A MODEL OF WORK IDENTITY AND RESPONSIBLE LEADERSHIP TO IMPROVE TEACHER PERFORMANCE: THE MEDIATING ROLE OF WORK CONDITIONS IN ART COLLEGES, HUNAN

Li Xiran

6319000028

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration Innovation
Siam University
Academic Year 2026
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Title	A Model of Work Identity and Responsible Leadership to Improve Teacher Performance: The Mediating Role of Work Conditions in Art Colleges, Hunan
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Abstract

Title A Model of Work Identity and Responsible Leadership to Improve Teacher Performance: The Mediating Role of Work Conditions in Art Colleges, Hunan

Researcher Li Xiran

Degree Doctor of Philosophy

Major Educational Administration Innovation

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Purpose of the Study

This study aimed to explore the factors influencing teachers' talent cultivation performance and social-service performance in art colleges in Hunan Province, with a particular focus on how responsible leadership and work identity shape these outcomes.

The research objectives of this study are: 1) To conduct a multidimensional quantitative evaluation of talent cultivation performance and social-service performance; 2) To analyze the relationships among work identity, responsible leadership, team learning, talent cultivation performance, and social-service performance; 3) To examine the mediating effects of work conditions, including work culture, sense of responsibility, and team learning, on the relationship among responsible leadership, work identity, talent cultivation performance, and social-service performance; 4) To construct and validate a comprehensive performance improvement model.

Research Methods

The study employed a mixed-methods approach, combining quantitative and qualitative research. The quantitative data were collected through a structured survey, distributing questionnaire to 400 teachers in art colleges across Hunan Province. The survey focused on key dimensions including responsible leadership, work identity, work culture, sense of responsibility, team learning, and performance outcomes, including talent cultivation performance and social-service performance. Additionally, qualitative data were gathered through semi-structured interviews with 12 faculty members and administrators from various art colleges. The qualitative interviews provided in-depth insights into the dynamics of leadership, work identity, and performance in these institutions.

Research Process

The quantitative data were analyzed using statistical techniques, including factor analysis, reliability analysis, and structural equation modeling (SEM). The qualitative data were coded and analyzed using NVivo software, identifying key themes related to leadership, work identity, and performance. The integration of these findings allowed for a comprehensive understanding of the factors influencing teacher performance in the context of art education.

Research Findings

The findings indicated that teachers in art colleges in Hunan Province demonstrated moderate to high levels of talent cultivation performance and social-service performance. The study found that responsible leadership plays a significant role in enhancing both talent cultivation performance and social-service performance. Leadership behaviors including ethical decision-making, empowerment, and fostering trust were shown to improve teachers' work identity and motivation. Strong work identity was also found to positively influence teachers' commitment to talent cultivation and social service activities. Moreover, the mediating roles of work conditions, including work culture, sense of responsibility, and team learning, were critical in explaining how responsible leadership and work identity influenced teachers' performance.

Keywords: work identity, responsibility leadership, teacher performance, work condition

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As a lecturer at Hunan Mass Media Vocational and Technical College in Changsha, I am truly thankful to my institution for offering me the valuable opportunity for further study and for the supportive and flexible working environment. The understanding and encouragement from my leaders and colleagues were essential to the completion of my doctoral studies.

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Li Xiran

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CHAPTER 1

INTRODUCTION

In today, with the rapid development of Internet, big data, artificial intelligence and other technologies, the competition between countries has already evolved into the competition of technology and talents. The high-quality development of colleges and universities, which undertake the functions of personnel training, scientific research and social services, has increasingly become the focus of attention of the state and all sectors of society. Teachers are the main body of education, teaching and scientific research in colleges and universities. Improving the performance of teachers in colleges and universities is a long-term mechanism for colleges and universities to gain permanent motivation, and it is also the key to realize the connotative development of higher education. Under the background of increasingly saturated comprehensive universities and professional universities, the development significance of art universities is mainly reflected in promoting high-quality cultural development, cultivating high-quality artists, and promoting social cognition and appreciation of art. Therefore, it is of great significance to deeply study the influencing factors of teachers work performance in art colleges and universities for the high-quality development of colleges and universities and the high-quality artistic talents in society. This study focuses on teachers from all four art colleges in Hunan Province, and deeply analyzes the influence of art college teacher satisfaction on art college teachers work performance, in order to provide some suggestions for the high-quality development of colleges and universities.

1.1 Research Background

In May 2022, the newly revised Vocational Education Law of the Peoples Republic of China was formally put into effect. For the first time, vocational education was identified as a type of education with the same status as general education, which promoted the transformation of vocational education from "level" to "type" from the legal level. In December, the Opinions on Deepening the Reform of the General Office of the CPC Central Committee and the General Office of the State Council, which pointed out the direction for thoroughly implementing the spirit of the Partys 20th Plan and optimizing the orientation of vocational education types. China has entered a new period of development, so it is important to keep up with the pace of industrial upgrading and economic structural adjustment, and meet the growing demand of technical and skilled talents in various industries. Therefore, the status and role of vocational education are more prominent.

Vocational education is an important part of the national education system, and higher vocational education is the high-level education in China's vocational education system. After more than 30 years of development, China's higher vocational education has entered a period of quality-oriented high-quality development from quantity-oriented rapid growth. From 2020 to 2024, the number of colleges and universities planning to recruit higher vocational colleges in my country has generally decreased. Among them, the number of colleges and universities has increased from 1,441 in 2020 to 1,513 in 2024, an increase of nearly 5%. The decrease in the number of colleges and

universities is mainly due to undergraduate colleges. The number of undergraduate colleges planning to recruit higher vocational college students in 2024 has dropped to 357, a decrease of 113 from 2020, a decrease of 24%.

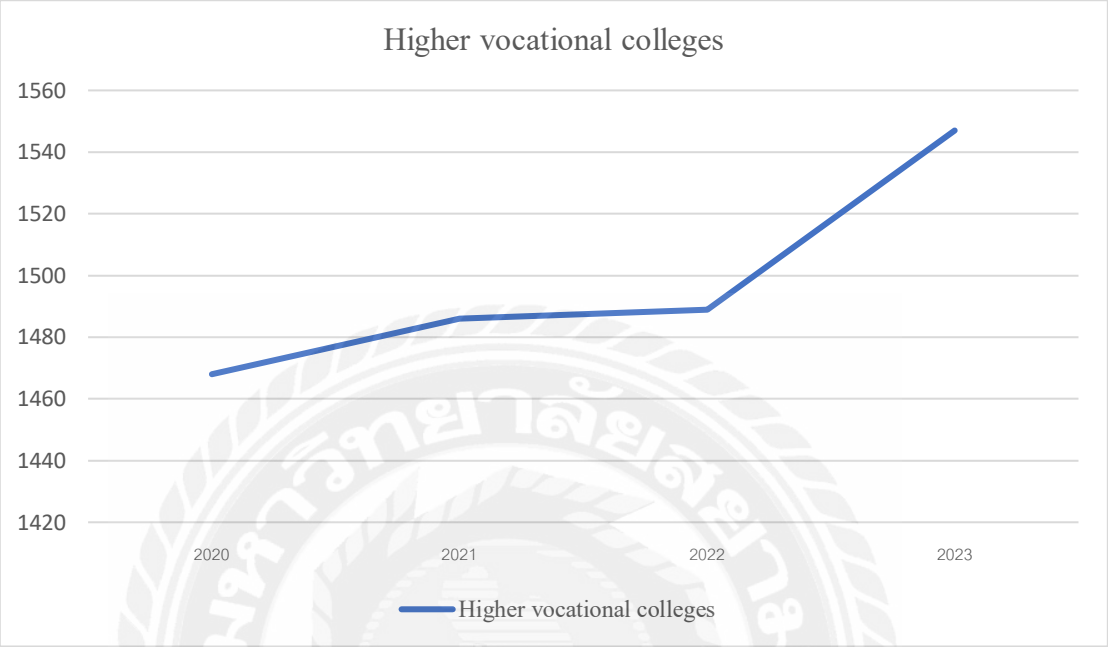


Figure 1.1 Number of Higher Vocational Colleges in China from 2020 to 2023

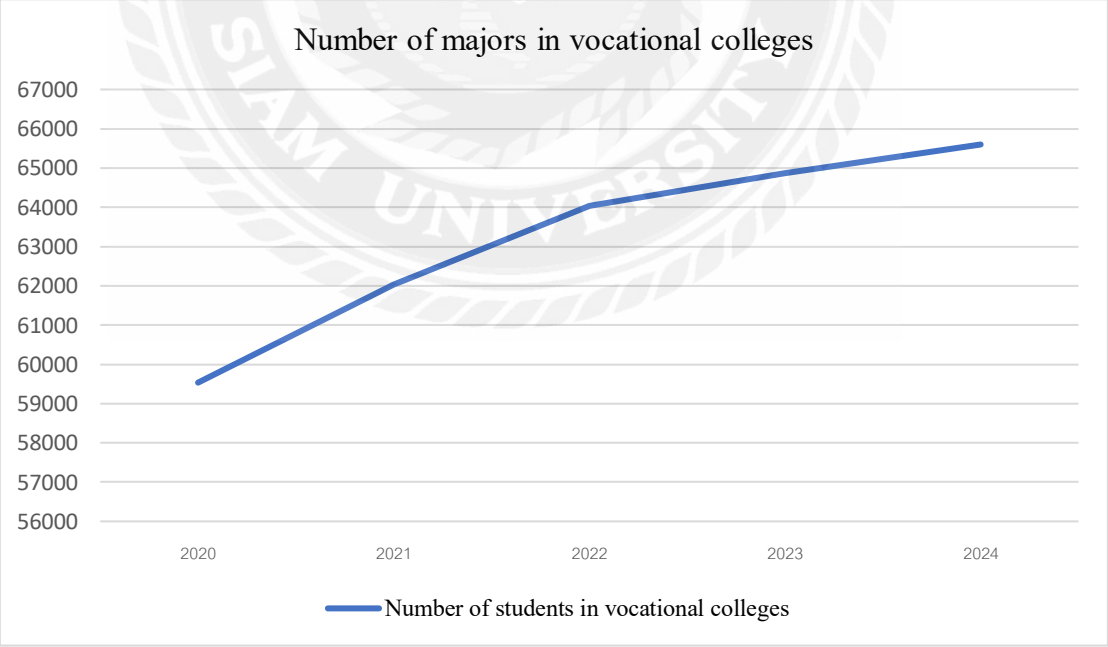


Figure 1.2 Number of Majors to Be Enrolled in Higher Vocational Colleges from 2020 to 2024

As an important part of China's higher education, higher vocational education plays an important role. At present, China's higher art vocational education is not only in the opportunity period of improving quality, but also in the critical period of reform breakthrough. Under the new situation, higher vocational education shoulders the key task of transporting high-quality technical and skilled talents for the society. The development of higher education depends on colleges and universities, and the development of colleges and universities depends on teachers. Teachers in colleges and universities are the core and main body of talent training in colleges and universities. Their work performance directly reflects their teaching level and scientific research ability, which is related to the realization of the fundamental task of moral education in colleges and universities, and directly affects the quality of talent training, scientific research and social service level. Improving the work performance of college teachers is of great significance to the connotative development of higher education and the construction of an innovative country.

China's higher education has entered the stage of universal education, and going to college has transitioned from "learning" to "being eager to learn". Society, students and parents have higher and higher requirements for the quality of higher education, which undoubtedly puts forward higher requirements for the work performance of college teachers. However, relevant research shows that teachers work satisfaction, whether leaders are responsible and other factors are affecting college teachers work performance. Statistics show that at present, the phenomenon of low work performance is widespread in colleges and universities. College teachers work satisfaction and leadership responsibility show the characteristics of universality, difference, stage and multi-dimension, including social status, work fulfillment, university culture and school-running philosophy, academic atmosphere and so on.

It can be seen from the above that the work performance of college teachers is critically influenced by satisfaction and whether leaders are responsible. How to scientifically analyze and objectively and reasonably propose policies to improve teacher work performance based on work satisfaction is of great significance to the development of higher vocational education.

Responsible leadership is particularly relevant in the context of art colleges because it goes beyond traditional performance-oriented leadership by emphasizing ethical behavior, stakeholder engagement, and long-term value creation. Unlike conventional leadership approaches that primarily focus on efficiency and outcomes, responsible leadership aligns institutional goals with the needs of teachers, students, and society. In environments where teacher satisfaction, professional identity, and social responsibility are critical, responsible leadership plays a pivotal role in shaping a supportive and value-driven work context. It fosters trust, fairness, and empowerment, which are essential for enhancing teachers' motivation and engagement. Moreover, responsible leadership helps integrate academic objectives with broader social-service missions, which is especially important in art education where creativity and societal contribution are closely connected. Therefore, examining responsible leadership provides a meaningful and contextually appropriate lens for understanding and improving teachers work performance in art colleges.

As an important component of China's higher education system, higher vocational education plays a crucial role in cultivating applied and technical talents. At present, China's higher art vocational education is entering a dual period, both an opportunity for quality enhancement and a critical stage of reform and innovation. Under this new educational

context, higher vocational institutions shoulder the essential mission of developing high-quality and highly skilled professionals who can meet the needs of a rapidly transforming economy.

The development of higher education fundamentally depends on the quality of colleges and universities, while the sustainable growth of these institutions depends on teachers. Teachers represent the core force in talent cultivation, scientific research, and social service. Their work performance directly reflects institutional effectiveness, academic competitiveness, and the realization of moral education. Therefore, improving teachers' work performance is of great strategic significance for the internal development of higher vocational education and the construction of an innovative nation.

However, recent studies have shown that teachers' work performance is not only affected by job satisfaction but also by the quality of leadership. In many vocational art colleges, teachers have reported low work engagement, insufficient recognition, and weak institutional support, which reflect broader challenges in organizational management and leadership responsibility. Responsible leadership characterized by accountability, care, and ethical concern for followers has emerged as a crucial factor that shapes teachers' motivation, sense of belonging, and identification with their institutions.

Furthermore, work identity and work conditions of teachers serve as important psychological and contextual mechanisms linking leadership behavior with performance outcomes. Work identity reflects teachers' self-recognition and role commitment within their professional environment, while favorable work conditions such as workload balance, collegial support, and autonomy reinforce intrinsic motivation and satisfaction. Thus, exploring how responsible leadership influences teacher work performance through these mediating factors is both theoretically meaningful and practically valuable.

This study focuses on art vocational colleges in Hunan Province, a representative region in China's vocational education reform. Hunan has been actively promoting educational modernization and developing distinctive art programs, yet challenges remain in terms of teacher motivation, professional development, and leadership practices. Investigating this context provides both local insights and implications for the broader transformation of Chinese higher vocational education.

Despite the growing attention to teacher performance, several research gaps remain. First, most existing studies on leadership and teacher performance have been conducted in general universities rather than art vocational institutions. Second, the mediating roles of work identity and work conditions have not been systematically examined within the context of responsible leadership. Third, there is a lack of empirical evidence from China's regional vocational colleges, particularly in Hunan. Therefore, this study addresses these gaps by analyzing the relationship among responsible leadership, work identity, work condition, and teacher work performance.

1.2 Research Significance

This study attempts to establish a theoretical model of the impact of job identity and responsible leadership on the job performance of college teachers that is suitable for China's national conditions. The specific approach is: first, to build a model based on job identity and responsible leadership and performance; second, to incorporate working conditions into the model; finally, through the revision and verification process of the measurement scale of this

study (including normality test, reliability and validity test, etc.), the policy implications of improving teacher job performance that are suitable for China's national conditions are obtained, thereby enriching theoretical research in this area. Based on Social Exchange Theory and Organizational Support Theory, this study first constructed a localized theoretical model of "job identity - responsible leadership - working conditions - teacher performance", filling the research gap in the field of art education. Existing studies have shown that schools' attention to teachers' emotional needs and superior support can significantly improve professional identity and professional commitment, but there is a lack of systematic discussion on the dynamic mechanism of "leadership behavior - environmental mediation - performance output". This study integrated Herzberg's two-factor theory and used working conditions as a mediating variable connecting individual cognition and organizational behavior. It not only expanded the theoretical dimension of the mechanism affecting teacher performance, but also provides an innovative perspective for model adaptation in the special context of art schools.

At the practical level, this study developed the "Job Identity Scale" and "Responsible Leadership Behavior Checklist" exclusive to art schools, and combined the empirical analysis of 400 samples from 4 schools in Hunan to form a three-level intervention system of "individual-leadership-environment": strengthening teacher self-efficacy through professional identity workshops, standardizing resource empowerment and emotional support behaviors with the "Responsible Leadership Guide", and optimizing creative space and performance resources based on the characteristics of art disciplines. This achievement can directly serve the talent training needs of Hunan's "Media Art Capital", provide education management departments with a performance improvement plan that is both scientific and operational, and promote the connotation-based development of higher art vocational education.

1.3 Research Questions

Although teacher performance has been widely explored in higher education, limited attention has been given to art colleges, where creativity, aesthetic education, and value-based teaching were central. Teachers in art colleges face distinctive challenges, such as balancing artistic expression with academic requirements and adapting to institutional reforms. These unique characteristics make their work identity and perception of leadership more complex and in need of systematic investigation.

From a theoretical and practical perspective, responsible leadership provides a valuable framework for understanding how ethical and relational leadership behaviors influence teachers' performance. However, few studies have integrated responsible leadership with work identity and work conditions that might mediate this relationship. The lack of empirical research within art colleges, especially in Hunan Province, reveals a significant gap in understanding how leadership and identity interact to shape teacher performance. Therefore, this study aimed to develop and test a model linking these variables to provide insights for improving leadership effectiveness and enhancing teachers' professional identity and performance in higher art education.

Previous studies have examined the relationship between leadership and teacher performance, but most were conducted in general universities rather than art colleges. The distinctive nature of art education, which emphasizes creativity and value-based teaching, has not been sufficiently explored in relation to teachers' work identity and motivation.

Research on responsible leadership in higher vocational or art education is still limited, especially regarding how it influences teachers' work identity and performance. In addition, little empirical evidence exists on how work conditions, including work culture, sense of responsibility, and team learning, mediate the relationship between leadership and performance.

Therefore, this study aimed to fill these gaps by focusing on art colleges in Hunan Province. Theoretically, it expanded the application of responsible leadership and work identity theories to the field of art education. Practically, it provided insights for improving leadership practices, enhancing teachers' professional identity, and strengthening performance in higher vocational art education.

This research focuses on the following three questions:

(1) What is the current status of teachers' talent cultivation performance and social-service performance in art colleges in Hunan Province?

(2) How do teachers' work identity and responsible leadership influence talent cultivation performance and social-service performance in art colleges?

(3) How do the mediating roles of work culture, sense of responsibility, and team learning explain the relationship between responsible leadership, work identity, and teachers' work performance?

(4) How do responsible leadership and work conditions shape talent cultivation performance and social-service performance in art colleges?

1.4 Research Objectives

After the long accumulation of "quantity" in colleges and universities, how to quickly turn to the leap of "quality" is the focus of the connotative development of higher education in the new era. Teacher is the university talent training, scientific research and social service of the main work. How to effectively motivate teachers in colleges and universities, form endogenous power, stimulate potential ability in order to improve the university teacher work performance, make the constant power, is the key to realize the development of higher education connotation.

Teachers' job identity, responsible leadership and job performance are three very important concepts in the field of education. The relationship between them and how to optimize them through effective management strategies have always been the focus of educators and managers. Among them, working conditions play a vital role in this process. Job identity and responsible leadership are a comprehensive reflection of teachers' satisfaction with various aspects such as work environment, career development, remuneration, and school culture. The improvement of conditions makes teachers more actively engaged in work, thereby improving work performance.

Responsible leadership is a key factor in achieving this goal. Responsible leaders not only pay attention to the overall development of the school, but also to the personal growth and well-being of teachers. They create a good working environment for teachers by formulating reasonable policies, providing necessary support, and creating a positive working atmosphere. At the same time, they pay attention to the professional development of teachers, provided training and promotion opportunities, and help teachers realize their self-worth. When teachers feel the care and support of their leaders, their satisfaction is further improved.

This improvement in satisfaction prompts teachers to devote themselves more fully to their work and strive harder to improve their teaching level and management ability. This positive attitude and behavior directly affect teachers' work performance, enabling them to achieve better results in teaching and management.

