

# **Model for Improving Cohesion of Academic Team in Guangxi Private Colleges and Universities**

**By**

**Liu Quansheng**

Doctoral Candidate, BSRU, Thailand

Email: [584169095@qq.com](mailto:584169095@qq.com)

**Asst. Prof. Dr. Patchara Dechhome**

Faculty of Education, BSRU, Thailand

Email: [patchara.de@bsru.ac.th](mailto:patchara.de@bsru.ac.th)

## **Abstract**

The purpose of this thesis is to explore the academic team cohesiveness in private colleges in Guangxi and develop a model for enhancing cohesiveness. The study is based on a comprehensive review of the relevant literature and the use of qualitative research methods to collect data from faculty members in several private colleges in Guangxi. The findings of this study suggest that academic philosophy, resources, interests, and institutions play a significant role in shaping the level of cohesiveness in academic teams in private colleges in Guangxi. The research also shows that there are a number of strategies that can be employed to enhance cohesiveness, such as creating a positive academic culture, fostering open communication, and encouraging collaboration. Based on these findings, the author has developed a model for enhancing academic team cohesiveness in private colleges in Guangxi, which is based on the integration of these strategies into the institutional structure and culture. The model provides a practical guide for private colleges in Guangxi to increase the level of cohesiveness in their academic teams, which can have a positive impact on student learning and research productivity. Additionally, the findings of this study have important implications for academic administrators and policy makers in Guangxi. They highlight the need for a more comprehensive approach to enhancing cohesiveness in academic teams, and the role that institutions can play in creating a supportive environment for academic collaboration and teamwork. By recognizing the importance of cohesiveness and taking steps to enhance it, private colleges in Guangxi can become more effective in fostering student learning and promoting research productivity. In summary, this thesis provides a comprehensive examination of academic team cohesiveness in private colleges in Guangxi and a practical model for enhancing cohesiveness. The results of this study have important implications for academic administrators and policy makers in Guangxi, and have the potential to positively impact the academic environment in private colleges in the region.

**Keywords:** private universities, academic teams, cohesion.

## **1. Introduction**

China's private colleges and universities have entered a new stage of development. The development of private colleges and universities has entered a new development period. The era of simply relying on expanding the source of students and expanding the campus area

to enhance the core competitiveness has passed. With the rapid technological innovation, the academic integration of private undergraduate colleges and universities has become a trend. The scientific research and teaching mode has attracted more and more attention of most private colleges and universities. Otherwise, private colleges and universities will lose the foundation of settling down. Therefore, cultivating high-level academic teams by all means is the most important and urgent work of private colleges and universities. Due to the differences in personnel between private universities and public universities, there is still a certain gap in the overall quality and innovation ability of teachers in private universities, especially the lack of a group of high-level academic leaders who have a fixed research direction, can form a team and work independently. Therefore, actively exploring the cultivation of high-level academic team is the only way to improve the quality of private colleges and universities.

The significance of team cohesion to academic team construction is becoming more and more prominent. In private universities with limited resources, academic team cohesion is very important to improve academic team performance. Only when the academic team has strong conciseness, coordination and cooperation among members and learning from each other can it play the role of the team and make the academic team play the cooperative effect of "1 + 1 > 2". Therefore, facing the problem of how to build the academic team of private colleges and universities, it is a construction path from the perspective of team cohesion.

## **2. Research Questions**

1. What is the current situation of academic team cohesion of Guangxi private colleges and Universities?
2. What is the model for improving cohesion of academic Team in Guangxi Private Colleges and Universities?
3. Is the model for Improving Cohesion of academic team in the Guangxi private colleges and universities appropriate and feasible ?

## **3. Literature Review**

### ***3.1 Relevant theoretical basis***

Jeffrey Pfeffer and Gerald R. Saranik in the United States in the 1970s, and has been deeply concerned and studied since then. The core point of this theory is that the organization is closely related to the external environment. Its decision-making and organizational action are mainly affected by its location, external pressure and relevant constraints. It should be paid more attention and discussed in depth.

The transformation and development of local undergraduate colleges and universities that need to "strengthen the specialty and weaken the academic" (Dou et al., 2006). These views have brought many doubts to the development of academic and academic teams in newly-built local undergraduate colleges and universities, and have affected the cohesion.

