Research and development of Team Building

Team Dynamics and Collaboration. Investigate team dynamics and collaboration within colleges and universities. Analyze variables that contribute to effective teamwork, such as communication, trust, role clarity, and conflict resolution. Assess the impact of team dynamics on overall team performance and outcomes.

2. Research and development of Resource Allocation

Different resource allocation models in universities are studied. Compare and analyze the effectiveness of different models, such as formula-based grants, performance-based funding, or decentralized budgets. Assess the impact of these models on resource allocation, equity, efficiency, and alignment with institutional priorities.

3. Research and development of Organization Structure

Structural Models. Investigate different organizational structural models employed in higher education institutions, such as centralized, decentralized, matrix, or hybrid structures. Compare the advantages, challenges, and suitability of different models in supporting effective governance, decision-making, communication, and resource allocation.

4. Research and development of University Cultural

Cultural identity and values. Explore the cultural identity and core values of the university. Analyze how universities define and communicate their cultural values, such as academic excellence, diversity, inclusion, innovation, or community engagement. Explore how cultural values shape institutional policies, practices, and decision-making processes.

5. Research and development of Communication Management

Internal Communication: Investigate internal communication practices within universities. Explore the effectiveness of communication channels and platforms used to disseminate information among faculty, staff, and administrators. Assess the impact of internal communication on organizational culture, collaboration, and employee engagement.

References

CAI Shuang.(2022). Research on innovation and entrepreneurship education reform of animation major based on social needs. *Popular Literature and Art*. (17),138-140.

Chen Zhufeng. (2021). The value implication and practical orientation of university cultural soft power. *True.* (11), 64-66.

Deng Aihua & Xue Qin. (2016). Current Situation and Improvement Principles of University Administration Effectiveness. *Ournal of Yangzhou University (Higher Education Research Edition)*. 6, 60–62.

Guo Yan & Li Changfu. (2022). Research on the Characteristic Development and Construction of Art design Discipline Based on the fusion of Folk Art -- A Case Study of Anhui Universities. *Art research*. (03), 114-116. The doi: 10.13944 / j.carol carroll nki ysyj. 2022.0160.

Hua Liang.(2021). Curriculum System of Foreign Animation majors and its enlightenment. *Research in Fine Arts Education. (01)*,106-107.

Liang Jing. (2017). Analysis on the Social Adjustment Mechanism of the Quality of Higher Education -- Review on the Strategic Management of the Development of Modern Higher Education. *Chinese Journal of Education*. (01), 154.

Liu Dan.(2021). Teaching Reform of Animation Major in undergraduate universities. *Journal of Heihe University.* (06),103-105.

Liu Xianjun. (2006). On Strategic Management in Universities. *Higher Education Research*. (02), 1-7.

Liu Yang, XU Xiaochang. (2013). The Phenomenon of "Middle Obstruction" in University Management and its solution. *Jiangsu Higher Education*. (05), 53-54.

Ma Xinjian. (2015). Organizational Behavior. *Peking University Press*, 322-323.

Siegel, D. S., & Leih, S. (2018). effectiveness Management Theory and Universities:

An Overview of the Special Issue. *Effectiveness Organization*. 16 (1), 7. https://www.jstor.org/stable/26506114

Xue Zhaoxi. (2017). Research on the Path of Improving the Administrative Efficiency of Colleges and Universities from the Perspective of Deepening Comprehensive Reform. *Journal of Fujian Medical University (Social Sciences Edition)*, 2.

Yang Chenliang. (2022). Research on the connotation Leapfrog Development of Xizang Universities based on effectiveness management. *Quality education in western.* (10), 26-29. Doi: 10.16681 / j.carol carroll nki wcqe. 202210008.

Yang Guanjun & Xu Yiyin & Huang Haoyue. (2019). Research on the Reform Mode of "Divisional System" of State-owned Enterprises - Based on the new perspective of "M-shaped" organization theory. *The Economist*. 75-83.

Yang Xuejun.(2016). Research on Evaluation of HY Enterprise Strategy Execution Effect. *University of Electronic Science and Technology of China*.

Yang Yuxi.(2019). Exploring the development strategy management of local colleges and universities. *Eastern Corporate Culture.* (S1),238.