While job identity and responsible leadership correspond to high-level needs (such as respect and self-realization)., they transform psychological identity into performance behavior. From the perspective of Social Exchange Theory, the relationship between working conditions supply and performance output between teachers and organizations follows the principle of reciprocity, that is, high-quality working conditions (such as scientific research facilities and academic atmosphere) as organizational inputs, through enhancing teachers' work identity (such as professional pride) and responding to responsible leadership (such as participating in organizational goals), a dynamic cycle of "resource exchange-behavior feedback" is formed; Combined with the work characteristics theory, the dimensions of skill diversity and task integrity in working conditions enhance teachers' sense of work meaning (the core element of work identity), thereby affecting their teaching and research behavior investment.

The "internal and external dual demand" theoretical model constructed on this basis shows that: at the internal demand level, job identification directly affects performance by activating teachers' intrinsic motivation; at the external demand level, responsible leadership indirectly affects performance by optimizing working conditions (such as material environment and institutional support), forming a synergistic mechanism of "internal identification drive - external conditions support". Through the mediating effect of working conditions, this model organically links individual cognitive attitudes (job identification), organizational leadership behavior (responsible leadership) and performance results, providing a cross-theoretical perspective for analyzing the performance generation mechanism of teachers in art colleges.

The research objectives of this study are:

(1) To conduct a multidimensional quantitative evaluation of talent cultivation performance and social-service performance.

(2) To analyze the relationships among work identity, responsible leadership, team learning, talent cultivation performance, and social-service performance.

(3) To examine the mediating effects of work conditions, including work culture, sense of responsibility, and team learning, on the relationship between responsible leadership, work identity, talent cultivation performance and social-service performance.

(4) To construct and validate a comprehensive model.

1.5 Definitions

Term	Definition
Responsible Leadership	Responsible leadership refers to the extent to which academic leaders recognize and consider the demands of relevant stakeholders, evaluate the potential impact of their decisions on different stakeholder groups, and actively involve affected stakeholders in the decision-making process. It also reflects leaders' capacity to balance diverse stakeholder

Term	Definition
	interests, facilitate constructive dialogue, and promote outcomes that are acceptable to multiple parties.
Work Identity	Work identity is the degree to which teachers identify with their professional roles and perceive their work as an integral part of their self-concept. Work identity reflects teachers' sense of professional pride, perceived alignment between personal values and the institution's educational mission, and emotional attachment to their teaching roles and institutional environment. It also encompasses teachers' long-term commitment to the profession or institution, as well as their perception of respect and recognition received for their work within the school and the broader professional community.
Work Culture	Work culture refers to the shared values, beliefs, and behavioral norms that shape the collective working environment of art colleges. It is operationally defined as the degree to which teachers experience an atmosphere of collaboration, respect, trust, and innovation within their institutions. Work culture reflects the extent to which the institution encourages open and honest communication, values teamwork and collaborative teaching practices, and supports teaching innovation and continuous professional improvement.
Sense of Responsibility	Sense of responsibility is operationally defined as the internal motivation and moral obligation teachers felt toward fulfilling their professional duties. Sense of responsibility reflects the extent to which teachers feel accountable for students' learning and holistic development, assume personal responsibility for student outcomes, and maintain high standards of professionalism and work discipline in their teaching practices. It also encompasses teachers' willingness to undertake additional teaching or service responsibilities when required, as well as their proactive attitude toward contributing to the artistic development of the institution and the broader society.
Team Learning	Team learning refers to the collective process through which teachers share knowledge, reflect on experiences, and develop new teaching or research practices. It is operationally defined as the level of collaboration, mutual support, and joint problem-solving among faculty members.
Work Condition	Work condition is the overall quality of the institutional working environment experienced by teachers in art colleges, as reflected through the dimensions of work culture, sense of responsibility, and team learning. It represents the extent to which the workplace provides a supportive, collaborative, and professionally engaging context that facilitates teachers effective teaching, continuous development, and active participation in institutional activities.
Talent Cultivation Performance	Talent cultivation performance is operationally defined as the effectiveness of teachers in nurturing students' artistic abilities, professional skills, creativity, and moral development within art colleges. It reflects how well teachers fulfill their educational responsibilities in developing high-quality, innovative, and socially responsible artistic talents. Talent cultivation performance encompasses teachers'

Term	Definition
	effectiveness in facilitating observable improvements in students' artistic and professional performance, as well as their ability to integrate theoretical knowledge with practical instruction to strengthen students' hands-on and applied skills.
Social-Service Performance	Social-service performance is operationally defined as the extent to which teachers contribute to community engagement, cultural promotion, and professional collaboration beyond classroom teaching. It represents teachers' efforts to integrate art education with broader social and cultural development goals. In this study, social-service performance includes teachers' participation in social art programs, exhibitions, public lectures, cultural research, and collaborative projects that advance the visibility and social influence of art education.
Teacher Performance	Teacher performance is the effectiveness of teachers in art colleges in accomplishing their professional responsibilities, reflected in talent cultivation and social-service performance. It indicates the extent to which teachers effectively promotes students' artistic development, professional skills, and creativity, while also actively engaging in social, cultural, and academic service activities that enhances the societal impact of art education. Higher levels of teacher performance represent stronger contributions to both student development and social service.

1.6 Conceptual Framework

The conceptual framework of this study illustrates the hypothesized relationships among responsible leadership, work identity, teacher work performance, and the mediating roles of work culture, sense of responsibility, and team learning. It serves as a theoretical foundation that integrates Leadership Theory, Social Identity Theory, and organizational learning perspectives to explain how teachers' performance in art colleges can be enhanced through responsible and value-driven leadership.

Responsible leadership is conceptualized as a multidimensional construct emphasizing ethical behavior, stakeholder engagement, and sustainable decision-making. In the educational context, responsible leaders foster a collaborative and moral work environment, guiding teachers toward shared institutional goals. This leadership style not only directly influences teachers but also indirectly enhances their work performance through the development of a strong work identity and supportive organizational culture. The key role of responsible leadership lies in strengthening teachers' identification with the institution, as promoted through fairness, respect, and empowerment. This process is supported by social identity theory, which explains how individuals align their self-concept with the values and mission of the institution they belong to.

Work identity refers to how teachers perceive and define themselves in relation to their professional roles and institutional mission. A strong sense of work identity encourages teachers to align their personal values with institutional objectives, resulting in higher commitment, motivation, and job satisfaction. Responsible leadership plays a key role in strengthening this identification process by promoting fairness, respect, and empowerment within the workplace. This relationship is grounded in social identity theory, which

emphasizes the influence of group membership on the formation of individual self-concept and behavior.

This study further explored how the mediating factors, work culture, sense of responsibility, and team learning, help explain the process through which leadership and work identity contribute to improved work performance.

Work culture reflects the shared values, norms, and behaviors that shape the working environment in educational institutions. A positive and collaborative work culture enhances communication and innovation, allowing teachers to perform more effectively. This is supported by Organizational Learning Theory, which highlights how shared values and knowledge contribute to continuous improvement and innovation within the organization.

Sense of responsibility represents teachers internalized moral obligation to perform their duties conscientiously and contribute to institutional development. When leaders demonstrate accountability and care, teachers are more likely to emulate such behavior, enhancing overall institutional performance. This is explained by Social Exchange Theory, which posits that leaders' behavior influences employees' attitudes and actions through reciprocal relationships.

Team learning emphasizes collective reflection, knowledge sharing, and continuous improvement among faculty members. Responsible leadership nurtures team learning by fostering trust and open dialogue, which in turn enhances professional growth and performance outcomes. Organizational Learning Theory supports this by showing how effective communication and collaborative learning improve individual and collective performance.

The conceptual framework posits that responsible leadership positively influences teacher work performance both directly and indirectly through the mediating mechanisms of work culture, sense of responsibility, and team learning. Additionally, work identity acts as a reinforcing factor that strengthens these relationships by aligning teachers' professional self-concept with the values promoted by responsible leadership. Leadership Theory, Social Identity Theory, Social Exchange Theory, and Organizational Learning Theory provide the theoretical foundation for each hypothesized relationship, ensuring that the framework is both scientifically sound and theoretically robust.

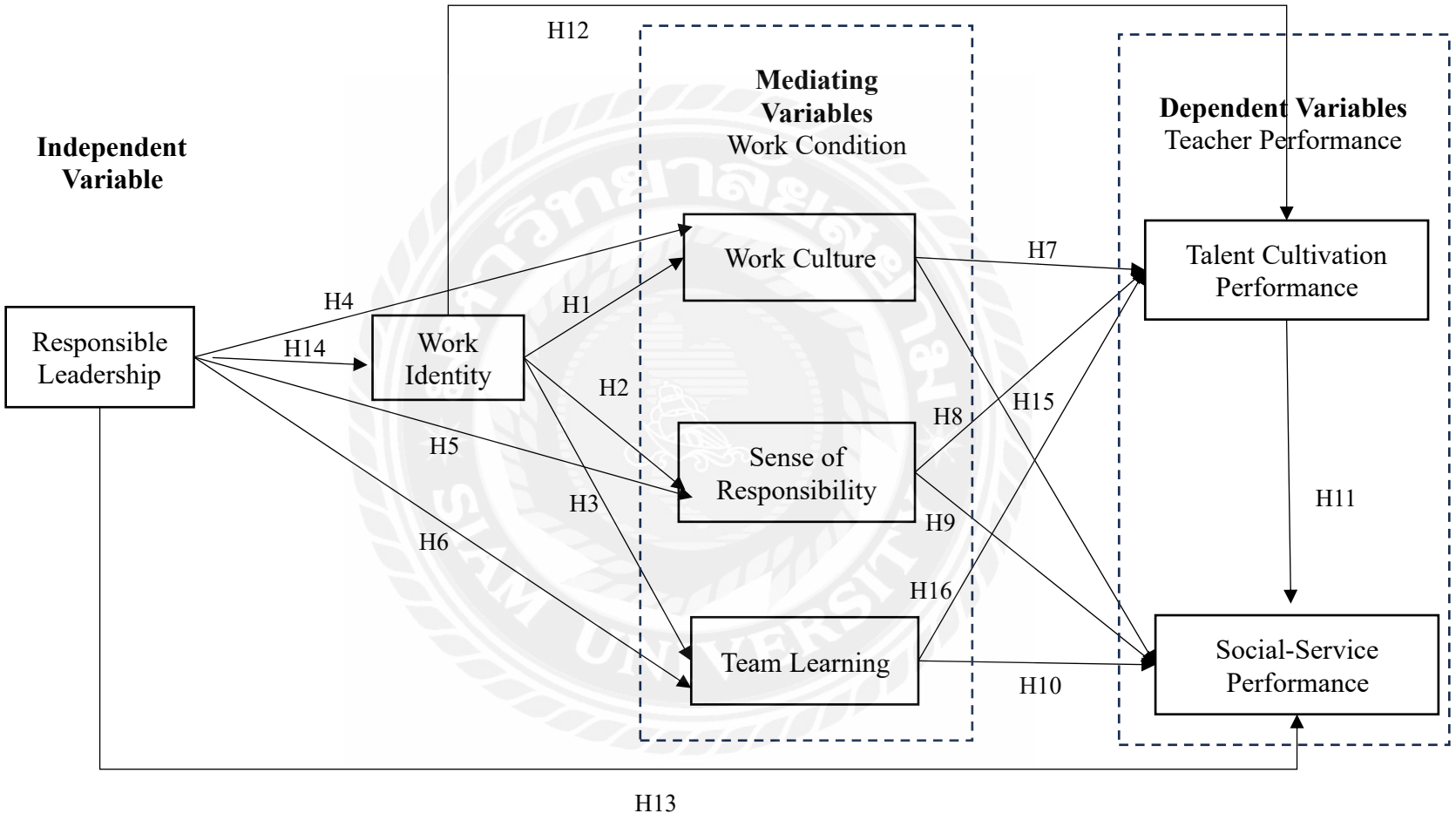


Figure 1.3 Conceptual Framework

1.7 Hypotheses

From the above framework, the research hypotheses are listed as follows:

Hypothesis 1: Work Identity has a positive impact on Work Culture.

Hypothesis 2: Work Identity has a positive impact on Sense of Responsibility.

Hypothesis 3: Work Identity has a positive impact on Team Learning.

Hypothesis 4: Responsible Leadership has a positive impact on Work Culture.

Hypothesis 5: Responsible Leadership has a positive impact on Sense of Responsibility.

Hypothesis 6: Responsible Leadership has a positive impact on Team Learning.

Hypothesis7: Work Culture has a positive impact on Talent Cultivation Performance.

Hypothesis 8: Sense of Responsibility has a positive impact on Talent Cultivation Performance.

Hypothesis 9: Sense of Responsibility has a positive impact on Social-Service Performance.

Hypothesis 10: Team Learning has a positive impact on Social-Service Performance.

Hypothesis 11: Talent Cultivation Performance has a positive impact on Social-Service Performance.

Hypothesis 12: Work Identity has a positive impact on Talent Cultivation Performance.

Hypothesis 13: Responsible Leadership has a positive impact on Social-Service Performance.

Hypothesis 14: Responsible Leadership has a positive impact on Work Identity.

1.8 Scope of Research

1.8.1 Scope of Variables

This study focused on examining the relationships among responsible leadership, work identity, work conditions, and teachers work performance in art colleges. The research framework was structured around one independent variable, four mediating variables, and one dependent variable.

1.The independent variable is Responsible Leadership.

1) Responsible leadership refers to a leadership style characterized by ethical decision-making, moral responsibility, and genuine concern for teachers' development and well-being.

2. The mediating variables include Work Culture, Sense of Responsibility, Team Learning, and Work Identity.

1) Work condition refers to the overall quality of the working environment perceived by teachers, reflected in work culture, sense of responsibility, and team learning.

●Work culture refers to the shared values and collaborative atmosphere within the institution that support trust, innovation, and professional interaction.

●Sense of responsibility refers to teachers' internalized commitment and accountability toward students' development, teaching quality, and institutional contribution.

●Team learning refers to the collective process of knowledge sharing, mutual support, and joint reflection among teachers to improve teaching and research practices.

2)Work identity refers to the degree to which teachers recognize, value, and emotionally identify with their profession and institutional roles.

3.The dependent variables are Talent Cultivation Performance and Social-Service Performance.

By defining these variables clearly, the study provided a structured foundation for examining how responsible leadership influenced teachers' work performance through the mediating mechanisms of work culture, sense of responsibility, team learning, and work identity within the context of art colleges in Hunan Province.

1) Teacher performance refers to the overall effectiveness of teachers in fulfilling their professional duties in both talent cultivation and social service.

●Talent cultivation performance refers to teachers' effectiveness in developing students' artistic competence, creativity, professional skills, and holistic growth.

●Social-service performance refers to teachers' active involvement in community engagement, cultural promotion, and professional service that enhanced the social impact of art education.

1.8.2 Scope of Area

Hunan Province is located in central China, and its educational conditions are extremely superior. There are four art colleges in Hunan. This study selected teachers from four art colleges in Hunan Province as research subjects, and used stratified random sampling to select three types of teachers: professors, associate professors, assistant professors and lecturers. Through empirical analysis, it developed management strategies based on teacher satisfaction that are in line with China's national conditions to improve the work performance of university teachers.

Changsha, Hunan is the world's "Media Art Capital". On November 1, 2017, Changsha, Hunan became the first city in China to be awarded the title of "Media Art Capital" in the world, providing an important exchange platform for countries to enhance cultural confidence, build soft power, and promote and carry forward national culture. "Media Art Capital" is one of the seven categories in the UNESCO "Creative Cities Network" project. This is a heavyweight international city business card and a cultural flagship project with the highest level, widest scope and greatest influence in the global cultural and creative industries. Hunan is the province with the best artistic atmosphere in China. The media ratings of Hunan Province have ranked first in the country for many years, and many large-scale art activities are held in Hunan. Therefore, Hunan Province also has the greatest demand for art talents. How to improve the work performance of teachers in art colleges is crucial to the cultivation of art talents (Hunan Provincial People's Government Official Website, 2021).

1.9 Innovation of the Research

This study introduces several theoretical and practical innovations. Grounded in social exchange theory, it developed an integrated model linking responsible leadership, work identity, work conditions, and teacher performance. By positioning work conditions as a mediating factor between individual cognition and organizational behavior, the study revealed how internal identity and external institutional support jointly influenced teachers' performance in art colleges.

The research focused on teachers from art colleges in Hunan Province, emphasizing the regional characteristics of art education and the creative nature of artistic disciplines. This perspective goes beyond traditional performance research in general universities and addressed the lack of empirical studies on teacher performance in art education. The proposed model filles a significant research gap by exploring the interrelations among leadership, identity, and performance within the unique context of art colleges.

Methodologically, the study adopted a mixed approach combining qualitative and quantitative methods. It integrated in-depth interviews, and survey questionnaires to ensure both theoretical rigor and empirical validity. This methodological innovation enhances the accuracy and generalizability of the findings:

A validated four-variable mediation model explaining the mechanism through which responsible leadership and work identity affect teacher performance.

A performance improvement framework and policy recommendations aimed at strengthening leadership practices, improving work environments, and enhancing teacher performance in art colleges.

These outcomes provided both theoretical contributions and practical tools for advancing leadership and performance management in art education.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Foundation

2.1.2 Leadership Theory

In modern organizational research, leadership theories have undergone an evolution from a single-trait perspective, a behavioral perspective, to a situational and integrative perspective. Early leadership theories focused on the "great man theory" or "leader traits," positing that leadership ability stemmed from individuals' innate traits. Subsequently, behaviorism shifted to examining leaders' behavioral styles. Contingency theory emphasized that leadership styles needed to be aligned with situations. As research deepened, leadership theories tended towards an integrative and multi-dimensional perspective, encompassing transformational, servant, ethical, and authentic leadership, among others, and paying more attention to the interactions and responsibilities between leaders and subordinates, as well as between organizations and external stakeholders.

In the field of responsible leadership, scholars in recent years have been dedicated to integrating leadership responsibilities, stakeholder perspective, value orientation, ethical considerations, and sustainability into the leadership paradigm. According to a systematic review, responsible leadership is not entirely independent of other leadership theories but is built upon ethical leadership, servant leadership, authentic leadership, value-oriented leadership, and so on. It emphasizes the relationships between leaders and stakeholders, balancing interests, assuming long-term responsibilities, and taking on responsibilities towards both internal and external society and the environment (de Klerk & Jooste, 2023). Some scholars proposed that to address the issue of traditional leadership theories focusing too much on performance while neglecting stakeholder responsibilities, a comprehensive perspective should be established to integrate responsibilities towards "people and performance" (Maak & Pless, 2006; Waldman & Siegel, 2008). Additionally, research has explored how responsible leadership copes with the tensions between interest conflicts, social responsibility pressures, and organizational performance in corporate cases in emerging markets to expand its theoretical boundaries.

Although there has been relatively little research on responsible leadership in educational or public organizational contexts, its ethical, relational, and service-oriented characteristics make it a promising type of leadership. In school environments, leaders should not only focus on internal operational efficiency and task completion but also take into account teacher development, student interests, and social responsibilities. Especially in art academies, which emphasize cultural values and social services, leaders who demonstrate a sense of responsibility towards teacher growth, academic ethics, and social impacts are more likely to inspire teachers' intrinsic identification and sense of responsibility.

This study chose to place responsible leadership at the core as an independent variable, hypothesizing that it not only directly influenced teacher performance but also achieved a mediating effect by improving working conditions. In the context of art academies, this responsibility, and relationship-oriented leadership style, might be more effective than

traditional task- or control-oriented leadership in mobilizing teachers' enthusiasm, identification, and performance.

2.1.2 Social Identity Theory

Social Identity Theory was initially proposed by Tajfel and Turner in the 1970s, aiming to explain how people form an identification through social categorization, group affiliation, and comparison processes. In this theory, individuals categorize themselves into certain groups and derive self-esteem and behavioral orientation from these groups. Social Identity Theory emphasizes that group identification influences individuals' attitudes, behaviors, and interaction tendencies.