### ***3.2 Research variables***

Ming (2013) put forward the measures for the transformation and development of local undergraduate colleges and universities that need to "strengthen the specialty and weaken the academic

Xingpeng. (2017) pointed out that "if an undergraduate college does not attach importance to academic research, it must be a mediocre school." These cases prove to some extent that the social service of a university is not simply to meet the current social needs, and academic achievements in this process are extremely important.

Wang,Tai-Jun Lin.Resource. (2011) On the other hand, in the context of current application transformation, relevant policies and regulations have no clear provisions and guidance for the construction of discipline teams in private colleges and universities. Guangxi private colleges and universities are developing in groping.

### ***3.3 Theoretical research on the concept of academic team***

#### ***3.4 Research on the concept of team cohesion***

Lewin. (1945) The term "cohesion" was originally defined by American social psychologist Kurt Lewin in his works on Applied Psychology in the 1930s. He studied the relationship between Group employees and found that the individual's perception of himself and the group is the key to affect cohesion, that is, whether the individual voluntarily stays in the group team and whether the group team

The academic circles generally accept the definition of team cohesion proposed by Festinger (1950), that is, the sum of the forces that promote team members to stay in the team. Festinger's (1957) definition of team cohesion pioneered the research on team cohesion

Piper (1982) pointed out that team cohesion promotes team members to stay in the team not to get anything, but to serve the team voluntarily, that is, the team has a unique attraction to members. Based on the perspective of team process.

Stephen et al. (1995) put forward different views on this, holding that the dimension of social cohesion is relatively macro, resulting in its connotation being vague and difficult to control.

Griffith (2010) took the military team as the research object and divided the team cohesion into emotional cohesion and instrumental cohesion.

#### ***3.5 Research status at home and abroad***

proposed countermeasures to improve team cohesion, mainly including fully respecting and actively meeting the individual needs of team members (such as personal development needs), establishing and improving the team incentive mechanism, and paying attention to the hardware construction of the team.

## 4. Research Conceptual Framework

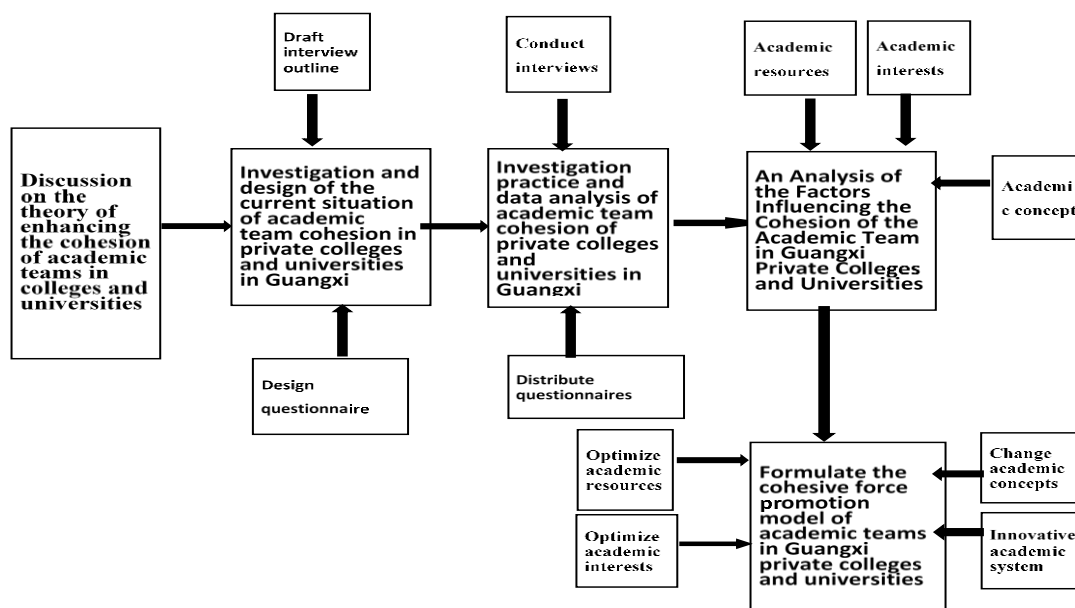


Figure 1 Research Conceptual Framework

## 5. Objectives of the Research

1. To study the current situation of academic team cohesion in Guangxi private colleges and universities.
2. To develop the improve of model for academic team in Guangxi private colleges and universities.
3. To assess the suitability of the model for academic team in Guangxi private colleges and universities.