In the field of organizational behavior, Social Identity Theory is often used to explain how employees develop a sense of belonging, commitment, and cooperative behaviors through identification with organizations, professions, or teams. Many studies have shown that when an individual's self-identification aligns with organizational goals, their work performance, organizational citizenship behavior, and loyalty may improve. In educational research, teacher professional identity or work identity is regarded as a form of social identity and is widely used to explore teachers' motivation, engagement, retention, and teaching behaviors. Teacher identity is not only a part of their self-definition but is also influenced by school culture, colleague interactions, policy environments, and leadership styles.

Some studies explored how principals' transformational leadership could promote inclusive teaching behaviors by enhancing teachers' inclusive role identity and self-efficacy (Wang et al., 2023). Research has also focused on teachers' identity tensions and their emotional regulation strategies, revealing the process of identity construction under different expectations and role conflicts. In Chinese and other contexts, multiple case studies have revealed the complexity and dynamic nature of teacher identity, such as its formation in mixed-cultural backgrounds (Zhao & Xiao, 2025). A systematic review of teacher professional identity construction also pointed out that research on teacher identity has rapidly grown in the context of educational reforms. In Chinese EFL teacher identity research, there is also a complex identification of teachers' dual identities.

In this study, work identity is the core variable based on Social Identity Theory. Teachers identified themselves as members of the art education group, which drove their behavioral motivation. This study hypothesized that work identity might not only directly influence teacher performance but also play a mediating role between responsible leadership and performance. When teachers had a high level of identification, received support from leaders, and worked in favorable conditions, their performance was more likely to improve.

By integrating responsible leadership and Social Identity Theory, this study aimed to construct a teacher performance generation mechanism that incorporated ethical, relational, and identification perspectives. This mechanism emphasized not only the responsibility and rationality of leadership behaviors but also how teachers' sense of identification and belonging as group members influenced their behaviors and performance, thus revealing in a more nuanced way the synergistic effect of internal identification-driven motivation and external conditional support in the context of art academies.

2.1.3 Social Exchange Theory

Social Exchange Theory is an important social psychology theory proposed by Homans (1958) based on the critical inheritance of structural functionalism. He believed that

all human behaviors were aimed at obtaining rewards or avoiding punishment, and therefore all social activities could be regarded as forms of exchange, including six propositions: success, value, stimulation, deprivation or satisfaction, aggression or approval, and rationality (Huang & Xu, 2023). In the exchange process, each exchange subject tried his or her best to demonstrate reward capability. Blau (1985) inherited Homans' theory and expanded it from the micro level to the macro level. Blau (1985) believed that whether human behavioral exchange occurred depended not only on social exchange but also on social interaction. Exchange followed the principles of rationality, justice, and reciprocity. In addition, the value of various rewards in the exchange process was considered relative and ambiguous (Liu & Gao, 2020). Social Exchange Theory held that behaviors produced by individuals should be explained from the perspective of interaction and reciprocity between individuals and society. From this perspective, economic and non-economic rewards were regarded as resources provided by organizations in exchange for employees' obligations and contributions (Zhang & Tu, 2022). Performance was therefore viewed as the benefit obtained by organizations through social exchange relationships with employees.

When colleges and universities made two-way choices with teachers, teachers and colleges and universities conducted risk assessment on each other according to gains and losses. When both sides thought that the gains outweighed the losses, teachers chose to work in colleges and universities, and colleges and universities hired them sincerely, and the exchange was established. After joining the work, there was an exchange of inputs between universities and teachers (Doh & Quigley, 2014). Colleges and universities provided not only material inputs such as salary and welfare, but also developmental inputs such as professional title promotion, training, interpersonal relationship and work characteristics. Teachers made their own contributions to the school and fulfilled their obligations, including undertaking the performance of personnel training, scientific research and social service, and also had the right to make suggestions and contributions to the school. The two sides exchanged interaction, mutual benefit and mutual promotion. At the same time, teachers developed a sense of organizational belonging and pride in colleges and universities, which led to higher organizational commitment.

When colleges and universities made a two-way choice between teachers, teachers and colleges conducted risk assessments on each other based on gains and losses. When both parties believed that the gains outweighed the losses, teachers chose to work in colleges and universities, and colleges hired them sincerely, and the exchange was established.

After joining the institution, there was an exchange of inputs between colleges and universities. Colleges and universities offered both material inputs such as salary and benefits, as well as developmental inputs such as professional title promotion, training, interpersonal relationships, and work characteristics. Teachers made their own contributions to the school and fulfilled their obligations, including undertaking work performance in talent training, scientific research, and social services, and also had the right to make suggestions and contributions to the school (Zhou & Chen, 2022). The two sides exchanged, interacted, and promoted each other. At the same time, teachers also developed a sense of organizational belonging and pride in colleges and universities, and then possessed a higher organizational commitment. In this process, the high work satisfaction of college teachers was related to the development of the school, that is, performance. On the other hand, the work satisfaction of college teachers and the work performance of college teachers underwent social exchange.

When analyzing teacher satisfaction and work performance, Social Exchange Theory

can solve the following problems:

One is the problem of teacher work motivation: understanding why teachers work and what they expect from their work. Through Social Exchange Theory, we can analyze the intrinsic and extrinsic rewards that teachers seek in their work and how these rewards affect their satisfaction and performance.

Second, the problem of organizational commitment: assessing the loyalty and commitment of teachers to the school. Social Exchange Theory helps to understand the reciprocal relationship between teachers and schools and how this relationship affects teachers' willingness to stay and work engagement.

Third, the problem of work environment: Social Exchange Theory emphasizes fairness, so it can be used to assess whether teachers think they are treated fairly.

Fourth, the problem of communication and cooperation: understanding the communication and cooperation patterns between teachers and between teachers and management.

Social Exchange Theory helps to analyze how these interactions affect teachers' work satisfaction and performance.

Solutions:

First, Social Exchange Theory can improve fairness. Ensure that teachers feel that their efforts are fairly rewarded, whether through salary, promotion opportunities or other forms of recognition.

Second, Social Exchange Theory can enhance communication between teachers and leaders. For example: establish open and transparent communication channels so that teachers can express their needs and concerns and ensure that management can respond in a timely manner.

Third, Social Exchange Theory can allow school leaders to provide more support to teachers. For example: when teachers report work difficulties or other situations, according to social exchange theory, school leaders can provide teachers with necessary resources and support, including professional development opportunities, teaching materials and equipment, and psychological and emotional support.

Fourth, Social Exchange Theory can clarify the personalized incentives for teachers. Understand the personal needs and motivations of each teacher and provide personalized incentives to improve their work satisfaction and performance.

Leaders should pay attention to, understand and care about teachers' work and life situations in a timely manner, use teachers' needs to motivate, and provide necessary help and support when teachers encounter difficulties, which is in line with Maslow's need theory. At the same time, according to Herzberg's dual theory, at work, leaders should give teachers more guidance and support, rather than directly asking teachers to execute their orders and requirements, so as to achieve both "motivation" and "health care" effects(Zhang & Tu, 2022). Of course, in specific operations, leaders should follow the social exchange theory, grasp the principle of moderation, strive to achieve subtle influence, avoid unnecessary psychological burden on teachers, and be fair and just, showing benevolent leadership behavior to most employees, rather than individual employees, to avoid the formation of factions among teachers, which ultimately affect the unity and cohesion within the team or organization.

2.1.4 Organizational Learning Theory

Organizational Learning Theory originated in the mid-20th century, with its core focus lying in how organizations could achieve continuous improvement and innovation through knowledge acquisition, sharing, and application. Early research underscored learning as a pivotal mechanism for organizational adaptation and development, while recent studies paid closer attention to the dynamic role of organizational learning in the contexts of digitization, educational reform, and sustainable development. Organizational learning was not merely a process of knowledge transformation but also a systemic capability driven by culture and leadership (Yang & Zhang, 2020).

With the deepening of the knowledge economy and digital transformation, Organizational Learning Theory underwent a transition from "experience feedback" to "knowledge co-creation." In recent years, Nonaka and Takeuchi's knowledge creation model (the SECI model) has been extensively extended to the fields of education and cultural industries, emphasizing the facilitating effect of the cyclical interaction between tacit and explicit knowledge on innovation performance (Li et al., 2021). In educational institutions, this theory provides a crucial perspective for understanding experience sharing, reflective learning, and teamwork among teachers. Senge's (1990) concept of the "learning organization" was reinterpreted in new research contexts, with researchers emphasizing the significance of systems thinking and shared vision in enhancing teachers' organizational identification and performance (Zhou & Chen, 2022).

In recent years, the relationship between organizational learning, leadership, and work performance gradually emerged as a research hotspot. Scholars discovered that leadership styles could significantly influence the depth and breadth of organizational learning. Particularly, responsible leadership, oriented towards ethical care and responsibility, could strengthen teachers' professional identification and a knowledge-sharing atmosphere by building trust, encouraging communication, and promoting reflective learning (Wang & Lin, 2023). This viewpoint was supported by empirical educational research, which showed that when school leaders advocated a culture of collaboration and responsibility, teachers' learning motivation and innovative teaching behaviors significantly increased (Huang & Xu, 2023).

Organizational learning is regarded as a mediating mechanism connecting individual behaviors and organizational performance. Elements such as work culture, team learning, and a sense of responsibility collectively constitute the three major dimensions of organizational learning, playing a pivotal role in enhancing teacher performance (Tang, 2022). When teachers received autonomy and supportive feedback in the work environment, they were not only more likely to engage in teaching innovation but also developed a stronger sense of professional identification and mission (Liu & Gao, 2020). This chain of learning, identification, and performance constituted a crucial foundation for the sustainable development of educational organizations.

In the context of art academies, Organizational Learning Theory provides theoretical support for understanding the mechanism of teacher performance generation. Art education emphasizes creativity, aesthetics, and value orientation, requiring teachers to continuously engage in experience reflection and knowledge sharing during the teaching process. Therefore, this study utilized Organizational Learning Theory to explain the relationships among responsible leadership, work identity, and teacher performance in art academies. The research posited that responsible leadership could deepen the process of organizational

learning by promoting team learning, strengthening a sense of responsibility, and constructing a positive work culture, thereby indirectly enhancing teachers' talent cultivation performance and social-service performance. This theoretical perspective not only revealed the intrinsic learning mechanisms in art education but also offered practical implications for leadership strategies in educational reform and teacher development in higher vocational colleges.

2.2 Responsible Leadership

2.2.1 Definition of Responsible Leadership

The concept of responsible leadership originated from reflections on traditional leadership theories, particularly in response to the limitations of transactional and transformational leadership. Early leadership research primarily focused on performance and goal attainment, while overlooking leaders' social and moral responsibilities (Maak & Pless, 2006). With the rise of Corporate Social Responsibility (CSR) and sustainable governance issues, scholars gradually realized that leadership was not merely about outcome orientation but also involved ethical judgment and humanistic care during the process. Consequently, responsible leadership was defined as a leadership approach that took into account economic, social, and environmental responsibilities in decision-making (Doh & Quigley, 2014).

During its development, the theoretical framework of responsible leadership continuously expanded. Pless (2007) emphasized the dual roles of leaders as moral agents and relationship stewards, pointing out that a leader's responsibilities extended not only to internal organizational members but also to external stakeholders. Subsequently, Miska et al. (2018) proposed that responsible leadership had cross-cultural characteristics, and its connotations needed to be localized based on social norms and values in different institutional and cultural contexts. This viewpoint was supported by Voegtlin (2020), who argued that responsible leadership should be a value-oriented interactive process rather than a one-way exercise of power.

Responsible leaderships perspectives of education and public administration. Haque et al. (2020) pointed out that in the context of universities, a leader's responsibilities included not only administrative decision-making but also behaviors that supported teacher development, promoted academic ethics, and cultivated educational equity. Lee and Kim (2021) believed that the core of responsible leadership lay in establishing trust and a shared vision through transparent, just, and inclusive leadership behaviors. Compared to the emphasis on institutions and accountability in Western contexts, Asian research placed greater importance on leaders' virtue and group relationships (Yin & Liu, 2021). This cultural orientation endowed responsible leadership with stronger moral care and humanistic orientation features in Eastern management research (Zhang & Tu, 2022).

There are still several controversies in the academic community. On the one hand, some scholars criticized the concept for being too broadly defined, making it easily confused with ethical leadership or servant leadership (Haque & Fernando, 2021). Some studies pointed out that responsible leadership still lacked operable measurement dimensions and contextual verification (Koval & Potoski, 2023). Therefore, empirical research on responsible leadership should pay more attention to cultural adaptability and organizational-level differences.

Table 2.1 Responsible Leadership Definitions

Scholar	Definition
Maak and Pless (2006)	To achieve a win-win situation for business, society, and the environment, leaders seek to establish and maintain long-lasting relationships of trust with the organization's internal and external stakeholders. Leaders seek to establish, cultivate, and maintain long-lasting relationships of trust with internal and external stakeholders and encourage them to work together to achieve goals.
Liu & Fang (2023)	Responsible for negotiating with stakeholders to form stable, long-term relationships for the educational institutions' long-term development.
Voegtlin (2011)	Harmonization of the demands of diversity through democracy, consultation, and dialogue on an equal footing, and weighing of the pros and cons to create a mutually beneficial situation.
Pless & Maak (2011)	Leaders' behaviors are highly purposeful and can be categorized into behaviors that do good and behaviors that avoid harm. The former is reflected in the level of morality and well-being, while the latter is reflected in the avoidance of harm, such as environmental pollution.

Responsible leadership theoretically evolved from moral care to systemic responsibility, with its core spirit lying in balancing organizational goals and social responsibilities. In this study, responsible leadership is operationally defined as the ethical integrity, accountability consciousness, and caring spirit demonstrated by leaders of art academies in their daily management, reflecting their consideration for teachers' professional development and humanistic care while achieving institutional goals. This variable was measured through teachers' perceptions of the leader's fairness, transparency, empathy, and support for professional and personal growth.

2.2.2 Dimensions of Responsible Leadership

The dimensional composition of responsible leadership is a core issue in the development of this concept. As research deepen, scholars gradually realize that responsible leadership was not a single moral orientation but a multi-dimensional structure encompassing ethical judgment, relationship management, and sustainable responsibility. The division of its dimensions reflects scholars' different understandings of how leaders balance organizational performance and social responsibilities.

Maak & Pless (2006) were the first to propose a relational perspective model of responsible leadership. They believed that its essence was the ethical interactive relationships between leaders and multiple stakeholders. Responsible leadership encompassed three core traits: stakeholder responsibility, moral integrity, and social awareness. Leaders should not only establish trust and cooperative relationships within the organization but also safeguard social equity and public interests in the external environment. This viewpoint emphasized leaders' relational intelligence and regarded responsibility as a dynamic social construction process.

Pless (2007) proposed a role identity model of responsible leadership, dividing it into moral agent, relationship builder, and societal steward. This model highlighted leaders' multiple identities and situational responsibilities, emphasizing that responsible leadership was not a reflection of personal character but a moral action continuously practiced in complex organizational and social environments. Miska et al. (2018) proposed a rational orientation perspective, arguing that responsible leadership should balance the factors of ethical rationality, economic rationality, and social rationality simultaneously to achieve the coordination of multi-dimensional goals in real decision-making.

Voegtlin (2011) proposed through questionnaire measurement that responsible leadership consisted of five key dimensions: ethical behavior, stakeholder engagement, sustainability commitment, relational transparency, and long-term orientation. The Responsible Leadership Scale (RLS) he developed became the main measurement tool for subsequent research and was widely applied in fields such as organizational behavior, corporate social responsibility, and educational management. The dimensions of this scale not only focused on leaders' value orientation but also emphasized the implementation of their social responsibilities in specific practices.

Scholars have made localized revisions to the dimensions of responsible leadership in different cultural and industry contexts. Haque et al. (2020) verified the five-dimensional model of responsible leadership in the Southeast Asian context and found that moral integrity and caring orientation were particularly prominent in collectivist cultures. Yin and Liu (2021) pointed out that responsible leadership in the Chinese context placed greater emphasis on leaders' benevolence and fairness, with its core dimensions including ethical exemplarity, social responsibility, organizational care, and relationship balance. This cultural adaptability research expanded the connotations of responsible leadership, making it more in line with the humanistic spirit of Eastern organizations.

However, some scholars also criticized the complexity of dimensional division. Haque and Fernando (2021) argued that dimensions could lead to conceptual ambiguity, causing responsible leadership to overlap with ethical leadership and servant leadership. In addition, some studies pointed out that the reliability and validity of different measurement models varied, especially in cross-cultural research (Koval & Potoski, 2023). Therefore, the dimensional construction of responsible leadership needed to be redefined in combination with industry characteristics and cultural backgrounds.

Based on previous research, the dimensions of responsible leadership mainly focus on leaders' performance in four aspects: ethical judgment, relationship management, social responsibility, and organizational care. These dimensions not only reflect leaders' personal virtue but also demonstrate their systemic ability to assume responsibilities at the organizational and social levels.

Table 2.2 Responsible Leadership Dimensions

Scholar	**Dimension**	**Number of Items**
Voegtlin (2011)	One-dimension: ethical behavior	5
Gibbons (2018)	Two-dimensions: balance of interests, self-improvement	11

Dorsey (2019)	Three-dimensions: management support, stakeholder culture, HRM practices	13
Li (2022)	Four Dimensions: ethical integrity, caring guidance, open communication, active citizenship behavior	20
Johnson (2019)	Seven Dimensions: open-mindedness, positive communication, foresight, caring and respect, responsible work, honesty and sincerity, ethical behavior	30
Dorsey (2019).	Eight Dimensions: loyalty, awareness, role, cooperation, competition, purpose, change, consistency	68

The measurement dimensions of responsible leadership mainly include four aspects: (1) Ethical Integrity: The fairness, transparency, and accountability consciousness demonstrated by leaders in decision-making and behavior. (2) Relational Care: The respect and empathy shown by leaders in communication. (3) Social Responsibility Orientation: The importance leaders attached to social equity and sustainable development in educational practices. (4) Developmental Support: The incentives and support provided by leaders for teachers' professional growth and personal well-being. This dimensional system aims to adapt to the organizational culture characteristics of art academies and balance the dual goals of educational ethics and social responsibilities.

2.2.3 Research on Responsible Leadership

The research on responsible leadership originated from criticisms of traditional leadership theories and an ethical turn. Early scholars regarded responsible leadership as a relational practice in which leaders balanced moral obligations and organizational goals among multiple stakeholders (Maak & Pless, 2006). With the rise of corporate social responsibility issues, researchers began to focus on leaders' bridging role between social responsibilities and organizational performance (Waldman & Siegel, 2008). Pless (2007) pointed out from the perspective of leaders' role identities that responsible leadership was not only about behavioral norms but also reflected leaders' self-identification and ethical consciousness in organizations. This stage of research marked the transition of responsible leadership from ethical advocacy to organizational behavior theorization.

Subsequently, researchers devoted themselves to transforming the concept of responsible leadership into operable measurement dimensions. Voegtlin (2011) constructed a three-dimensional model centered on ethical behavior, stakeholder engagement, and long-term orientation, laying a methodological foundation for quantitative research. Miska et al. (2018) proposed a ternary rationality framework of responsible leadership from the perspective of rational balance, namely ethical rationality, economic rationality, and social rationality, revealing leaders' trade-off logic among different responsibility dimensions. Doh and Quigley (2014) verified from the perspective of stakeholder theory that responsible leadership indirectly promoted organizational performance through trust and participation mechanisms. These studies jointly promoted the theoretical integration of responsible leadership across situations and levels.

In recent years, the scope and depth of empirical research have significantly expanded. Haque et al. (2020) empirically verified through enterprise samples the positive impact of responsible leadership on organizational commitment and pointed out that corporate social responsibility practices played a mediating role. Lee and Kim (2021) found in the context of higher education that responsible leadership could effectively enhance the trust and cooperation atmosphere among teachers, indicating that responsible leadership in educational organizations had special situational adaptability. In cultural context research, Yin and Liu (2021) pointed out that in the Chinese cultural context, benevolence and fairness were the core traits of responsible leadership, while Zhang and Tu (2022) found that moral demonstration and relational care could significantly improve faculty well-being and performance.

Nevertheless, there were still controversies in the academic community regarding the conceptual definition and measurement tools of responsible leadership. Haque and Fernando (2021) pointed out that responsible leadership had a high degree of overlap with concepts such as ethical leadership, servant leadership, and transformational leadership, and there was an urgent need for clearer theoretical boundaries. Koval and Potoski (2023) criticized the existing scales for their insufficient cross-cultural applicability, especially in the public and educational sectors, where some dimensions (such as external stakeholder engagement) had semantic deviations.

The research on responsible leadership has shifted from ethical advocacy to multi-dimensional structural and situational discussions. Future research should deepen theoretical development in terms of conceptual clarification, measurement localization, and longitudinal mechanism analysis. Against this background, this study redefined the four core dimensions of responsible leadership: ethical integrity, caring orientation, social responsibility commitment, and developmental support, and measured and verified them in the context of Chinese art academies to explore their impact paths and mechanisms on teachers' work performance.

2.3 Work Culture

2.3.1 Definition of Work Culture

Work culture, as one of the core concepts in organizational research, has long been regarded by scholars as a crucial variable for explaining differences in organizational behavior, innovation, and performance. Early theories predominantly comprehended work culture from a macro perspective, viewing it as the shared values, beliefs, and behavioral norms among organizational members, and considering it a mechanism for organizations to adapt to external environments and maintain internal integration (Schein, 2010). Schein's hierarchical model categorized culture into observable artifacts, espoused values, and underlying basic assumptions, providing a structured analytical tool for subsequent research. Correspondingly, Cameron & Quinn's (2011) Competing Values Framework classified culture into four types: clan, adhocracy, hierarchy, and market, emphasizing the impact of different cultural types on organizational goal orientation and effectiveness (Cameron & Quinn, 2011).

With the advent of the knowledge economy and digital age, research on work culture has tended towards dynamism and process-orientation. Scholars no longer merely focused on what culture "is" but paid more attention to how culture "operates" to facilitate knowledge sharing, team learning, and organizational innovation (Nonaka

& Takeuchi, 1995; Li et al., 2021). A recent systematic review indicated that work culture was understood as a complex system composed of values, norms, beliefs, and behavioral patterns, which influenced individual and team behaviors through daily practices, communication patterns, and institutional arrangements (Bogale, 2024). In the context of higher education, work culture was closely related to teachers' professional development, teaching innovation, and organizational learning. When the culture encouraged collaboration, reflection, and open communication, teachers' teaching improvement and team effectiveness significantly enhanced (Paredes-Saavedra et al., 2024; Jongruck, 2024).

Despite extensive research, several controversies regarding work culture warranted attention. Firstly, issues of conceptual proliferation and measurement consistency persisted. Different scholars had varying dimensional divisions of culture, limiting cross-study comparisons and the universality of measurement tools (Bogale, 2024). Secondly, the causal direction of culture was difficult to determine: whether culture was the cause shaping behavior or the result of long-term accumulation of existing behaviors and institutions. Empirical studies mostly relied on cross-sectional data, restricting the understanding of the causal mechanisms of cultural change (Stat Pearls Contributors, 2023). Thirdly, there were ethical and practical contradictions in cultural intervention and management practices, especially in academic institutions. Designing cultural orientations that balanced promoting innovation and preserving academic freedom remained a challenge for practitioners (Zhang & Yu, 2023).

In response to the above controversies, recent research proposed a more pragmatic methodological orientation. Firstly, it emphasized contextualized measurement, advocating the development of localized scales for work culture by integrating industry and regional characteristics. Secondly, it advocated multi-method research designs to capture the process of cultural change through qualitative grounded data and longitudinal tracking (Yang & Zhang, 2020; Zhou & Chen, 2022). In the fields of higher and vocational education, this implied integrating cultural research with organizational learning, leadership practices, and teacher identity construction to more accurately explain how culture influenced teaching and service performance through specific mechanisms (Liu & Gao, 2020; Li et al., 2021).

Based on the above theoretical context and critical evaluation, this study adopted a contextualized definition in the context of art colleges to facilitate measurement and interpretation. Work culture was operationally defined as follows:

Work culture refers to the shared values, beliefs, and behavioral norms that shape the collective working environment of art colleges. It is operationally defined as the extent to which teachers experience an atmosphere of collaboration, respect, trust, and innovation within their institutions.

2.3.2 Dimensions of Work Culture

Regarding the dimensional division of work culture, there has long been multiple theoretical orientations in academia. Overall, the development of research has evolved from a single-dimensional to a multi-dimensional comprehensive model. Early scholars primarily took value orientation as the core, understanding culture as the value system underlying organizational operations. Schein (2010) proposed that work culture consisted of three levels: observable organizational practices, espoused values, and

underlying basic assumptions.

Subsequently, Cameron and Quinn (2011) proposed four types of cultures in the Competing Values Framework: clan, adhocracy, market, and hierarchy. Clan culture emphasized collaboration and participation; adhocracy culture focused on flexibility and creativity; market culture was performance and competition-oriented; hierarchy culture valued norms and procedures. This model has been widely used in educational, medical, and corporate organizational research, demonstrating high universality (Zhou & Chen, 2022). However, some scholars criticized it for failing to fully reflect the dynamism and cross-cultural differences of culture (Bogale, 2024), and for having insufficient adaptability in non-Western cultural contexts (Zhang & Yu, 2023).

In recent years, researchers has gradually shifted from static classification to dynamic feature analysis. Denison's (1990) cultural model placed more emphasis on the relationship between culture and performance, dividing it into four core dimensions: involvement, consistency, adaptability, and mission. This model stressed that culture was not only the state of organizational existence but also a mechanism for achieving organizational performance. In the field of higher education, Liu and Gao (2020) pointed out that the dimensions of work culture should reflect the atmosphere of collaboration, trust, respect, and innovation among teachers, as these factors jointly influenced teachers' learning engagement and organizational commitment.

Collaborative culture emphasized team mutual assistance and the achievement of common goals, serving as the foundation for promoting organizational learning and knowledge flow. Innovative culture emphasized encouraging experimentation and creative thinking, being the key to enhancing organizational vitality and teachers' teaching innovation (Li et al.,2021; Paredes-Saavedra et al., 2024). Trust culture emphasized open communication and psychological safety, being the premise for maintaining organizational stability and reducing internal conflicts. Respect culture reflected the recognition of individual differences and professional autonomy, being a sign of healthy culture in higher education institutions. Especially in art colleges, these dimensions had a unique promoting effect on teachers' creativity and interdisciplinary collaboration (Jongruck, 2024).

However, some scholars still believe that simplifying work culture into several static dimensions might overlook the interactivity and contextual dependence of culture (Yang & Zhang, 2020). Culture is not composed of fixed indicators but a dynamic process jointly constructed by institutions, discourses, and practices. To address this issue, some studies proposed introducing contextualized dimensions into quantitative models to make cultural measurement more in line with industry characteristics and organizational missions. In the educational field, the assessment of work culture should focus on the comprehensive effects of teaching support, academic sharing, value identification, and innovation incentives (Zhou & Chen, 2022).

Based on the above research, it could be seen that the dimensions of work culture have open and multi-level characteristics. Although different theoretical systems have different emphases, they all believe that the core of culture lies in the shared values, behavioral norms, and trust structures among members. On the basis of previous theories combined with the context of art colleges, this study defined work culture as a comprehensive system composed of four dimensions: collaboration, respect,

trust, and innovation. These dimensions jointly reflected the cultural experience of teacher groups in teaching, research, and organizational interactions, providing theoretical support for subsequent quantitative measurement.

2.3.3 Research on Work Culture

Work culture, as a core research theme in the fields of organizational behavior and educational management, has long been considered a key variable influencing organizational performance and member behavior. Scholars have begun to re-examine the role of work culture in promoting teacher development, organizational learning, and innovation performance (Zhou & Chen, 2022). In terms of research perspectives, work culture has shifted from traditional value alignment to dynamic interaction and learning-oriented cultural mechanisms (Yang & Zhang, 2020).

In the educational field, work culture is widely regarded as a fundamental factor influencing teachers' work attitudes, organizational commitment, and teaching quality. Liu and Gao (2020) found through empirical research on Chinese higher vocational colleges that a positive work culture could significantly enhance teachers' team cohesion and innovative behavior, especially in the construction of learning communities. Similarly, Zhang and Yu (2023) pointed out in their research on Chinese art colleges that work culture was not only a manifestation of school systems but also a teaching ecology, in which respect, trust, and cooperation were important cultural supports for promoting teachers' creativity and interdisciplinary innovation.

International research has also verified the close relationship between work culture and performance. Paredes-Saavedra et al. (2024) indicated that in higher education institutions, an inclusive and trusting culture could strengthen the organizational learning atmosphere. Bogale's (2024) systematic review found that although different organizational culture types (such as clan, adhocracy, hierarchy) could all promote performance, their effects depended on leadership styles and the value fit between members, which also suggested that culture was not a static structure but a dynamic system interacting with leadership behaviors and organizational environments.

Regarding the mechanism of action of work culture, Denison's (1990) organizational culture model remained an important theoretical basis for contemporary research. Recent scholars have expanded it, integrating culture with innovative behavior, employee well-being, and sustainable performance. Li et al.'s (2021) research showed that a learning-oriented work culture enhanced teachers' professional identity and innovation willingness by promoting knowledge sharing and reflective practice, providing empirical support for teaching improvement in higher vocational and art education.

Yang and Zhang (2020) believed that many current empirical studies overlooked the complexity and contextuality of culture, equating culture with a positive atmosphere while lacking reflection on power structures, organizational politics, and institutional inertia. Jongruck (2024) also pointed out in his research on higher education institutions that if cultural management only remained at the level of slogans and documents without institutional implementation and leadership demonstration, its positive effects would be limited. This criticism provided a practical warning for cultural construction, emphasizing that cultural transformation relied on the joint action of leadership

behaviors, institutional support, and teacher participation.

Recent research trends exhibit three characteristics. Firstly, research on work culture has shifted from static classification to dynamic construction, paying more attention to organizational learning and innovation processes. Secondly, research has gradually moved from the macro-institutional level to the micro-psychological and team interaction levels, reflecting the rise of a micro-cultural perspective. Thirdly, in the Chinese educational context, research on work culture was integrating with variables such as leadership, professional identity, and psychological capital, forming a comprehensive research system oriented towards organizational support and teacher growth (Zhou & Chen, 2022).

On the basis of inheriting previous theoretical achievements and combining with the unique cultural ecology of art colleges, this study focused on how work culture influenced teachers' performance in talent cultivation and social service through the mechanisms of collaboration, respect, trust, and innovation. Unlike previous studies that focused on systems or atmospheres, this study emphasized the interactivity and generativity of culture, believing that cultural sharing among teachers and the responsibility-oriented leadership behaviors jointly constituted an important psychological and social basis for improving teacher performance.

2.4 Sense of Responsibility

2.4.1 The Definition of Sense of Responsibility

In the realms of contemporary organizational behavior and educational management, a sense of responsibility has gradually emerged as a crucial psychological dimension for gauging teachers' professional spirit and educational quality. Early scholars generally regarded a sense of responsibility as an individual's sense of obligation and intrinsic motivation when fulfilling social roles. Weiner (2019) posited that a sense of responsibility embodies an individual's self-attribution regarding the outcomes of their actions, serving as a psychological bridge between moral consciousness and behavioral responsibility. This perspective shed light on the internal mechanism of a sense of responsibility in behavioral regulation. Individuals self-regulate their behaviors based on moral beliefs and societal expectations.

Researchers began to focus on the specific manifestations of a sense of responsibility in professional contexts. Deci and Ryan's (2020) self-determination theory emphasized that a sense of responsibility not only stems from external constraints but is also deeply rooted in intrinsic motivation. When teachers align their educational mission with personal values, they spontaneously assume teaching and social responsibilities. Kim (2021), in his research on higher education in South Korea, pointed out that teachers' sense of responsibility is not merely reflected in teaching performance but also manifests as long-term investment in and emotional commitment to students' growth.

In recent years, educational management researchers have attempted to integrate a sense of responsibility with organizational culture, leadership, and professional ethics. Li (2022) argued that teachers' sense of responsibility is significantly influenced by organizational support and leadership exemplarity. When schools advocate a culture of fairness, respect, and cooperation, teachers are more likely

to exhibit a high level of responsibility. Conversely, an environment lacking trust or marked by power imbalances can undermine teachers' identification with the educational mission. Wang and Lin (2023) noted that a sense of responsibility is not a single-dimensional psychological trait but encompasses cognitive awareness of duties, emotional enthusiasm for the profession, and behavioral commitment to execution.

However, there remain some divergences in the academic community. Zhou (2023) advocated for understanding a sense of responsibility from a social contract perspective, emphasizing the external norms governing teachers' fulfillment of educational obligations. Chen (2024), on the other hand, argued for viewing it as an individual's intrinsic process of value identification, highlighting the interplay between self-motivation and professional ethics. This theoretical debate indicates that a sense of responsibility is both an external manifestation of social roles and a vital pathway for teachers' self-actualization. In summary, this study posits that a sense of responsibility is the core psychological mechanism underlying teachers' professional behaviors, serving as a crucial driving force that propels teachers to go beyond task requirements and actively engage in educational innovation and social services.

2.4.2 Dimensions of Sense of Responsibility

Scholars from the fields of psychology, ethics, and pedagogy have conducted multidimensional explorations and definitions of the structure of a sense of responsibility. The composition of a sense of responsibility can primarily be categorized into three major dimensions: cognitive, emotional, and behavioral. Nevertheless, there still exist certain discrepancies in the specific connotations and emphases within the academic community.

Weiner (2019), drawing from attribution theory, contended that a sense of responsibility is first and foremost a cognitive psychological judgment. It involves an individual's self-cognition of the outcomes of their actions and their social impacts. When teachers are acutely aware that their teaching behaviors have a direct influence on students' learning outcomes and personality development, they are more prone to developing a sustained sense of responsibility. This viewpoint underscores the rational foundation of a sense of responsibility but relatively neglects the role of emotional factors.

Kim (2021), from an educational psychology perspective, proposed that a sense of responsibility encompasses a strong emotional dimension, manifested as teachers' emotional commitment to their professional mission, students' growth, and educational equity. Research has demonstrated that emotional investment not only enhances teachers' job satisfaction but also fosters their innovative teaching behaviors. This perspective expands the connotation of a sense of responsibility, emphasizing its intrinsic emotional driving force.

In the realm of organizational behavior, Li (2022) introduced a behavioral orientation dimension of a sense of responsibility. Responsibility should not merely remain at the cognitive and emotional levels but should also be reflected in observable actions, such as fulfilling teaching tasks on time, actively participating in school construction, and assuming social service responsibilities. Li's research, through structural equation modeling, validated a significant positive correlation between responsible behaviors and teachers' performance, emphasizing the practical orientation

of a sense of responsibility.

Wang (2023), in a multidimensional model, divided a sense of responsibility into three categories: duty awareness, ethical commitment, and proactive engagement. Duty awareness represents an individual's cognitive understanding of role expectations; ethical commitment embodies identification with professional norms and social morality; proactive engagement reflects an individual's tendency to actively respond when facing difficulties. This model has gained widespread recognition in the field of educational management due to its comprehensive integration of cognitive, emotional, and behavioral dimensions, along with its strong explanatory power and cultural adaptability.

However, some scholars have criticized the dimensional classification of a sense of responsibility. Zhou (2023) argued that existing research overly relies on psychological measurement models, neglecting the socio-cultural foundations of a sense of responsibility. He advocated for viewing it as a dynamic relational structure between teachers and society, rather than a static individual psychological trait. Similarly, Chen (2024) pointed out that a sense of responsibility exhibits differential characteristics across diverse cultural backgrounds. Western research tends to emphasize individual moral self-discipline, while Eastern culture places greater emphasis on collectivism and social harmony, implying that the dimensional classification of a sense of responsibility should possess cultural sensitivity.

The dimensions of sense of responsibility have evolved from a single psychological construct to a multidimensional comprehensive model, encompassing cognitive judgment, emotional commitment, and behavioral practice. Based on this, this study defined teachers' sense of responsibility as a multidimensional concept, including teachers' cognitive identification with their professional roles and duties, emotional investment in the educational mission, and proactive behavioral manifestations in teaching and social services.

2.4.3 Research on Sense of Responsibility

Scholars have conducted long-term and in-depth explorations on the sense of responsibility from various fields such as psychology, organizational behavior, and educational management. The core issues have centered on the formation mechanisms of individual responsibility consciousness, influencing factors, and the pathways through which it affects work performance and organizational development. Overall, research on the sense of responsibility has undergone an evolution from a moral-philosophical orientation to a psycho-social orientation, gradually developing into a comprehensive research area encompassing cognitive, emotional, and behavioral characteristics.

Weiner (2019) posited that a sense of responsibility was an individual's moral attribution regarding the consequences of their actions, serving as a vital component of the intrinsic motivation system. If teachers could recognize the causal relationship between their teaching behaviors and students' development in behavioral attribution, their professional responsibility consciousness would significantly enhance. This viewpoint laid the theoretical foundation for research on the sense of responsibility in educational contexts.

With the development of organizational behavior theory, scholars began to link a sense of responsibility with professional roles and organizational performance. Kim (2021), through a survey of university teachers in South Korea, found that teachers' sense of responsibility had a significant positive impact on teaching engagement, innovative teaching willingness, and student satisfaction. A sense of responsibility was not merely a psychological state but also an intrinsic mechanism driving professional behaviors. Li (2022), in his research on Chinese universities, discovered that organizational support and leadership styles significantly influenced teachers' sense of responsibility levels. Specifically, caring leadership could enhance teachers' professional responsibility by stimulating their moral identification and emotional belonging, thereby improving organizational performance.

Wang (2023) incorporated a sense of responsibility into the educational management system model, proposing that teachers' sense of responsibility mediated the relationship between leadership behaviors and teacher performance. Through structural equation analysis of 300 art college teachers, the results demonstrated that a sense of responsibility significantly enhanced teachers' teaching engagement and social-service performance, validating its bridging role. This finding provided a theoretical basis for educational institutions to cultivate high-performance teachers.

Scholars also engaged in critical thinking on the sense of responsibility from cultural and institutional perspectives. Zhou (2023) pointed out that Western research tended to regard a sense of responsibility as an individual's intrinsic moral quality, whereas in Eastern culture, it was more manifested as social role obligations and collective value identification. A sense of responsibility was viewed as a result of socio-cultural construction, emphasizing its social relational nature. Chen (2024) also argued that teachers' sense of responsibility was strongly influenced by the institutional environment and policy orientation. A lack of fairness and supportiveness in school management systems could undermine teachers' sense of responsibility, thereby affecting overall educational quality.

In recent years, research on the sense of responsibility gradually showed a trend of interdisciplinary integration. Hassan (2023), combining organizational psychology and educational management theory, found that teachers' sense of responsibility was not only influenced by personal values and professional identification but also regulated by team culture and organizational learning atmosphere. This research broadened the perspective on external influencing factors of a sense of responsibility, emphasizing the importance of organizational culture construction.

Research on the sense of responsibility has undergone an evolution from individual psychological mechanisms to organizational behavior models. Existing research generally indicates that teachers' sense of responsibility plays a pivotal role in educational performance formation, not only promoting teaching quality improvement but also enhancing teachers' professional well-being and organizational identification.

2.5 Team Learning

2.5.1 Definition of Team Learning

Team learning, as a crucial component of organizational learning theory, has garnered widespread attention in the fields of education and management since the end

of the 20th century. Its core tenet posits that learning is no longer merely a cognitive activity at the individual level but a dynamic process through which group members achieve collective growth via interaction and knowledge sharing. When Senge (1990) first proposed the concept of a learning organization, he indicated that team learning constituted a pivotal link in an organization's sustained development. This was because only after individual learning was absorbed, integrated, and disseminated within the team could it be genuinely transformed into organizational capabilities. This perspective laid a theoretical foundation for subsequent scholars' research on the structure and mechanisms of team learning.

As research progressed, the definition of team learning has gradually evolved from an abstract organizational concept into an operable behavioral construct. Decuyper et al. (2010) proposed that team learning was an interactive process encompassing knowledge sharing, collective reflection, and collaborative meaning construction. Their study emphasized that open communication and psychological safety among team members were prerequisites for team learning. Edmondson (2012) pointed out that team learning manifested as members' joint exploration and experimental dialogue when confronted with complex tasks. This form of reflection-based learning could effectively foster innovation and continuous improvement.