## 6. Research Methodology

### 6.1 Scope of the Research

#### 6.1.1 The Population

There are 12 private colleges and universities in Guangxi, with about 100 academic teams and a total of 2000 people, involving colleges and universities in five cities, including Nanning, Liuzhou, Guilin, Chongzuo and Beihai. This study was conducted by the academic teams of private colleges and universities in Guangxi.

#### 6.1.2 The Sample Group

The total number of this study is 2000. The multi-stage sampling method is used, and the sample is divided into colleges and universities in the southeast, central, central and northern regions. According to the Krejcie and Morgan sampling tables, 322 valid samples are obtained from 2000 samples. During the process of distributing the questionnaire, the population may not have answers. In order to ensure the accuracy of the sample, 15% of the sample, namely 370 university administrators, were added to conduct a questionnaire survey. First, stratified sampling is adopted. Secondly, a random sampling method was used to

sample 370 people from 12 private colleges and universities in Guangxi according to the corresponding proportion.

## ***6.2 Research Procedure and processes***

### ***6.2.1 Research ideas***

In the era of great significance of academic team construction and prominent role of team cohesion, academic team

In order to pursue the optimization of interests, members will choose their contribution to participate in the construction of academic teams according to the external environment (academic concepts, academic structures, academic interests, academic resources and academic systems, etc.), which will affect the strength and cohesion of academic teams. In this process, the concept of academic development is blurred and the layout of academic structures is unreasonable. Inadequate expression of academic interests or insufficient coordination of interest games, the lack of limited academic resources and the imperfect or unfulfilled academic system have jointly affected the cohesion of academic teams. The key to solving the problem is to break through the dilemma, clarify the concept of academic development, adjust the academic structure, deal with the interests of academic members, gather academic resources, and implement the academic system to improve the cohesion of the academic team.

### ***6.2.2 This study is divided into six steps:***

Step 1: establish research ideas, sort out relevant literature at home and abroad, be familiar with theoretical research on organizational behavior at home and abroad, theoretical research on resource dependence, research on the current situation of academic team cohesion of private colleges and universities in Guangxi, and research on methods to improve the academic team cohesion of private colleges and universities in Guangxi, and formulate research plans.

According to the research ideas, the academic team cohesion of Guangxi private colleges and universities in this study is composed of multi-dimensional and multi-characteristic elements, and mainly uses the literature method to summarize the high frequency of the ability components and influencing factors proposed by the scholars of organizational behavior theory and resource dependence theory; Questionnaires and interviews are used to test the reliability and effectiveness of competency characteristics. At the same time, the paper analyzes the current situation of academic team cohesion in Guangxi private colleges and universities by obtaining the survey data. Finally, a model is proposed to improve the cohesion of academic teams in Guangxi private colleges and universities.

Step 2: Design and distribute the questionnaire. On the basis of combing the domestic and foreign literature, through the analysis of the current situation of the academic team cohesion of Guangxi private colleges and universities, the author designed the corresponding questionnaire to carry out the questionnaire survey and statistics on the academic team of Guangxi private colleges and universities. Through factor analysis, the author analyzed and compared the reliability and validity of the data, verified the academic team cohesion of Guangxi private colleges and universities, and analyzed the development status of the academic team cohesion of Guangxi private colleges and universities.

Step 3: Design the interview outline, including the composition, existing problems and improvement mode of the academic team cohesion of Guangxi private colleges and universities. Using the content analysis method, we further get the model of enhancing the cohesion of academic teams in Guangxi private colleges and universities.

#### **Step 4: Design Model Evaluation Form**

According to the capability development model obtained in step 3, a model evaluation table containing questions and evaluation items was designed, and five experts were invited to evaluate the possibility of the model.

Step 5: Analyze the percentage, mean, standard deviation, T test, F test and analysis of variance of the data obtained in the questionnaire. The interview uses the content analysis method to analyze the distribution and standard deviation of the data and content obtained from the model evaluation through means and frequency.

#### **Step 6: Propose the model**

Based on the results of data analysis and literature review, this paper proposes a model to improve the cohesion of academic teams in private colleges and universities in Guangxi.

## **7. Research Results**

### ***7.1 The first part is the personal information:***

university academic team managers and full-time teachers, including gender, specialty, administrative level, professional title, teaching age, working years, education background, age, income and health status.