In the realm of higher education, team learning has gradually emerged as a key avenue for teachers' professional development. According to Vangrieken et al. (2017), teacher team learning, through experience sharing and collective reflection, not only facilitated teaching improvement but also enhanced teachers' professional identity and organizational belonging. Wang and Zhang (2021) discovered in their empirical research on Chinese university teachers that team learning significantly elevated teachers' teaching innovation levels and research collaboration willingness. The underlying mechanism lay in promoting knowledge absorption and recreation through peer learning. Li (2022) noted that in art universities, team learning placed greater emphasis on creative collisions and interdisciplinary collaboration. This learning modality could stimulate teachers' innovative potential and contribute to the formation of a positive academic cultural atmosphere.

Some scholars have raised criticisms regarding the universality of team learning. Smith (2020) argued that team learning excelled in high-performing teams but had limited effectiveness in organizations with loose structures or low communication efficiency. Imbalanced power relations and individual competitive mentalities could undermine team members' learning motivation, thereby affecting overall learning efficacy. Hassan (2023) suggested that trust-building mechanisms and a shared leadership culture should be established to promote the sustainability of team learning. Particularly in educational institutions, leaders' supportive behaviors were crucial external conditions for facilitating team learning.

Integrating existing research, the connotation of team learning has expanded from knowledge sharing to a systemic process encompassing collective reflection, collaborative innovation, and collective problem-solving. It was not merely a behavioral manifestation but also an organizational culture and a mode of thinking. Team learning underscored teachers' mutual support in collaboration, achieving continuous improvement and professional growth through communication, exploration, and co-creation.

Therefore, this study defined team learning as the process through which teachers shared knowledge, reflected on experiences, and developed teaching and research practices in collective collaboration. Operationally, it was defined as the level of collaboration, the degree of mutual assistance, and the ability to solve problems collectively demonstrated by teachers in teaching teams. This definition balanced theoretical rigor and educational practice orientation, effectively elucidating the learning mechanisms of art college teachers in organizational collaboration and performance enhancement.

2.5.2 Dimensions of Team Learning

The dimensional study of team learning is pivotal for comprehending its intrinsic mechanisms and behavioral manifestations. As team learning theory evolved, scholars conducted multi-dimensional categorizations of its structure from various perspectives, encompassing knowledge sharing, reflection, collaboration, communication, innovation, and other facets. Overall, the dimensional evolution of team learning reflects a theoretical deepening trend from singular behaviors to systemic interactions.

Early research primarily focused on knowledge sharing and exchange. When Senge (1990) proposed the concept of a learning organization, he regarded "team dialogue" as the core dimension of team learning, believing that through open communication and collective thinking, team members could form a shared vision and collective wisdom. This idea was refined by Decuyper et al. (2010), who divided team learning into three sequential dimensions: information sharing, co-construction, and constructive conflict and application. They pointed out that these three dimensions were interdependent and jointly constituted the dynamic cyclic process of team learning.

Subsequently, Edmondson (2012) proposed that reflective communication was a significant dimension of team learning. She argued that by jointly reflecting on the successes and failures of tasks after their execution, teams could continuously optimize their work methods and innovation strategies. This dimension highlighted the crucial role of psychological safety among team members in reflective learning, as psychological safety could foster open communication and risk-taking. Vera and Crossan's (2018) research expanded on this viewpoint, suggesting that team learning comprised two core processes: feedback assimilation and knowledge integration. The former emphasized learning from external information, while the latter stressed transforming learning into operable team practices.

In the educational sphere, particularly among university teachers, the dimensions of team learning are more prominently manifested as collaboration, reflection, and innovation. Vangrieken et al. (2017) pointed out in their research on teacher learning communities that the dimensions of teacher team learning included collaborative learning, experiential reflection, and collective innovation. Among these, collaborative learning served as the foundation for knowledge dissemination, reflection facilitated practice improvement, and innovation reflected the transformation of learning outcomes. Wang and Zhang (2021) further proposed in their empirical research on Chinese universities that key dimensions of team learning also encompassed shared goals and a knowledge-sharing climate, which jointly determined the depth and sustainability of teacher collaboration.

In recent years, Hassan (2023) proposed the dimensions of trust and mutual support in his research on team learning in educational institutions, arguing that interpersonal trust and the willingness to share resources within the team directly influenced learning efficiency and quality. Li (2022) indicated in his research on art university teachers that team learning should include two characteristic dimensions: interdisciplinary collaboration and creative co-development, to reflect the unique innovation-driven features of art education.

Integrating the above research findings, the academic community generally consideres team learning a systemic construct encompassing multiple interrelated dimensions. Its core dimensions could be summarized as follows: (1) knowledge sharing and communication; (2) reflection and feedback; (3) collaboration and mutual assistance; (4) innovation and practical application. These dimensions collectively constitute the behavioral manifestations and cultural characteristics of teacher team learning, systematically elucidating the collective growth mechanisms of art college teachers in teaching, research, and creation.

2.5.3 Research on Team Learning

Research on team learning has evolved over the past three decades from organizational studies to education and higher learning contexts. Early organizational research by Edmondson (1999) emphasized that team learning is a dynamic process involving the sharing of ideas, reflection, and experimentation, which enhances group performance. Later, Van den Bossche et al. (2006) extended this notion by highlighting the role of psychological safety and open communication in promoting collaborative learning within professional teams. These foundational studies laid the groundwork for understanding how learning collectively improves adaptability and innovation.

In the field of education, particularly in higher education and teacher development, team learning has been recognized as a key factor in fostering professional growth and instructional quality. Hord (1997) identified team learning as a central element of professional learning communities (PLCs), where teachers collaboratively examine practices to enhance student outcomes. Similarly, Senge (2006) argued that educational institutions must operate as “learning organizations,” in which collective learning among teachers forms the basis for sustained improvement and innovation. Research by Bolam et al. (2005) supported this, showing that team learning within PLCs strengthens mutual trust and shared responsibility, resulting in better teaching performance and institutional development.

More recent studies have explored the mechanisms and contextual factors influencing team learning. For example, Decuyper et al. (2010) proposed an integrative model identifying seven core team learning processes—sharing, co-construction, constructive conflict, reflection, storage, retrieval, and application. This model emphasized that team learning is not linear but cyclical, requiring continuous feedback and adaptation. In the Asian educational context, Lee and Tan (2017) found that cultural factors such as collectivism and hierarchy could shape team learning dynamics, with open communication and leader facilitation playing a moderating role. Moreover, studies by Imants and van Veen (2010) and Hsu and Chen (2020) showed that leadership style, institutional climate, and shared goals significantly influence teachers’ willingness to engage in collaborative learning.

However, despite the consensus on its benefits, scholars have also pointed out limitations and challenges in implementing team learning effectively. For instance, Little (2003) cautioned that superficial collaboration may lead to conformity rather than genuine learning if teams lack critical dialogue and diversity of thought. Similarly, Gronn (2015) argued that excessive dependence on administrative directives could weaken intrinsic motivation for teamwork. These critiques underscore the need to balance structure with autonomy and to cultivate trust-based learning environments.

The literature indicates that team learning enhances teachers' professional competencies, promotes institutional innovation, and improves overall organizational performance when supported by conducive cultural and structural conditions. Based on the synthesis of prior research, this study conceptualized team learning as the collective process through which teachers share knowledge, reflect on experiences, and develop new teaching or research practices. It was operationally defined as the level of collaboration, mutual support, and joint problem-solving among faculty members.

2.6 Work Identity

2.6.1 Definition of Work Identity

Work identity generally refers to an individual's sense of identity and belonging to the profession he or she is engaged in. Existing research shows that work identity belongs to the field of psychology and has triggered many domestic and foreign scholars to explore from multiple perspectives, but a widely recognized unified definition has not yet been formed. This concept originates from the concept of "identity" in psychology, which was first proposed by Austrian psychology master Freud. He pointed out that identification is a process in which an individual accepts others in thought, imitates others in behavior, and transmits and feedbacks information. This is the initial form of emotional connection between groups; subsequently, in 1959, American psychologist Erikson further expanded this concept based on social identity theory. He introduced the issue of "self-identity" between individuals and professions, emphasizing that identity is an important reference framework for interpreting personal experiences and integrating the meaning, goals and development direction of life in the process of individuals pursuing self-growth. The concept of work identity is derived from this. Scholars at home and abroad have different views on professional identity. According to scholars, the values, knowledge structure, belief pursuit, and technical characteristics of the professions that members of a group hold are essentially professional identity (Gronn, 2015). Other scholars describe professional identity as a deep and lasting cognition of an individual's professional interests, talents, and goals. They emphasize that professional identity is a relatively stable psychological state, which is the result of an individual's in-depth understanding of himself and his professional environment (Holland, 1993).

Other scholars believe that professional identity is a complex psychological process of interaction and dynamic balance between an individual's personality traits and his professional role. Secondly, professional identity is regarded as part of social identity, which is mainly reflect in the individual's evaluation of his own professional value and understanding of the nature of the profession. Chinese scholars point out that the so-called "professional identity" refers to the individual's deep recognition of his own profession, and that he feels that this profession has value and meaning, and that

he could gain pleasure from it (Ghosh, 2020). Other scholars found, after reviewing the literature, that professional identity could be understood as a "psychological contract" reached between an individual and his or her profession; that is, when an individual had a full and in-depth understanding of the characteristics of a profession, he or she would show a high degree of enthusiasm and continuous investment in the work, and experience positive work emotions in the process, which would lead to the consistency of personal development goals with the needs of professional development, and even achieve a state of synchronous progress, thus making the profession one of the core pillars of personal identity.

2.6.2 Dimensions of Work Identity

Given the differences in the academic community's understanding of the concept and connotation of professional identity, the dimensional division and measurement methods of professional identity are also diverse. In terms of the dimensional division, some scholars regard occupational identity as a one-dimensional construct, that is, a single element perspective based on emotional identification. For example, Li (2022) used attitude theory as a theoretical framework to conduct an in-depth discussion on the concept of occupational identity. They interpreted occupational identity as an emotional close connection and attachment of an individual to the occupation he or she is engaged in. On the other hand, when studying occupational identity, they further expanded the scope of measurement dimensions. They not only retained the original occupational emotional dimension, but also added two key considerations: normative identification and continuous identification.

They then constructed a set of occupational identity assessment tools that comprehensively covered these three dimensions, making the understanding and measurement of occupational identity more three-dimensional and in-depth. The measurement methods of occupational identity dimensions in foreign countries are widely applicable, thanks to their relatively systematic and comprehensive research framework. In contrast, the division of occupational identity dimensions in domestic literature is more focused on specific occupations, which reflects that domestic research pays more attention to the differences in occupational characteristics and industry backgrounds.

Taking individual studies as an example, they conducted an in-depth construction of the structure of teachers' professional identity, revealing that teachers' professional identity covers teachers' cognition and attitude towards their profession, as well as their behavioral performance and emotional experience, and includes four dimensions from value, belonging to behavior investment, and developed a scale of 18 items for primary and secondary school teachers (Weiner, 2019). Similar to the structure of teachers' professional identity, some scholars have proposed that the professional identity structure of community youth social workers should add a professional emotion dimension in addition to the three dimensions of professional belonging (Han & Xu, 2024).

Some scholars referred to Wei's research results and made deletions, revisions and supplements on their basis. They used a set of 14-item scales to measure the professional identity of grassroots civil servants. The results showed that professional identity can be subdivided into three levels: professional value identity, professional

development identity and professional behavior investment, and formed a ring structure that progresses from the inside to the outside (Li, 2022). Based on literature analysis and open-ended questionnaire surveys, the theoretical dimensions of journalists' professional identity were constructed, and on this basis, a set of journalists' professional identity scales was designed. The scale covers five core dimensions: professional emotions, role values, professional values, professional abilities, and professional beliefs. It contains 23 items, which provides a feasible measurement tool for news units to understand employees' professional identity and better conduct human resource management. A rural doctor professional identity scale with 16 items was compiled to provide a measurement tool for evaluating rural doctors' professional identity (Zhang et al., 2023).

2.6.3 Research on Work Identity

Most of the research on the impact of professional identity focus on the individual performance level. In short, a higher sense of professional identity has a significant positive effect on the individual's work attitude and behavior, thereby effectively promoting the improvement of work performance. Some scholars explored the relationship between professional identity and individual work attitude from the aspects of career commitment, job satisfaction, turnover tendency, occupational burnout, and work pressure. For example, a study of young rural teachers in compulsory education found that professional identity could significantly negatively affect job burnout (Yang & Zhang, 2020). Another study conducted a questionnaire survey on 219 in-service nurses and found that the professional identity of nurses and its dimensions were negatively correlated with the source of work stress and its dimensions.

In addition, some researchers also explored how professional identity affected relevant behavioral variables such as career planning and work enthusiasm, and further analyzed the intrinsic correlation between professional identity and work performance (Pless, 2007). For example, Li (2022) revealed the close relationship between professional identity and the ability of individuals to seize opportunities in their careers. They found that professional identity, as a deep psychological construct, had a significant impact on the behavioral performance and results of individuals in the workplace. Those with a strong sense of professional identity were often better at capturing various opportunities and responding quickly in the ever-changing workplace environment, taking positive actions, and thus creating more value and opportunities for success for themselves. Some scholars' empirical research provided strong evidence for the positive relationship between professional identity and work engagement (Chen, 2020).

Specifically, professional identity not only had a positive impact on employees' work attitudes, but also inspired them to devote themselves to their work. Li et al. (2021) conducted a survey on grassroots civil servants, revealing the differences in professional identity among grassroots civil servants of different ages, as well as the positive predictive effect of professional identity on work performance. They found that compared with middle-aged and elderly civil servants, grassroots young civil servants performed weaker in terms of professional identity. By constructing a regression model of the work performance of middle school physical education teachers in ethnic minority areas of Guizhou on professional identity, it was found that the professional identity of this group had a significant positive predictive effect on their work

performance (Liu, 2024).

2.7 Talent Cultivation Performance

2.7.1 Definition of Talent Cultivation Performance

In recent years, with the transformation of higher education from knowledge transmission to competence development and value orientation, the concept of talent cultivation performance has been continuously redefined and deepened (Li, 2023). In the field of art education, talent cultivation performance is no longer limited to quantifiable outcomes such as teaching results or student grades. Instead, it emphasizes teachers' comprehensive educational effectiveness in promoting students' creative thinking, professional competence, aesthetic literacy, and social responsibility (Wang, 2024).

Early research on talent cultivation performance primarily focused on measurable outputs such as academic achievement, graduation rates, and employment outcomes (Chen, 2021). However, this result-oriented perspective has been increasingly criticized for neglecting the core educational values of creativity, personal growth, and cultural identity (Liu & Wang, 2022). With the advancement of quality-oriented and outcome-based education, scholars have begun to stress the role of teachers in stimulating potential and fostering innovation, rather than merely imparting knowledge (Zhao et al., 2023).

From a developmental perspective, contemporary scholars generally regard talent cultivation performance as a dynamic educational process, reflecting both the effectiveness of teaching behavior and the social adaptability of educational outcomes. Zhang (2022) argued that teachers' performance in talent cultivation should include students' learning engagement, innovation development, and professional skill enhancement. Chen and Li (2023) further suggested that in art colleges, the core indicators of talent cultivation performance should center on students' artistic creativity, professional expression, and cultural communication competence, thereby reflecting the humanistic and social values of art education.

Furthermore, both domestic and international studies emphasize the distinctive nature of art education. Teaching in art colleges often integrates creative guidance and aesthetic experience, meaning that performance should not be evaluated solely through quantitative measures. Instead, it should consider teachers' contributions to inspiring students' artistic potential and cultural innovation (Wang, 2024). For instance, Zheng and Liu (2023) found a significant positive correlation between teachers' instructional innovation and students' creative performance, particularly in interdisciplinary and experimental art courses.

In summary, this study operationally defined talent cultivation performance as the effectiveness of teachers in nurturing students' artistic abilities, professional skills, creativity, and moral development within art colleges. It reflected how well teachers fulfilled their educational responsibilities in developing high-quality, innovative, and socially responsible artistic talents.

2.7.2 Dimensions of Talent Cultivation Performance

The dimensions of talent cultivation performance have evolved with the continuous transformation of higher education and the deepening of competency-based

education reform. In art colleges, this construct goes beyond traditional measures such as academic achievement or teaching output and emphasizes the holistic development of students in creativity, professionalism, and value orientation (Wang, 2024). Researchers have gradually developed multi-dimensional frameworks to evaluate teachers' performance in talent cultivation that reflect both educational outcomes and the processes leading to them (Li, 2023).

One of the most widely recognized dimensions is creative ability cultivation. According to Zhang (2022), art education's essence lies in fostering students' capacity for innovation and aesthetic expression. Teachers' performance in this regard involves guiding students to explore diverse artistic forms, encouraging independent thinking, and integrating artistic practice with social and cultural contexts. Similarly, Zhao et al. (2023) emphasized that teachers' instructional design, project-based learning, and interdisciplinary teaching approaches significantly influence students' creative performance.

A second dimension often discussed is professional skill development, which focuses on how teachers help students master technical competencies and disciplinary expertise. Chen and Li (2023) pointed out that art college teachers must combine theoretical knowledge with studio practice to strengthen students' craftsmanship, material control, and digital creativity. In their study of design education, Zheng and Liu (2023) found that teachers' emphasis on practical experimentation and industry collaboration enhanced students' employability and innovation ability, suggesting that this dimension bridges education with professional application.

A third dimension is moral and value-oriented education, which reflects art colleges' role in fostering socially responsible artists. Liu and Wang (2022) argued that teachers' talent cultivation performance should also include students' ethical awareness, civic responsibility, and aesthetic judgment. In particular, the moral dimension links artistic creation to social consciousness, ensuring that artistic education contributes to cultural sustainability and public welfare.

Another important aspect is student learning engagement and reflection. Li (2023) highlighted that teachers' performance is closely associated with students' emotional investment, learning enthusiasm, and reflective capability. Active engagement indicates the effectiveness of teaching strategies, while reflective practice enables students to internalize learning outcomes into creative thinking and problem-solving abilities.

Teaching innovation and adaptability have been recognized as emerging dimensions of talent cultivation performance. Wang (2024) noted that under digital transformation and interdisciplinary integration, teachers' ability to adapt to new technologies and pedagogical methods is essential for maintaining teaching quality and stimulating artistic creativity.

In conclusion, based on recent literature, the dimensions of talent cultivation performance can be summarized into five key aspects:

(1) Cultivation of students' creative ability

(2) Development of professional skills and expertise

(3) Promotion of moral and aesthetic values

(4) Enhancement of student engagement and reflection

(5) Implementation of innovative and adaptive teaching practices

These dimensions together provide a comprehensive framework for evaluating how effectively art college teachers fulfill their educational mission in nurturing high-quality and creative talents for the cultural and creative industries.

2.7.3 Research on Talent Cultivation Performance

In recent years, research on talent cultivation performance has gained increasing attention, especially in the context of higher art education and the broader transformation of competency-based learning in China and internationally. Scholars have explored how teachers' pedagogical practices, institutional support systems, and leadership environments influence their effectiveness in nurturing students' creative and professional abilities (Zhang, 2022).

Studies mainly focus on quantitative evaluation indicators, emphasizing outputs such as student achievements, graduation rates, or competition awards (Liu & Wang, 2022). However, these output-oriented approaches were later criticized for neglecting process-based dimensions such as creativity development, value formation, and reflective learning. Recent research has therefore shifted toward a comprehensive and multidimensional evaluation model, incorporating teaching innovation, learning engagement, and student growth as key indicators of teachers' performance (Chen & Li, 2023).

The highlight of talent cultivation performance cannot be measured merely by academic metrics but must also consider artistic creation and aesthetic appreciation (Wang, 2024). According to Zhao and Xiao (2025), the unique characteristics of art disciplines require distinct assessment approaches that capture teachers' ability to guide students in translating abstract creativity into concrete artistic outcomes. This perspective aligns with the findings of Zheng and Liu (2023), who emphasized that the cultivation of creativity and professional identity among art students depends heavily on teachers' innovative pedagogical practices and emotional engagement.

The investigation the relationship between educational leadership and teachers' talent cultivation performance. Li (2023) demonstrated that responsible and transformational leadership styles foster higher performance levels among teachers by enhancing their sense of professional mission and motivation for student-centered teaching. Similarly, Sun and He (2022) argued that institutional culture significantly impacts teachers' capacity to cultivate innovative talents. This finding of teacher performance is not only an individual attribute but also the result of collective organizational dynamics.