155 women, accounting for 48.1%, and 167 men, accounting for 51.9%. The majority of people who have worked in educational institutions for more than 20 years, accounting for 35.0%, followed by 92 people in 6-11 years, accounting for 23.0%, and 27 people in 16-20 years, accounting for 6.8%. The education level of most people is bachelor's degree, with 241 people accounting for 60.3%, and 159 people with bachelor's degree or above accounting for 39.8%. Most people hold full-time teacher positions.

### ***7.2 The second part is the opinion analysis results of the current situation of academic team cohesion in Guangxi private colleges and universities***

#### ***7.2.1 Reliability and validity analysis of research variables***

This study mainly used exploratory factor analysis to test the reliability and validity of each variable. Through factor analysis, the data variables in the questionnaire are related. KMO and Bartlett's test are determined by Kaiser-Meyer-Olkin's sampling adequacy measurement (MSA) between 0-1. The second test statistic is Bartlett's Test of Sphericity, which is used to test whether various variables are related from the results of component analysis.



**Table 1** *Situation of interviewees*

<b>Serial number</b>	<b>Category</b>	<b>Gender</b>	<b>Age</b>	<b>Education level</b>	<b>Title</b>
1	middle manager	Male	36-45	undergraduate	associate professor
2	middle manager	Female	36-45	Master	associate professor
3	Academic leader	Female	36-45	undergraduate	associate professor
4	Academic leader	Female	26-35	Master	associate professor
5	Academic leader	Female	36-45	undergraduate	associate professor
6	Academic leader	Female	36-45	undergraduate	lecturer
7	Academic leader	Female	36-45	undergraduate	associate professor
8	Academic leader	Male	36-45	undergraduate	associate professor
9	Academic leader	Male	26-35	Master	lecturer
10	Academic leader	Female	46-55	undergraduate	associate professor

This study uses the interview form designed by the researchers for this study and presents the information provided by the interviewees through structured interviews. The interviewees are the sample group of this study, which can be divided into 10 academic leaders of the academic group of Guangxi private colleges and universities. They are required to have the following qualifications: the academic leaders of Guangxi private colleges and universities have been working for no less than 4 years.

**Table 2** *model for enhancing the cohesion of academic teams in private colleges and universities in Guangxi. Present data analysis results based on field of study*

<b>Model</b>	<b>How</b>
Academic concept	<ol style="list-style-type: none"> <li>1. The academic team needs a common academic concept as the basis of cohesion</li> <li>2. Ensure that members have common academic goals and values</li> <li>3. Willing to work together to achieve these goals and values</li> </ol>
Academic interests	<ol style="list-style-type: none"> <li>1. The academic team has established a fair and just academic benefit sharing mechanism</li> <li>2. Let members have the opportunity to share academic achievements and honors,</li> <li>3. Be able to obtain reasonable academic returns</li> </ol>
Academic resources	<ol style="list-style-type: none"> <li>1. The academic team needs sufficient academic research funds</li> <li>2. The academic team needs sufficient laboratory facilities</li> <li>3. The academic team needs sufficient library resources</li> </ol>
Academic system	<ol style="list-style-type: none"> <li>1. Academic team establishes academic integrity reward and punishment system</li> <li>2. Academic team building and academic evaluation mechanism</li> <li>3. Academic team building academic management system</li> </ol>
Effective academic exchange and cooperation	<ol style="list-style-type: none"> <li>1. The academic team actively promotes academic exchanges and cooperation among its members</li> <li>2. Organizing academic seminars</li> <li>3. Encourage mutual learning and cooperation among members</li> </ol>

**Table 3** *The average deviation and standard deviation of the model for enhancing the cohesion of academic teams of private colleges and universities in Guangxi assessed by experts*

<b>A model for enhancing the cohesion of academic teams in private colleges and universities in Guangxi</b>	$\bar{X}$	S.D	$\bar{X}$	S.D	等级	顺序
1. The academic team needs a common academic concept as the basis of cohesion	2.3	1.41814	2.6	1.3499	中等	5
2. Ensure that members have common academic goals and values	2.3	1.41814	2.8	1.31656	中等	5
3. Willing to work together to achieve these goals and values	2.3	1.56702	2.4	1.3499	中等	5
4. The academic team has established a fair and just academic benefit sharing mechanism	2	1.49071	3.1	1.44914	中等	7
5. Let members have the opportunity to share academic achievements and honors,	2.4	1.3499	2.7	1.63639	中等	4
6. Be able to obtain reasonable academic returns	2.4	1.3499	2.2	1.22927	中等	4
7. The academic team needs sufficient academic research funds	2.2	1.54919	2.5	1.2693	中等	6



8. The academic team needs sufficient laboratory facilities	2.2	1.22927	2.3	1.33749	中等	6
9. The academic team needs sufficient library resources	2.4	1.3499	2.4	1.17379	中等	4
10. Academic team establishes academic integrity reward and punishment system	2.3	1.49443	2.9	1.52388	中等	5
11. Academic team building and academic evaluation mechanism	2.5	1.2693	2.3	1.41814	中等	3
12. Academic team building academic management system	2.1	1.19722	2.5	1.50923	中等	
13. The academic team actively promotes academic exchanges and cooperation among its members	2.5	1.50923	2.8	1.13529	中等	3
14. Organizing academic seminars	3.2	1.75119	2.2	1.47573	中等	1
15. Encourage mutual learning and cooperation among members	3	1.05409	2	0.94281	中等	2

## 8. Conclusion and Discussion

### 8.1 Conclusion

The conclusion of a PhD thesis on academic team cohesiveness in private colleges in Guangxi is a crucial section that provides an opportunity to reflect on the research journey, summarize the key findings, and discuss the implications of the study. This section should also address the impact of various academic factors such as academic philosophy, resources, interests, and institutions, on academic team cohesiveness in private colleges in Guangxi.

Academic concept refers to the underlying beliefs, values, and principles that guide the academic work of individuals and institutions. In the context of academic team cohesiveness, it is important to consider how different academic philosophies may impact the development of a sense of shared purpose and direction among team members. For example, an emphasis on interdisciplinary collaboration may foster a more cohesive academic team, while an emphasis on individual achievement may lead to competition and fragmentation.

Academic resources refer to the financial, technological, and human resources that are available to support academic work. In the context of academic team cohesiveness, it is important to consider how different levels of resources may impact the ability of academic teams to work effectively together. For example, access to funding and technology may enable teams to pursue larger and more complex projects, while a lack of resources may limit their ability to do so.

Academic interests refer to the specific areas of study or research that individual scholars and teams are drawn to. In the context of academic team cohesiveness, it is important to consider how different interests may impact the ability of teams to work together effectively. For example, a shared interest in a specific area of study may foster greater cohesiveness, while conflicting interests may lead to fragmentation.

Academic institutions refer to the larger structures and systems that shape the academic landscape. In the context of academic team cohesiveness, it is important to consider

how different institutional arrangements may impact the development of academic teams. For example, institutions that support interdisciplinary collaboration may foster greater cohesiveness, while institutions that promote competition may lead to fragmentation.

Additionally, the conclusion should provide recommendations for future research. These recommendations may include exploring different ways to enhance academic team cohesiveness in private colleges in Guangxi, investigating the impact of other factors that may influence academic team cohesiveness, or studying the relationship between academic team cohesiveness and other academic outcomes, such as student learning or research productivity.

Finally, the conclusion should reflect on the significance and impact of the study. The author should reflect on the contribution that the research has made to our understanding of academic team cohesiveness in private colleges in Guangxi, and the implications of these findings for both researchers and practitioners in the field. By highlighting the impact and significance of the research, the author can demonstrate the value and relevance of the study, and provide a compelling argument for its continued exploration and investigation.

In conclusion, the conclusion of a PhD thesis on academic team cohesiveness in private colleges in Guangxi should provide a comprehensive summary of the key findings and implications of the research, address the impact of academic philosophy, resources, interests, and institutions, provide recommendations for future research, and reflect on the significance and impact of the study. By providing a clear, concise, and well-organized account of the research journey, the author can effectively communicate the value and relevance of the study and contribute to our understanding of academic team cohesiveness in private colleges in Guangxi.

## ***8.2 Discussion***

The Discussion and Implications section of a PhD thesis on academic team cohesiveness in private colleges in Guangxi should provide a comprehensive analysis and interpretation of the study's results, and link these results to the wider academic and practical context.

In this section, the author should start by summarizing the main findings of the study, which could include factors that influence academic team cohesiveness in private colleges in Guangxi, the current state of academic team cohesiveness in these institutions, and any best practices or models for enhancing academic team cohesiveness. The author should then interpret these findings in relation to the research questions and objectives, and explain the implications of these findings for the improvement of academic team cohesiveness in private colleges in Guangxi.

The author should also discuss any limitations or weaknesses of the study, and how these may have impacted the results. For example, the study may have been limited to a specific geographic region or a particular type of private college, and the author should acknowledge these limitations and suggest ways to address them in future research.