Moreover, scholars have begun to examine the integration of digital technology and art education, which has expanded the scope of talent cultivation performance. Wang and Kim (2023) found that digital tools such as AI-assisted design platforms and online studios enable teachers to create more inclusive and interactive learning environments, thereby enhancing students' creative potential. However, they also cautioned that excessive reliance on technology might weaken interpersonal communication and artistic intuition, calling for balanced pedagogical strategies.

In recent empirical studies, researchers have also explored the mediating

mechanisms linking teacher identity, leadership, and performance outcomes. Zhang and Yu (2023) revealed that teachers with stronger professional identities and institutional belonging demonstrated higher performance in talent cultivation, mediated by supportive work conditions and peer collaboration. This suggests that performance improvement is not a purely technical issue but involves complex interactions among individual cognition, organizational support, and leadership behavior.

Talent cultivation performance in art colleges is a multifaceted construct influenced by pedagogical innovation, leadership style, institutional culture, and digital transformation. The studies have provided valuable insights, most of them focused on general higher education settings rather than the distinctive context of art colleges. The empirical studies are needed to explore how responsible leadership and work identity interact with working conditions to enhance teachers' talent cultivation performance in artistic disciplines.

2.8 Social-Service Performance

2.8.1 Definition of Social-Service Performance

In recent years, social-service performance has gradually emerged as one of the pivotal dimensions for evaluating the comprehensive professional performance of university teachers. As the functions of universities have shifted from a sole focus on teaching and research to a trinity encompassing teaching, research, and social service, the role of teachers in social service has been continuously expanded. Early scholars, such as Boyer (1990) already posited in their academic quartet model that the significance of scholarship lay not only in knowledge discovery but also in its application and social service. This viewpoint laid a theoretical foundation for research on teachers' social-service performance. In recent times, with the deepening integration of higher education and social culture, researchers have defined the connotation of social-service performance from diverse perspectives, including educational contributions, cultural inheritance, and social impact.

Zhou et al. (2022) contended that social-service performance primarily manifested as teachers' ability to foster cultural innovation through artistic practice activities and social projects, representing an externalized form of educational achievements in society. This definition underscored the social nature of teachers' roles but overlooked the organizational support factors underlying service performance. From an organizational behavior perspective, Kim and Lee (2023) pointed out that teachers' social-service performance depended not only on personal responsibility but also on factors such as organizational culture, leadership support, and institutional incentives, thereby expanding the systematisms of the research. Sun and Huang (2023), from the perspective of the social functions of art education, emphasized that teachers' cultural dissemination power and social influence, as demonstrated through art exhibitions, cultural lectures, and community collaboration activities, constituted important dimensions for measuring social-service performance. However, their research primarily focused on the quantitative aspects of artistic activities, failing to delve into the interactive relationship between teachers' intrinsic motivation and social responsibility consciousness.

Some scholars raised criticisms in this regard. Li and Xu (2024) argued that certain studies equated social-service performance with the frequency of social

participation, neglecting the long-term evaluation of service quality and social impact. Wang et al. (2024) proposed that social-service performance should encompass both service and educational objectives. Teachers' social service was not merely an external output but also an extension of their educational mission. This viewpoint garnered support from many scholars and aligned with the contemporary trend of universities emphasizing social responsibility and cultural commitment. Researchers acknowledged that social-service performance was a crucial component of teachers' professional performance, yet there remained disagreements regarding measurement indicators, evaluation methods, and theoretical integration.

Integrating previous research, this study posited that social-service performance encompassed not only teachers' actual contributions in community, cultural, and professional domains but also reflected the unity of their educational philosophy and social responsibility. Therefore, this study defined social-service performance as the extent of teachers' contributions to social participation, cultural promotion, and professional collaboration beyond classroom teaching. It represented teachers' efforts to integrate art education with social and cultural development goals, specifically manifested through participation in social art projects, exhibitions, public lectures, cultural research, and collaborative projects, thereby enhancing the social influence and visibility of art education.

2.8.2 Dimensions of Social-Service Performance

The dimensional research on social-service performance has exhibited a trend of diversification and systematization in recent years. Scholars believed that social service was not merely an additional task for university teachers but also a significant extension of their educational mission (Kim & Lee, 2023). With the continuous strengthening of the social functions of higher art education, teachers' social roles beyond teaching have gradually expanded to encompass cultural dissemination, public services, and social innovation, among other aspects. When exploring its structural dimensions, researchers primarily developed a relatively systematic analytical framework from three levels: service content, service targets, and service value.

Zhou et al. (2022) divided social-service performance into three major dimensions: community participation, cultural promotion, and professional contributions. Community participation referred to teachers' promotion of community cultural development through artistic educational activities, volunteer services, and public art projects. Cultural promotion emphasized teachers' utilization of art exhibitions, lectures, and media to foster social recognition of artistic values. Professional contributions focused on teachers' collaboration with industries and art institutions to advance progress in professional fields through research achievements and social practices. This model comprehensively reflected the outward-oriented characteristics of social service performed by teachers in art universities.

Sun and Huang (2023) proposed a dual-dimensional model that highlighted the interactive relationship between "social participation" and "cultural creation." Teachers should not only enhance service influence through direct participation in social activities but also promote the regeneration and dissemination of social culture through creative teaching and artistic creation. However, this model had limitations in terms of operability and quantitative evaluation, making it difficult to accurately measure service

disparities among individual teachers.

From the perspective of educational mission, Li and Xu (2024) redefined the dimensions of social-service performance, proposing that educational extensibility, social influence, and cultural responsibility constituted the core connotations of social service. Their research indicated that the fundamental purpose of teachers' social service was not external display but the realization of educational social value through cultural actions. This viewpoint transcended the traditional limitation of equating social service with activity participation, emphasizing the importance of teachers' subjective responsibility consciousness. Wang et al. (2024) constructed an integrative framework, arguing that the social-service performance of university teachers included four dimensions: social engagement, cultural dissemination, professional collaboration, and social impact.

Although existing research has varying emphases in dimensional division, all stress that social-service performance should encompass both external contributions and intrinsic responsibility characteristics. Based on the professional characteristics and social functions of teachers in art universities, this study adopted a comprehensive dimensional model, defining social-service performance as including four main dimensions: social participation, cultural promotion, professional collaboration, and social impact. This not only reflected teachers' actual performance in social art activities but also demonstrated their active assumption of cultural development and social responsibility.

2.8.3 Research on Social-Service Performance

Scholars believe that teachers' social service serves not only as a "bridge" between universities and society but also as an important indicator for measuring universities' social responsibility and cultural influence (Li & Xu, 2024). The research focus has gradually shifted from service quantity to service quality and social impact, reflecting the diversification of teachers' roles in the context of educational modernization.

Teachers' social-service performance manifests as a combination of knowledge dissemination and social feedback. Zhou et al. (2022) pointed out that teachers in art universities possessed a unique cultural guiding function in social service, promoting local cultural prosperity through art exhibitions, cultural lectures, and art festivals. This viewpoint emphasized the cultural attributes of teachers' social service but paid insufficient attention to their personal professional motivation and institutional support factors.

Subsequently, based on an organizational behavior perspective, Kim and Lee (2023) proposed that teachers' social-service performance was jointly influenced by leadership support, organizational culture, and personal responsibility. Their research found that when university administrators provided resources and institutional guarantees, teachers were more likely to actively participate in social art projects, thereby enhancing the university's social reputation and cultural radiation. This study provided empirical support for the incentive mechanism of social-service performance, but its sample was limited to comprehensive universities and did not fully reflect the professional characteristics of art universities.

Proceeding from Cultural Dissemination Theory, Sun and Huang (2023) proposed that social-service performance encompassed not only teachers' external participation but also their contributions to social innovation and cultural regeneration. Through case analysis, their research discovered that teachers played the role of cultural creators in the integration process of art education and social service. However, the research also pointed out that some universities lacked an effective social service evaluation system, making it difficult to quantify and recognize teachers' social contributions.

Wang et al.'s (2024) research expanded the research boundaries of social-service performance. Using structural equation modeling, they found that teachers' social responsibility consciousness and team learning level had a significant positive impact on social-service performance. Their research emphasized the interactive effect of teachers' individual consciousness and organizational learning mechanisms, providing theoretical support for this study. Through qualitative interviews, Liang and Chen (2023) discovered that teachers in art universities faced time pressure and resource shortages when conducting social service, indicating that institutional guarantees were key to the sustainability of social-service performance.

Research on social-service performance is shifting from a macro-policy orientation to a micro-behavioral mechanism analysis. Existing research has revealed the multiple impacts of teachers' social responsibility consciousness, organizational culture support, leadership behavior, and resource allocation on performance (Wu et al., 2024). However, systematic research targeting teachers in art universities remain limited, lacking the construction of localized models based on disciplinary attributes and cultural missions. Based on this, this study intended to regard social-service performance as an important dimension of teachers' overall performance and explore the influence mechanism of responsible leadership, work culture, and teachers' social responsibility consciousness on it, thereby enriching the theoretical and practical foundations of performance research in the field of art education.

There are many methods of performance evaluation in colleges and universities in today’s research fields, among which the most frequently used methods are: Analytic Hierarchy Process (AHP), 360 Feedback Method and Balanced Scorecard (BSC).

The frist is the analytic hierarchy process. Analytic Hierarchy Process (AHP) is a practical multi-dimensional decision-making method that transforms complex decision-making problems into an orderly and hierarchical structure model, that is, problem hierarchy. It is a method that can combine qualitative analysis with quantitative analysis, and is practical, concise, systematic and scientific excellent sex.

The second is the 360-feedback method. The 360-degree feedback method (360-degree feedback) is also called multi-source feedback. This method was first proposed and implemented by Intel Corporation. The characteristic of the 360 ° feedback method is that the evaluator can not only make the superior leader, but also other people with whom he has working contact, including colleagues, subordinates, students, etc., and self-evaluation is also included. Therefore, this method collects and evaluates information from multiple information sources, such as superiors and subordinates, colleagues and students, and feeds back to the evaluator. It is a dynamic and comprehensive evaluation method, and "feedback" is the core of this method.

The third is the balanced scorecard. Balanced Scorecard (BSC), as an evaluation tool of strategic management performance, has extraordinary cross-era significance for enterprise strategic management, and at the same time provides a wide range of ideas for various performance evaluation. The key point of balanced scorecard system is to build a perfect and reasonable index system, but the difficulty is to determine the index weight, which is about how to transform the qualitative decision-making process into quantitative decision-making. In addition, some evaluation methods have been applied to the performance evaluation of college teachers. For example, Huang and Lee (2023) used multi-level grey evaluation method to evaluate college teachers, constructed a teacher performance evaluation model, and applied analytic hierarchy process to obtain index weights; Hu et al. combined Balanced Scorecard (BSC) and Analytic Hierarchy Process (AHP) to construct a performance evaluation method for college teachers. However, management circles generally believe that performance appraisal is a worldwide problem, that is to say, "perfect" performance appraisal method does not exist. The evaluation of teachers in foreign colleges and universities is also a process of continuous improvement. From the perspective of North American universities, from the initial evaluation of the consistency of teachers teaching methods and theories at that time, then the evaluation of teacher's personal quality is added to the evaluation process, and finally the main evaluation is included in the evaluation process. It can be placed in teaching, scientific research and service. The content of evaluation is constantly updated, enriched and improved, the focus of evaluation is constantly changing with the change of environment, and the reliability of evaluation is also improving. In China, formal teacher evaluation began in 1960s. After China officially joined the International Educational Achievement Evaluation Association (IEA) in May, 1984, great progress has been made in teacher evaluation under the impetus of the national education system reform. In addition, the state has promulgated the Compulsory Education Law, the Education Law and the Teacher Law, which provide legal guarantee for teacher's evaluation practice. At present, the mainstream teacher evaluation system in China is still a reward and punishment system. At the same time, the research on teacher performance evaluation in colleges and universities is still in the primary stage, with few researchers and insignificant research results, which has not formed an independent and complete research lead.

2.9 Related Research on the Relationship of Variables

2.9.1The Impact of Responsible Leadership on Work Identity, Work Culture, Sense of Responsibility, Team Learning, and Social-Service Performance

(1) Responsible Leadership and Work Identity

In recent years, scholars posit that responsible leadership could enhance employees' work identity through value orientation and ethical interaction. Kim and Kang (2023) pointed out that, with moral integrity, caring communication, and value consensus as its core, responsible leadership could prompt teachers to integrate their personal missions with organizational visions, thereby strengthening their professional identity. Zhang and Liu (2024) discovered through empirical research that when leaders in universities demonstrated responsible behaviors, teachers developed a stable sense of organizational belonging and self-worth realization. However, some scholars criticized that an excessive reliance on leaders' ethical charisma weakened teachers' self-driven identity (Chen & Wang, 2023). Management should strike a balance

between the value guidance of responsible leadership and teachers' autonomy. Responsible leadership, by shaping positive psychological contracts and demonstrating moral examples, emerged as a crucial external force in promoting teachers' work identity (Li et al., 2024).

Responsible leadership plays a pivotal role in shaping employees' work identity. Through the combination of ethical behavior and mission orientation, it aligns personal values with organizational visions. In contemporary organizational settings, responsible leaders serve as both managers and moral guides. By stimulating employees' sense of mission and social responsibility, responsible leadership enable them to find meaning and belonging in their work, thus reinforcing their professional self-concept. Recent studies indicate that responsible leadership promote employees' identification with and internalization of organizational goals through participatory decision-making, transparent communication, and value co-creation (Haque & Fernando, 2021). This leadership style integrates responsibility and ethics into daily interactions, making employees perceive their work not merely as occupational tasks but also as socially valuable endeavors. Responsible leadership deepen employees' identification with and commitment to their professional identities.

Responsible leadership facilitates the construction of a relational identity framework, enabling employees to define themselves through connections with socially responsible leaders and organizational moral goals (Wang & Lin, 2023). This identity, based on relationships and values, transcends traditional transactional relationships and transforms into a shared moral commitment. When employees perceive leaders acting with integrity, fairness, and care, they tend to internalize these moral values as part of their professional identities. Responsible leadership enhance employees' ethical awareness and becomes a significant driving force in promoting the deepening of work identity and the formation of professional mission.

(2) Responsible Leadership and Work Culture

Responsible leadership is regarded as a driving force in shaping organizational culture. Lee and Park (2023) argued that leaders' sense of responsibility could foster a cultural atmosphere of trust, cooperation, and learning orientation through institutional fairness and transparent communication. In art universities, where teachers conducted creative work in a non-standardized environment, the moral support and emotional resonance provided by responsible leadership contributed to the formation of a shared trust culture.

Meanwhile, Wang et al.'s (2024) cross-cultural research revealed that responsible leaders could reduce interpersonal conflicts and enhance organizational cohesion by promoting team inclusivity and cultural sensitivity. Traditional authoritative leadership reinforced hierarchical structures, which were not conducive to the formation of an innovative work culture (Hu & Zhao, 2023). Therefore, responsible leadership, through its ethical cultural construction function, provides teachers with a more trusting and respectful work environment, indirectly improving overall performance and satisfaction.

The relationship between responsible leadership and organizational culture is not only reflected at the institutional and behavioral levels but also manifests as a co-construction process of values and meaning systems. Responsible leaders reshape the

internal value orientation of organizations by advocating social responsibility, ethical awareness, and collective mission, shifting the culture from an "outcome-oriented" to a "responsibility-oriented" one. This cultural transformation strengthens emotional bonds among organizational members and enhances collective moral identity and mission cohesion (Li & Xu, 2024). In art and educational institutions, this leadership culture is particularly crucial, as teachers' creative labor depended on trust and value resonance. Responsible leadership, through nurturing morality and responsibility, enables teachers to perceive ethical significance and social contributions in their work, thereby promoting the formation of an organizational culture imbued with warmth and mission.

The cultural influence of responsible leadership is also evident in its stimulation of a learning-oriented culture. Zhou and Liu (2023) pointed out that responsible leadership promoted the formation of a continuous improvement and innovation cultural atmosphere within organizations by encouraging reflective learning, knowledge sharing, and cross-border collaboration. Unlike traditional performance-driven cultures, responsibility-oriented cultures placed greater emphasis on process fairness and relational ethics. Responsible leadership emphasized members' moral consistency and social responsibility awareness in achieving organizational goals. This cultural environment not only enhanced employees' psychological safety but also motivated individuals to assume greater social and educational responsibilities, thereby transforming organizational culture from mere management norms to shared ethical practices.

(3) Responsible Leadership and Sense of Responsibility

Teachers' sense of responsibility constitutes the core of educational ethics. Responsible leadership exerts a significant influence on its formation and reinforcement. Liu and Fang (2023) discovered that when leaders served as role models of moral responsibility and social commitment, teachers were more likely to internalize these value orientations, thereby enhancing their sense of responsibility towards teaching and student growth.

Park and Choi (2024) confirmed through a questionnaire survey in universities that a significant positive correlation existed between responsible leadership and teachers' sense of responsibility. Leaders' caring behaviors and social orientation dimensions had the strongest promoting effect on responsibility. Zhou et al. (2022) indicated that if leaders only emphasized external performance evaluations while neglecting teachers' intrinsic motivations, it would instead lead to a weakening of responsibility. Responsible leadership promoted the formation of a higher-level professional responsibility identity among teachers by demonstrating ethical behaviors, strengthening mission awareness, and providing psychological support.

The relationship between responsible leadership and teachers' sense of responsibility is not merely an interaction at the behavioral level but also a process of value transmission and intrinsic identity formation. Responsible leaders enable teachers to perceive the professional significance of responsibility as a mission through continuous ethical demonstrations and belief expressions. Li and Zhang (2023) pointed out that when leaders took social responsibility and educational equity as their core philosophies, teachers would form consistency between moral emotions and professional behaviors, spontaneously assuming responsibilities for student growth,

educational quality, and social and cultural inheritance. Conversely, leaders lacking a sense of responsibility often led teachers into a tool-oriented performance orientation, undermining their professional pride and intrinsic motivation. Therefore, responsible leadership not only shaped organizational external norms but also fostered a virtuous cycle at the individual teacher level.

The deepening effect of responsible leadership on teachers' sense of responsibility is also reflected in psychological empowerment and emotional connection. Wang and Lin (2023) found that leaders with a high sense of responsibility often inspire teachers' intrinsic responsibility identity through emotional empathy, listening mechanisms, and psychological support strategies. In the context of art education, teachers' sense of responsibility was not only related to the completion of teaching tasks but also to the transmission of artistic ideals and social values. Responsible leadership enabled teachers to feel understood and valued emotionally by creating an atmosphere of trust and respect, thereby consciously integrating their personal development goals with educational missions. This leadership model, based on trust and ethical resonance, facilitated the formation of a self-driven "responsibility culture" among teachers, driving the sustainable development and value co-construction of educational organizations.

(4) Responsible Leadership and Team Learning

At the team level, responsible leadership is regarded as a key element in promoting the construction of learning organizations. Kim et al. (2024) pointed out that responsible leaders could encourage teachers to share knowledge, discuss problems, and continuously improve in their teaching and research by establishing open communication channels and reflective mechanisms. Liang and Sun (2023) found that responsible leadership enhanced teachers' mutual trust and learning willingness by cultivating a collective reflective culture, thereby improving team innovation capabilities.

However, some scholars also raised critical viewpoints, arguing that excessive intervention by leaders in team learning might suppress teachers' self-exploration and critical thinking (Wen & Xu, 2024). Therefore, the role of responsible leadership lies in balancing guidance and autonomy, creating a learning atmosphere while safeguarding teachers' individual thinking independence. Responsible leadership significantly promotes the learning quality and innovation vitality of teacher teams through value guidance, collaboration incentives, and reflective mechanisms.

The relationship between responsible leadership and team learning is reflected in the organizational-level learning support mechanisms and, more profoundly, involved the process of value co-creation and knowledge co-construction. Zhang and Han (2024) pointed out that responsible leadership could promote teachers' formation of a shared learning goal identity within teams by advocating shared visions and ethical collaboration. This responsibility-centered leadership approach enabled teachers to perceive knowledge sharing not as a task requirement but as a means to achieve educational missions and social values. Meanwhile, responsible leaders' investments in conflict management and psychological safety construction provided team members with spaces to express different viewpoints and reflect on mistakes, thereby stimulating sustained motivation for team learning.