The next step is to discuss the practical implications of the study. The author should provide recommendations for policy makers, educators, and institutions on how to enhance academic team cohesiveness in private colleges in Guangxi. These recommendations could include specific strategies for improving communication, collaboration, and trust among team members, as well as suggestions for creating a supportive and inclusive work environment.

Finally, the author should conclude the section by highlighting the significance and contribution of the study to the field of academic team cohesiveness, and suggest avenues for future research. This could include exploring the impact of different leadership styles on academic team cohesiveness, examining the role of organizational culture in promoting cohesiveness, and studying the effectiveness of different interventions for enhancing academic team cohesiveness.

In conclusion, the Discussion and Implications section of a PhD thesis on academic team cohesiveness in private colleges in Guangxi should provide a thorough analysis and interpretation of the study's results, and link these results to the wider academic and practical context. By focusing on clarity, objectivity, and practical implications, the author can effectively communicate the key findings and their implications to a wide range of stakeholders.

## **9. Recommendations**

The following steps can be taken to apply the findings of the team cohesion model to practical work:

1. Analysis of the survey results: comprehensive analysis of the survey results was carried out to understand the current cohesion of the academic team, the existing problems and the space for change.
2. Formulation: according to the results, formulate and formulate plans, determine the improvement, determine specific measures, and implement the improvement implementation: according to the formulated improvement plan, implement the improvement implementation, monitor the improvement process, and timely adjust.
3. Evaluation of improvement effect: evaluate the improvement effect within a certain period of time to determine whether the expected goal has been achieved and whether further improvement is needed
4. In practical application, the following points should also be noted:

Establish a good channel, fully communicate with the League members and understand their needs and ideas.

According to the characteristics and actual situation of the team, the soul operation model and method are used to find the most suitable reform measures for the team.

Establish an effective monitoring and response mechanism to find and solve problems in time.

Pay attention to the participation and cooperation of team members, form common goals and values, and promote team cohesion.

Through the above steps and precautions, the adjustment results of the academic team cohesion model can be applied to practical work, and good results can be achieved.

## **References**

- Carron, A. V., Widmeyer, W. N. & Brawley, L. R. (1985). Cohesion and performance in sport: A meta-analysis. *Journal of Sport & Exercise psychology*, 24(2), 168-188.
- Dou, J. et al. (2006). Chen Li. Issues that should be paid attention to by academic innovation

- teams in colleges and universities [G]. Department of Science and Technology of Anhui University, 2005
- Du Yang. (2006). Research on the construction and management of scientific research innovation teams in colleges and universities. Master's thesis of University of Electronic Science and Technology.
- Festinger, L. (1950). Informal Social Communication. *Psychological Review*, 57
- Festinger, Leon. (1957). *The Theory of Cognitive Dissonance*. California: Stanford University Press
- Griffiths. (2010) (ed.) *Behavioral Science and Educational Administration*. Chicago: University of Chicago.
- Huang, C. F., Wang, J. J. & Lin, T. J. (2011). Resource sufficiency, organizational cohesion, and organizational effectiveness of emergency response. *Natural hazards*, 58, 221-234.
- Kurt, Lewin. 1945. "The Research Center for Group Dynamics at Massachusetts Institute of Technology" *Sociometry* 8, 126-136.
- Kurt, Lewin. 1951. *Field Theory in Social Science*. New York : Harper & Row.
- Li Jingchu. Research on discipline construction of private colleges and universities in Henan [J]. *Teaching and educating people (on higher education Tan)*, 20 16, (01): 07-09
- Ming-Long, W., Zhi-Yuan, F., & Hua-Wei, H. (2013). Corporate Social Responsibility and Cost of Equity Capital: A Global Perspective. pp. 1-50.
- Pfeffer Jeffrey & Salancik, Gerald R. (1978). *The External Control of Organizations*. New York: Harper & Row.
- Piper, Matha K. (1982). The Relationships between Attitudes toward Science and Science Achievement. *Journal of Research in Science Teaching*. 19(January 1982), 33-38.
- Stephen, R. J. (1985). *Designing and managing organizations*. Homewood, IL: Irwin.
- Xingpeng, Zhang Qianqian Group Level Individual Team Matching Concept, Mechanism and Research Outlook [J]. *Enterprise Economics*, 2017, 36 (5) 100-106