The impact of responsible leadership on team learning operates through a dual mechanism. Responsible leadership provides a structured platform for team learning through institutional arrangements. Responsible leadership strengthens team cohesion through emotional and ethical identification, enabling teachers to form deeper levels of trust and support during the learning process (Chen & Wang, 2023). This three-dimensional linkage mechanism of "cognition, emotion, and behavior" enables team learning to transcend mere knowledge sharing and transform into the re-creation of organizational knowledge and the continuous innovation of educational practices. By internalizing responsibility ethics as the core of team culture, responsible leadership enables teacher groups to achieve dual values of personal growth and collective progress during learning.

(5) Responsible Leadership and Social-Service Performance

Social-service performance constitutes the ultimate manifestation of the value externalization of responsible leadership. Zhang et al. (2023) argued that responsible leaders could inspire teachers' enthusiasm for participating in community art activities, cultural promotion, and social innovation projects by advocating social responsibility and cultural missions.

Li and Xu (2024)'s empirical research demonstrated that in art universities, leaders' social orientation and ethical behaviors significantly enhanced teachers' participation in public art services and cultural dissemination. Kim and Lee (2023) pointed out that responsible leadership not only increased the frequency of teachers' social services but also improved their quality and social influence.

Some studies (Wu & Chen, 2024) indicated that if leaders failed to provide sufficient resources and institutional support, teachers, despite having a sense of social responsibility, would find it difficult to sustain high-quality social services. Therefore, the influence mechanism of responsible leadership needed to be driven by both ethical guidance and institutional safeguards. Responsible leadership provided moral and structural support for the enhancement of teachers' social-service performance through social value guidance and institutional incentives.

The impact of responsible leadership on social-service performance is not only reflected in the motivation of teachers' external behaviors but also deeply acts on the reshaping of their intrinsic value identity and professional mission. Park and Kim (2023) pointed out that when leaders conveyed social responsibility concepts and led by example within organizations, teachers were more likely to perceive social services as an extension of their educational duties rather than an additional burden. This top-down value transmission mechanism prompted teachers to actively exert their professional influence in public art, cultural dissemination, and community education, forming a virtuous cycle of educational feedback to society. Additionally, the inclusivity and openness of responsible leadership facilitated the construction of cross-border cooperation platforms, enabling teachers to collaborate with governments, communities, and cultural institutions to advance social art projects, thereby enhancing the public value and social recognition of art education.

If the social service orientation of responsible leadership lacks an effective performance evaluation and incentive system, it could lead to a situation where teachers are emotionally driven but produce insufficient outcomes. Therefore, Wu et al. (2024)

suggested that responsible leadership should establish resource support and institutional incentive mechanisms based on moral incentives to ensure the sustainability of teachers' social service activities. In summary, responsible leadership not only shapes teachers' social responsibility awareness through ethical examples but also promotes their sustained social service practices through institutional safeguards. Responsible leadership achieves a dual value coupling of education and social development. This leadership paradigm provides theoretical and practical support for art universities to construct a socially engaged educational culture.

2.9.2 The Impact of Work Identity on Work Culture, Sense of Responsibility, Team Learning, and Talent Cultivation Performance

(1) Work Identity and Work Culture

The relationship between work identity and work culture has become a focal point of attention in recent years' research on organizational behavior and educational management. Work identity not only reflects an individual's intrinsic sense of identification with professional roles and organizational values but also determines their attitudes and behavioral tendencies in the construction of organizational culture. Li and Park (2023) pointed out that teachers' work identity can strengthen their internalization of organizational values, thereby fostering a positive sense of cultural participation and a sense of belonging to the community. In the context of universities, teachers' professional self-identity is closely related to creative freedom, educational mission, and cultural responsibility, and this multifaceted value orientation serves as an important foundation for the formation of organizational culture.

Zhang et al.'s (2024) empirical research demonstrated that when teachers have a clear understanding of their professional roles and identify with the school's cultural philosophy, they are more willing to engage in activities such as teaching innovation, interdisciplinary collaboration, and social services. Work identity drives the formation of an organizational culture oriented towards cooperation and trust. Work identity not only shapes individual behavioral patterns but also influences the overall cultural atmosphere of the organization through collective interactions.

However, some scholars have put forward critical viewpoints. Liu and Fang (2023) noted that an excessive emphasis on organization-oriented work identity may lead to the suppression of teachers' individual differences and academic independence. In the field of art education, creative individuals may lose their space for self-expression due to cultural assimilation pressures. When a dominant organizational culture conflicts with an individual's work identity, it can result in surface identification. Teachers may formally identify with the organizational values but do not truly accept or practice them in their hearts. This pseudo-identification has a more significant negative impact on cultural construction in the long run.

From a dynamic interaction perspective, there is a bidirectional shaping relationship between work identity and organizational culture. Kim and Lee (2022) pointed out that the formation of teachers' work identity is not only influenced by the cultural environment but also, in turn, affects the reproduction and evolution of organizational culture. Teachers with a high sense of identity promote the internalization and reconstruction of culture through exemplary behaviors and value dissemination. In art universities, teachers continuously integrate their personal values

with the school's culture through classroom teaching, creative works, and academic exchanges, making the cultural form more open and creative.

Wang et al. (2024) stated that the strengthening of work identity can promote value consistency and cultural sharing, thereby reducing cognitive biases and communication barriers among teachers and improving team collaboration efficiency. The formation of organizational culture depends not only on the value advocacy of the leadership but also on the intrinsic identification and emotional investment of individual members. In art education, the ethical dimension of teachers' work identity determines the value orientation of the school's culture.

Meanwhile, some studies also remind that the path dependency of organizational culture may limit the diversified development of identity. Hu and Zhao (2023) pointed out that when the core values of organizational culture are overly fixed, new members or young teachers may find it difficult to locate their work identity, leading to a delay in cultural renewal. Therefore, establishing a dynamic and inclusive cultural environment that allows teachers to form a flexible identity model among multiple values is the key to the cultural construction of modern higher education organizations.

The relationship between work identity and organizational culture is mutually reinforcing and dynamically co-constructed. Work identity provides an intrinsic driving force for organizational culture by stimulating teachers' emotional investment and value alignment. A positive, open, and trusting work culture reinforces teachers' professional pride and collective sense of belonging through feedback mechanisms. As Chen (2020) emphasized, teachers' identity construction in the cultural environment is not only a process of establishing work identity but also a core mechanism for the internalization and continuation of organizational values. Therefore, in universities, strategies to promote teachers' work identity should be combined with cultural construction, and through institutional support, value co-creation, and psychological empowerment, a benign cultural symbiotic relationship between individuals and organizations should be promoted.

(2) Work Identity and Sense of Responsibility

Work identity represents an individual's self-definition of their professional role, values, and mission. Sense of responsibility embodies the moral externalization and practical commitment of this identification at the behavioral level. The two influence and shape each other, determining whether teachers can consistently demonstrate a sense of mission and professional dedication in their educational activities.

Li and Zhang (2023) pointed out that the stronger a teacher's work identity, the higher their professional sense of responsibility. This is because identification not only strengthens teachers' psychological contract with educational goals but also prompts them to actively take on responsibilities for student development and social services. This relationship is particularly evident in the context of art education. Teachers regard teaching as a combination of self-expression and social and cultural dissemination. When their self-identity aligns with their educational mission, a sense of responsibility is transformed into a conscious professional behavior.

Wang et al.'s (2022) research revealed that work identity can promote the self-

maintenance mechanism of a sense of responsibility by stimulating teachers' intrinsic motivation and moral beliefs. Teachers with a high work identity tend to view teaching tasks as a means of value realization, thus voluntarily investing more time and emotional resources and demonstrating a stronger sense of educational mission. However, Chen and Fang (2023) criticized that if organizational culture or leadership mechanisms regard a sense of responsibility as a performance indicator, teachers may fall into moral fatigue. A sense of responsibility is replaced by external pressure, leading to a psychological gap between identification and responsibility. This phenomenon reminds educational managers to focus on the endogenous cultivation of a sense of responsibility rather than relying on administrative incentives or assessment mechanisms.

The relationship between work identity and a sense of responsibility has a socio-cultural dimension. Liu and Park (2024) pointed out that in cultural contexts with a strong collectivist orientation, teachers' sense of responsibility is more derived from collective identification and social expectations rather than purely personal professional identification. In environments that emphasize individual creativity and academic freedom, the self-directed nature of work identity is stronger, and their sense of responsibility is more manifested as a personally driven moral commitment. This cultural difference indicates that the formation path of a sense of responsibility is context-dependent and needs to be flexibly understood in different educational cultures.

Kim and Lee's (2023) empirical analysis showed that teachers' work identity affects their sense of responsibility through three psychological mechanisms: first, by internalizing values to enhance the sense of professional mission; second, by strengthening role engagement to enhance task commitment; and third, by promoting emotional connections to enhance moral consciousness in teaching. The study found that when teachers believe that their work is closely related to student growth and social progress, their sense of responsibility significantly increases. This conclusion is consistent with the research results of Zhou et al. (2024), who pointed out that work identity plays an intermediary role in the formation of educational ethics. The more teachers identify with the social significance of the educational profession, the more willing they are to take on long-term moral responsibilities for it.

On the other hand, some scholars have also put forward critical viewpoints. Hu and Zhao (2023) believed that an excessive emphasis on professional identity may lead to the simplification of a sense of responsibility and the accumulation of moral pressure. If teachers completely bind their self-worth to educational performance or student feedback, a sense of responsibility may be transformed into a moral burden, leading to job burnout and psychological exhaustion. To avoid this risk, educational organizations should establish a healthy concept of responsibility through institutional and cultural support, allowing teachers to maintain psychological balance and professional self-esteem in their responsibility practices.

Work identity is the psychological foundation of teachers' sense of responsibility, and a sense of responsibility, in turn, reinforces the durability of work identity. The two constitute a bidirectional circular mechanism for teachers' professional development (Zhang et al., 2024). While identifying with the educational mission, teachers transform moral responsibilities into continuous actions. In the context of art universities, this mechanism is particularly crucial because teachers not only undertake teaching tasks

but also shoulder the responsibilities of cultural innovation and social dissemination. Therefore, cultivating teachers' work identity should be combined with responsibility ethics education, and through value guidance, exemplary demonstration, and cultural co-creation, teachers should be encouraged to generate a sense of responsibility in identification and achieve professional growth in responsibility.

(3) Work Identity and Team Learning

The relationship between work identity and team learning is one of the core issues in organizational learning and teacher development research. Work identity not only shapes an individual's understanding and positioning of their professional role but also influences their interaction style, willingness to share knowledge, and depth of learning participation in the team. Especially in the context of higher art education, the relationship between teachers' work identity and team learning presents complex interaction mechanisms: individual professional identity is both a psychological prerequisite for team learning and a feedback driving force for collective learning outcomes.

Wang and Lin (2023) pointed out that the strength of teachers' professional identity directly determines their learning engagement in the team. Teachers with a strong sense of identity are more inclined to regard team learning as a process of self-growth and academic co-creation, thus actively participating in collaboration and knowledge exchange. Conversely, teachers with a weak sense of identity often regard team activities as administrative tasks or additional burdens and have insufficient learning motivation. Li et al. (2024) found in their empirical research on Chinese art universities that the three dimensions of teachers' work identity - professional pride, professional mission, and organizational belonging - all have a significant positive impact on team learning willingness, and organizational belonging has the strongest predictive power.

Kim and Park's (2023) research further revealed an explanation at the psychological mechanism level: when teachers have a stable identification with their professional roles, they are more likely to establish psychological safety in team learning. This psychological safety facilitates open communication, error tolerance, and experience reflection, thereby improving the quality of team learning. Team learning requires not only shared knowledge but also emotional trust and role complementarity, and work identity precisely provides intrinsic support for this trust.

However, some scholars have put forward critical viewpoints. Zhao and Chen (2023) pointed out that in highly homogeneous educational teams, an overly strong professional identity may lead to "group cognitive closure," where teachers ignore cross-disciplinary collaboration and innovation due to excessive adherence to their own disciplines or teaching styles. Similarly, Wen and Xu (2024) pointed out that if the stability of work identity lacks openness, it may inhibit the team's diverse thinking and critical learning, weakening collective innovation ability. Therefore, team learning needs to strike a balance between stable identity and open reflection to avoid cognitive rigidity caused by identity.

From a social constructivist perspective, work identity not only influences individual learning behaviors in the team but is also constantly reshaped in team interactions (Li & Park, 2024). Through social comparison, role negotiation, and

meaning co-construction in collective reflection and joint teaching design, teachers redefine their professional positions. This "identity reconstruction in learning" helps form a dynamic learning community, making team learning an important socialization process for teachers' professional growth.

Research has shown that organizational culture and leadership support play a moderating role between work identity and team learning. Hu et al. (2023) pointed out that in educational organizations with high trust and a cooperative atmosphere, the positive effects of work identity are more likely to be translated into learning behaviors. Conversely, in hierarchical and psychologically unsafe environments, even if teachers have a high professional identity, they may find it difficult to engage in real learning interactions due to institutional constraints. This suggests that managers should create conditions for the transformation of identification into learning behaviors through cultural construction and leadership demonstration.

Work identity provides a value orientation and psychological foundation for team learning. Teachers with a strong sense of identity are more willing to share experiences, reflect on teaching, and jointly innovate, while team learning, in turn, reinforces teachers' understanding and sense of belonging to their professional roles, forming a positive cycle (Zhang & Lin, 2024). In art universities, cross-disciplinary collaboration and creative exchanges among teachers particularly rely on this dynamic mechanism. Therefore, the key to promoting team learning lies in strengthening teachers' identification through organizational strategies while maintaining the diversity and inclusiveness of team culture, making identification a driving force for learning rather than a constraint.

(4) Work Identity and Talent Cultivation Performance

Work identity is not only an individual's self-definition at the psychological level but also a core driving force for teachers to demonstrate professional mission and educational responsibility in the process of talent cultivation. In recent years, as the quality orientation of higher education has shifted from teaching results to a systematic assessment of talent development, teachers' work identity has gradually been regarded as a key variable affecting talent cultivation performance. As Korthagen (2017) pointed out, the matching degree between teachers' professional identity and educational practice determines the depth of teaching behaviors, the sustainability of teaching innovation, and the quality of student ability generation.

From the perspective of educational psychology, teachers' work identity strengthens their teaching investment and educational beliefs. Day et al.'s (2020) research found that teachers with a high work identity are more inclined to demonstrate both emotional commitment and professional reflection in the classroom, thus significantly enhancing students' learning motivation and academic achievement. Teachers are not only knowledge transmitters but also aesthetic guides and creativity stimulators. Zhang and Liu (2024) pointed out that if art teachers have a strong identification with their educational roles, their classroom design can better integrate creative expression, critical thinking, and social value orientation, thereby promoting students' comprehensive innovation ability.

From the perspective of organizational behavior, work identity affects talent cultivation outcomes. Lammers and Garcia's (2023) cross-national research showed

that when teachers have a stable professional identification with their educational roles, they are more willing to invest time in individual student counseling and teaching innovation experiments, thus achieving higher performance in talent cultivation evaluations. Conversely, if teachers lack professional identification, they adopt a minimum investment strategy, merely meeting teaching assessment standards and lacking a sense of educational mission (Li & Wang, 2023). This indicates that work identity plays a continuous driving role in activating teachers' intrinsic motivation and educational responsibility awareness.

Meanwhile, work identity also has a profound impact on students' professional identity construction through exemplary effects. Kelchtermans (2021) emphasized that teachers' educational identity not only shapes their own teaching styles but also influences students' cognition of professional and social roles in a subtle way. When teachers regard the role of educators as the core identity for realizing their social value, their behavioral patterns provide professional identity paradigms for students. This educational identity transmission effect is particularly significant in art education because students' learning processes are often accompanied by emotional imitation and creative resonance (Fang & Sun, 2023).

Work identity can also indirectly improve talent cultivation quality by promoting teachers' continuous learning and ability enhancement. Wenger (1998) pointed out that the stronger an individual's sense of identity, the more likely they are to actively participate in organizational learning, thereby improving their teaching and guidance abilities. Liu and Zhao's (2023) research confirmed that teachers' professional identity can effectively enhance their teaching innovation ability and student guidance level. In project-based and practice-oriented courses, teachers with a high sense of identity can better help students achieve the social transformation of learning outcomes.

However, scholars have also pointed out that an excessive emphasis on organizational work identity may lead to a utilitarian tendency. Han and Xu (2024) believed that when teachers are required to demonstrate loyalty in administrative performance assessments, it may weaken the creativity and humanistic care of educational activities, thus damaging the diversity of talent cultivation. Therefore, constructing a healthy work identity structure requires striking a balance between institutions and emotions: ensuring teachers' professional pride and social identification while avoiding the simplification of identity into an organizational control tool.

The impact of work identity on talent cultivation performance is manifested in the following aspects: first, by strengthening teachers' educational mission and emotional investment, it improves the quality of the teaching process; second, by promoting teachers' learning and professional growth, it enhances teaching innovation ability; and third, by transmitting educational identity, it shapes students' professional ideals and social responsibilities.

2.9.3 The Impact of Work Culture on Social-Service Performance and Talent Cultivation Performance

(1) Work Culture and Social-Service Performance

In the context of higher education, particularly in art colleges, work culture is regarded as a core contextual factor influencing teachers' social-service performance

and talent cultivation performance. It not only shapes the interaction patterns and value consensus among teachers but also determines whether the organization could form an educational ecosystem oriented towards continuous innovation and social responsibility (Chen & Lee, 2024). In recent years, the academic community posited that a positive, inclusive, and learning-oriented work culture could fundamentally enhance educational performance and social contributions by bolstering teachers' sense of organizational identity, willingness to collaborate, and social mission (Wang & Kim, 2023).

From the perspective of social-service performance, work culture serves as an intrinsic driving force for teachers to engage in social practices and cultural dissemination. Research by Li and Zhang (2023) indicated that when universities fostered an open, collaborative, and innovation-encouraging cultural atmosphere, teachers were more likely to integrate educational work with social responsibilities, actively participating in community art activities, public lectures, and social research projects. Such cultural characteristics extended teachers' professional practices beyond classroom instruction into the realm of social and cultural services, forming an interactive system.

Park and Choi (2024) confirmed that an organizational culture characterized by strong inclusivity and respect for diversity could significantly enhance teachers' willingness to engage in social participation and cultural promotion performance. In such an environment, teachers felt emotional support and organizational trust, thereby stimulating their enthusiasm and creativity for social action. Conversely, in a work culture dominated by hierarchical control and results-orientation, teachers were often confined to administrative tasks or assessment pressures, with social service activities perceived as additional burdens (Yu & Huang, 2022). Therefore, constructing a work culture oriented towards shared values and social missions is crucial for promoting the social influence of art education.

Scholars also analyze the mechanisms between work culture and social-service performance from the perspectives of cultural capital and organizational learning. Fang and Zhao (2023) proposed that work culture facilitated the transformation of professional artistic achievements into social public resources through knowledge sharing and cross-border collaboration mechanisms, thereby expanding the social reach of education. Art colleges, through teacher-led public art exhibitions and cultural seminars, not only showcased educational achievements but also promoted urban cultural renewal and social aesthetic enhancement. Such socially-oriented services centered on cultural innovation epitomized the social responsibility value of higher education.

However, some researchers also point out that a positive work culture does not always directly translate into high levels of social-service performance. Kim and Lee (2023) argued that if organizational culture overly emphasized collective cooperation and moral consistency, it might stifle individual critical thinking and independent creative spirit, thereby undermining the diverse expressions inherent in art education. Therefore, an effective work culture should maintain a balance between shared values and individual creativity to facilitate teachers' pursuit of innovation and social responsibility in social services.

(2) Work Culture and Talent Cultivation Performance

From the perspective of talent cultivation performance, work culture influences teachers' teaching attitudes, strategies, and their investment in students' ability development. Research by Huang and Wang (2024) indicated that a positive work culture enhanced teachers' job satisfaction and teaching innovation willingness by creating a supportive and collaborative teaching environment, thereby fostering students' creativity and critical thinking. In art colleges, such a culture was particularly vital as art education emphasized creative expression and aesthetic judgment, whose cultivation relied on interdisciplinary cooperation and experience sharing among teachers.

Zhou and Chen (2022) proposed that a learning-oriented culture constructed an ecosystem where teachers' professional growth and students' development mutually reinforced each other by promoting knowledge flow and teaching reflection. Through sharing teaching experiences and reflecting on educational practices, teachers not only improved their own teaching performance but also strengthened students' learning achievements and artistic creativity.

Work culture also influences teachers' understanding of educational missions, thereby shaping the value orientation of talent cultivation. Li and Xu (2024) found that when organizational culture emphasized educational equity and social responsibility, teachers were more inclined to integrate social issues and humanistic care into their teaching, guiding students to develop a sense of social service and innovative development. Conversely, in a culture dominated by performance assessments, teachers overly focused on quantitative indicators, neglecting students' individual growth and value shaping, leading to a deviation from the essence of talent cultivation goals.

A positive work culture also plays a significant role in alleviating teacher burnout and maintaining teaching quality. Kim et al. (2023) pointed out that a cultural environment characterized by trust, respect, and psychological safety could effectively reduce teachers' stress and anxiety, enhancing their teaching enthusiasm and continuous innovation drive. In art education, where emotional atmosphere and creative inspiration were closely intertwined, a favorable cultural environment could stimulate teachers' educational enthusiasm, thereby subtly enhancing talent cultivation performance.

Work culture influences social-service performance and talent cultivation performance through three main pathways: the value resonance pathway, which stimulates teachers' social participation and educational enthusiasm through the shared organizational mission and social responsibility; the learning and collaboration pathway, which promotes educational innovation and social dissemination through knowledge sharing and team reflection; and the psychological support pathway, which strengthens teachers' motivation for continuous development by establishing an atmosphere of trust and respect.

2.9.4 The Impact of Sense of Responsibility on Social-Service Performance and Talent Cultivation Performance

(1) Sense of Responsibility and Social-Service Performance

The sense of responsibility among teachers constitutes one of the mechanisms underlying the social functions of higher education. It not only determines teachers' educational attitudes towards students but also profoundly influences their initiative and persistence in participating in social services and cultural promotion activities. In

recent years, scholars posited that the reinforcement of teachers' sense of responsibility could significantly enhance social-service performance. This interaction between intrinsic ethical motivation and external social value objectives was particularly prominent in art colleges (Kim & Park, 2024).

Li and Fang (2023) indicated that teachers' sense of responsibility served as the psychological foundation for educators to fulfill their social responsibilities. When teachers recognized that their profession extended beyond knowledge transmission to encompass cultural values and social missions, they tended to proactively engage in social art practices and public cultural projects. This socially oriented sense of responsibility enabled teachers to transcend their individual professional roles and view educational activities as integral components of social development. The research by Zhou et al. (2024) demonstrated that teachers with a strong sense of responsibility exhibited higher levels of commitment and sustainability in promoting community art education and cultural sharing.

From the perspective of organizational behavior, teachers' sense of responsibility was not merely an individual attitude but also an internalized manifestation of organizational culture. Chen and Lee (2023) argued that when teachers aligned their personal missions with the school's social vision, their sense of responsibility became a driving force for participating in social services. This value resonance effect could stimulate teachers' initiative and creativity in social art exhibitions, community creative projects, and cross-border cultural dissemination (Huang & Wang, 2023).

In the field of educational ethics, scholars emphasized the relationship between teachers' sense of responsibility, social justice, and cultural heritage. Park and Choi (2024) proposed that teachers with a strong sense of social responsibility prioritized educational equity and social contributions. By promoting social inclusion and cultural equality through art education, they not only enhanced their individual social performance but also reinforced the public value function of higher education. Wu et al. (2024) pointed out that if teachers' sense of responsibility remained confined to personal professional obligations without socially oriented action strategies, their social influence would be limited to the campus.

To enhance teachers' social-service performance, universities should strengthen the construction of a responsibility-oriented culture at the institutional level. Through value education and resource support, they could transform teachers' sense of responsibility into practical social actions and cultural influence (Li & Xu, 2024).

(2) Sense of Responsibility and Talent Cultivation Performance

Responsibility also emerges as a critical psychological variable influencing teachers' talent cultivation performance. It not only reflects teachers' concern for students' academic and personal growth but also determines whether they could achieve creative guidance and personality cultivation in education (Liu & Chen, 2023). Research indicated that the stronger teachers' sense of responsibility was, the higher their teaching investment, curriculum innovation, and educational quality (Kim et al., 2024).

The study by Fang and Zhao (2023) indicated that responsibility prompted

teachers to pay greater attention to students' individual differences and holistic development in teaching design and classroom interactions, thereby enhancing the pertinence and effectiveness of teaching. Driven by a strong sense of responsibility, teachers would consciously undertake the mission of nurturing future social creators and stimulate students' artistic potential and social responsibility awareness. In the realm of art education, teachers' professional responsibility was not only reflected in skill transmission but also in cultivating students' aesthetic judgment and socio-cultural understanding (Li & Wang, 2024).

From a psychological perspective, responsibility influences teaching performance through intrinsic motivation mechanisms. Park and Kim (2023) discovered that teachers with a high sense of responsibility demonstrated greater emotional engagement and self-efficacy in their work. They tended to adopt heuristic and inquiry-based teaching methods to stimulate students' creativity and learning enthusiasm. This teaching interaction, in turn, reinforced teachers' professional sense of accomplishment. Teachers with a low sense of responsibility often regarded teaching as a task fulfillment, lacking a long-term sense of responsibility for students' development, which led to a decline in teaching performance.

Scholars also focus on the role of responsibility in teachers' professional growth and organizational learning. Chen and Li (2024) pointed out that teachers' sense of responsibility not only prompted them to focus on students' individual growth but also drove them to continuously engage in teaching reflection and self-learning to maintain the dynamic optimization of educational quality. There was often a significant bidirectional promoting relationship between the sense of responsibility and teaching performance among teachers in art colleges: teachers continuously improved their professional abilities while undertaking educational responsibilities, and teaching success reinforced their professional sense of responsibility.

Some scholars also put forward critical viewpoints. Zhao and Han (2024) argued that if organizational culture or leadership styles overly emphasized responsibility without emotional support, teachers might fall into occupational stress and burnout caused by excessive responsibility. In such contexts, responsibility could instead undermine teaching creativity and the sustainability of performance. Therefore, the positive effects of responsibility could only be fully unleashed with the support of a caring leadership style and a healthy organizational atmosphere.

2.9.5 The Impact of Team Learning on Social-Service Performance and Talent Cultivation Performance

(1) Team Learning and Social-Service Performance

Team learning plays a pivotal role in enhancing social-service performance. In universities and educational organizations, collaborative learning is not merely about knowledge sharing but also a practice of social responsibility and value co-creation. Edmondson (2019) pointed out that team learning could foster a shared responsibility mindset among members, enabling them to demonstrate collaborative responses and collective innovation when facing social needs and public issues. Through team reflection and collaborative learning, teachers could integrate teaching achievements with social and cultural promotion as well as community art services, significantly enhancing the depth and breadth of social services (Wang & Lin, 2023).

The research by Zhang and Chen (2023) indicated that team learning strengthened teachers' communication skills and social empathy, which were core elements for the success of social services. Through collective reflection and experience sharing, teachers could gain a deeper understanding of the cultural and educational needs of communities and social groups, thereby being more targeted and innovative in social service projects. In art education outreach programs organized by universities, if team members continuously revised their plans based on reflections from previous services, they could improve service quality and social influence in subsequent practices.

Ethical learning within team learning also serves as a mechanism to drive social-service performance. Li and Xu (2024) pointed out that team learning was not only a venue for knowledge exchange but also a platform for moral discussions and value consensus formation. Through collective discussions on educational ethics and social responsibilities within the team, teachers could internalize a society-oriented philosophy in their actions, thereby demonstrating a higher level of social responsibility in teaching and services. Park (2022) proposed that if team learning overly focused on institutionalized learning outcomes while neglecting reflections on emotional and social values, it might weaken teachers' motivation for social participation. Therefore, team learning should balance institutional support and value guidance, continuously enhancing social-service performance through a cycle of reflection and action.

(2) Team Learning and Talent Cultivation Performance

Team learning enhances talent cultivation performance in universities. Argote and Miron-Spektor (2022) pointed out that team learning improved the innovation capacity of teaching teams through knowledge creation, sharing, and reuse, thereby refining curriculum design, teaching content, and talent cultivation models. In teaching teams, teachers engaged in joint discussions on educational philosophies, shared teaching experiences, and research findings. This process significantly improved educational quality and students' comprehensive abilities.

The research by Wen and Zhao (2023) showed that in art and applied universities, team learning enabled teachers to integrate diverse perspectives through interdisciplinary collaboration, thereby cultivating students' creative thinking and practical abilities. Cross-professional collaborations among music, design, and media teachers not only enhanced the comprehensiveness of courses but also provided students with multi-dimensional learning experiences and skill training opportunities. This curriculum innovation mechanism based on team learning was an important pathway for continuously improving talent cultivation performance.

Team learning also has significant psychological and cultural effects. Chen and Li (2024) pointed out that team learning could create a positive academic culture atmosphere by strengthening organizational trust, shared learning goals, and feedback mechanisms, enabling teachers to feel a sense of meaning and accomplishment in collaboration. Teachers' positive emotional experiences would be translated into teaching investment and educational innovation, thereby indirectly enhancing students' learning outcomes and professional abilities.

However, some scholars also put forward critical viewpoints. Liu and Fang (2023) argued that if team learning became formalistic, it might lead to a decline in

teachers' innovative vitality and even result in a group conformity effect, suppressing individual exploration spirits. Therefore, effective team learning should strike a balance between collective sharing and individual independence, encouraging teachers to collaborate and progress together while respecting individual innovative explorations and differentiated teaching styles.

As a dynamic organizational learning mechanism, team learning not only provides knowledge support and value guidance for universities' social-service performance but also injectes continuous innovation momentum and collaborative spirit into talent cultivation performance. By constructing a reflective, inclusive, and creative learning community, educational organizations could achieve a comprehensive transformation from knowledge transmission to ability cultivation and from individual teaching to social value creation.

2.9.6 The Impact of Talent Cultivation Performance on Social-Service Performance

Talent cultivation performance constitutes a core indicator for measuring the teaching quality and educational capacity of higher education institutions. It also serves as a driving factor influencing social-service performance. In recent years, as higher education transitioned from a knowledge-transmission-oriented model to a social-value-oriented one, scholars believed that a deep-seated interaction and symbiotic relationship existed between talent cultivation and social services (Zhao & Li, 2023). High-level talent cultivation not only produces graduates with a sense of social responsibility and innovative abilities but also feeds back into the social service capacity of university teacher groups, enabling educational organizations to more actively respond to the needs of social culture and industrial development.

From a value-oriented perspective, talent cultivation performance directly influences the social service orientation of teacher groups. Kim and Park (2023) pointed out that when universities reinforced social responsibility education and practice-oriented approaches in their talent cultivation systems, teachers would consciously integrate a sense of social mission into their teaching and research. This internalized value orientation made teachers more inclined to view social services as an important extension of educational work, achieving bidirectional interactions between education and society through art promotion, cultural popularization, and community education. An improvement in talent cultivation performance meant that teachers placed greater emphasis on social significance in their educational activities, thereby promoting the continuous enhancement of social-service performance.

High-level talent cultivation requires teachers to possess interdisciplinary integration and social communication skills, which are core supports for social-service performance. Li and Xu (2024) pointed out that in universities emphasizing industry-education integration and service-learning in talent cultivation, their teachers demonstrated higher organizational coordination and resource integration abilities in social practice and service projects. Educational activities were no longer confined to classroom teaching but extended to diverse fields such as social project collaboration, enterprise consulting, and cultural innovation. This teaching-society bidirectional interaction mechanism formed a virtuous cycle between talent cultivation outcomes and social-service performance. Teachers further enhanced the practicality and applicability

of teaching content by participating in social practices, thereby feeding back into the talent cultivation system (Zhang et al., 2023).

Thirdly, from an institutional and organizational culture perspective, an improvement in talent cultivation performance is accompanied by the reinforcement of educational organizations' social responsibility systems. Sun and Fang (2022) emphasized that when universities incorporated social services into talent cultivation performance evaluations and teacher development systems, both the external service motivation and internal identification sense of teacher groups would be enhanced. This institutional linkage not only increased teachers' participation in social projects but also prompted educational organizations to form a cultural ecosystem where services promoted teaching and teaching promoted society. Universities established a social service credit system and community practice modules, incorporating teachers' social participation into teaching evaluation systems, thereby achieving the coordinated development of talent cultivation performance and social-service performance.

However, some scholars put forward critical viewpoints. Chen and Yu (2024) argued that if universities overly focused on quantitative indicators when pursuing talent cultivation performance while neglecting the humanistic care and social responsibility orientation of education, it might lead to a "formalistic" and "utilitarian" tendency in teachers' social services. Teachers participated in social services under pressure, lacking depth and sustainability. Therefore, high-quality talent cultivation performance should be oriented towards the realization of social values, closely integrating educational goals with social missions, enabling teachers to achieve a dual enhancement of professional meaning and social influence in social services.

There is a significant interaction and promoting relationship between talent cultivation performance and social-service performance. High-level talent cultivation provides teachers with the knowledge, skills, and value foundation for social services, while social services offer practical fields and social feedback for talent cultivation. The integration of the two constitutes the educational ecosystem of universities.

2.9.7 The Mediating Role of Work Culture

Work culture serves as both the conduit through which leadership behaviors are transmitted to individual cognition and organizational performance, and the institutional arena where work identity is institutionalized, thereby influencing teaching and service behaviors. Comprising shared values, behavioral norms, and interactional routines (Schein, 2010), work culture dictates how organizational members interpret leadership behaviors, evaluate professional roles, and translate professional identity into tangible actions. Responsible leadership, emphasizing ethics, accountability, and care, initially shapes organizational discourse, rules, and rituals, thereby influencing the formation and evolution of work culture (Maak & Pless, 2006; Doh & Quigley, 2014). Rather than directly altering each teacher's intrinsic identity, responsible leadership fosters a cultural milieu characterized by fairness, trust, collaboration, and social responsibility orientation, enabling teachers to experience value resonance in their daily practices and thus more readily internalize the values advocated by leaders into their professional identities (Lee & Park, 2023; Wang et al., 2024).

Work culture fulfills two types of mediating functions: cognitive mediation and behavioral mediation. Cognitive mediation refers to work culture's role in reinforcing

value alignment and meaning frameworks, rendering work identity more stable and amenable to organizational behavioral standardization. Behavioral mediation denotes culture's capacity to promote the translation of identity into concrete practices in teaching innovation, student development, and social services through motivational norms, communication patterns, and collaborative routines (Li et al., 2024; Zhou & Chen, 2022). Consequently, work culture acts as a converter from leadership and identity to performance outputs. It elucidates why identical leadership styles yield disparate outcomes across different organizations and underscores the necessity of corresponding cultural support for enhancing individual identity.

Responsible leadership indirectly elevates teachers' talent cultivation quality and social service participation by cultivating a culture of trust, inclusivity, and learning orientation (Wang & Kim, 2023; Li & Xu, 2024). Zhang et al. (2023), based on a survey of four art academies, discovered that while responsible leadership directly and significantly impacts teachers' innovative teaching behaviors, the inclusion of work culture variables reveals that leadership effects are primarily mediated through the trust and collaboration dimensions of culture, thereby enhancing talent cultivation performance. Park and Choi (2024) confirmed in a sample of East Asian universities that responsible leadership, by shaping an inclusive culture, strengthens teachers' willingness to engage in social participation, ultimately elevating social-service performance.

Regarding the pathway from work identity to performance, research also highlights the amplifying or inhibiting effects of culture. Liang and Sun (2023) pointed out that teachers with high work identity are more likely to translate their identity into team learning and teaching innovation in a supportive culture, thereby converting personal professional enthusiasm into tangible talent cultivation outcomes. However, in a hierarchical or performance-oriented culture, the same level of identity can be distorted by institutionalized assessment logic, leading to behavior execution that prioritizes short-term indicators over the quality of education (Yu & Huang, 2022). These studies underscore culture's dual role as a moderator and mediator in the mapping between identity and behavior.

Despite substantial research supporting work culture's mediating role, the academic community has also raised significant critiques. Firstly, the conceptual boundaries and measurement dimensions of work culture vary markedly across studies, compromising the comparability of mediating effect test results (Bogale, 2024). Some scales equate culture with atmosphere, overlooking the distinctions between institutional and symbolic cultural elements, thereby underestimating culture's institutional constraints on identity transformation. Secondly, most existing empirical studies rely on cross-sectional data, making it difficult to establish the causal chain where culture forms after leadership and subsequently mediates performance. Culture, leadership, and identity may mutually influence each other simultaneously, posing identification issues (de Klerk & Jooste, 2023). Thirdly, culture inherently possesses path dependency and historicity, rendering short-term interventions ineffective in altering deep-seated culture, thus leading to significant variations in mediating effects across different time scales (Yang & Zhang, 2020).

Based on a comprehensive evaluation of theory and evidence, several implications can be drawn. Cultural construction should constitute a core component of

responsible leadership strategies: leaders should cultivate a cultural atmosphere of trust, learning, and social responsibility through institutional design, discourse guidance, and exemplary behavior over the long term to effectively translate work identity into performance (Wang et al., 2024). Research should employ experimental designs to identify causal chains and adopt multi-method approaches to measure the multidimensional structure of culture, thereby avoiding measurement biases (Zhang & Liu, 2024). Given that art academies emphasize creativity and autonomy, cultural interventions should establish shared values while respecting individual creative freedom to prevent identity from being instrumental or homogenized (Kim & Lee, 2023). Work culture serves as a crucial mediating pathway for responsible leadership and work identity to translate into talent cultivation and social-service performance. It functions as both a field for value internalization and a mechanism for behavioral standardization, converting the energy of leadership and individual identity into organizational performance through cognitive and behavioral pathways.

2.9.8 The Mediating Role of Sense of Responsibility

In contemporary organizational research, the sense of responsibility has been recognized as a pivotal mediating variable connecting leadership behaviors, employees' psychological identification, and organizational performance. It not only embodies individuals' intrinsic motivation at work but also reflects the profound influence of organizational culture and leadership styles. In recent years, a growing number of scholars have focused on the mediating mechanism of the sense of responsibility in the process where responsible leadership and work identity affect talent cultivation performance and social-service performance, revealing its critical role in promoting employee growth, organizational learning, and social contributions.

Responsible leadership indirectly enhances an organization's talent cultivation performance by stimulating employees' sense of responsibility. According to Wang et al. (2023), responsible leadership emphasizes ethical decision-making, stakeholder balance, and long-term sustainable development. Such leadership behaviors can evoke employees' professional sense of responsibility, prompting them to proactively assume responsibilities for learning and guiding others. Zhang and Liu (2022) indicated that when leaders demonstrate responsibility and integrity through exemplary behaviors, employees internalize this sense of responsibility, thereby exhibiting higher self-efficacy and sustained engagement in teaching, training, or innovative activities. Responsible leadership enables talent cultivation to be driven by employees' professional missions and organizational identification rather than relying solely on external incentives.

The sense of responsibility also mediates the relationship between work identity and social-service performance. Nguyen and Chen (2024) found that employees' deep identification with their work can enhance their understanding and commitment to social responsibility, but this relationship necessitates the sense of responsibility as a bridge to translate into social-service performance. When employees psychologically perceive a connection between their work and social value, they are more willing to actively participate in volunteer services, knowledge dissemination, and community support activities, thereby fostering the organization's social influence. Kim et al. (2023) pointed out that the sense of responsibility enables employees to integrate their personal roles with social missions, leading to a cognitive shift from working for oneself to

creating value for society. This shift directly drives the enhancement of the organization's social-service performance.

From an organizational psychology perspective, sense of responsibility is not merely an individual trait but also a psychological state shaped by the organizational environment. Haque et al. (2023) argued that in a responsible leadership context, employees' sense of responsibility functions as an inspirational mediator. Leaders, through just, transparent, and inclusive behaviors, elicit employees' emotional identification and conscious behavior. This sense of responsibility drives employees to demonstrate greater persistence and creativity when facing complex tasks or social demands, thereby improving the organization's overall performance. The mediating role of the sense of responsibility is manifested in two aspects: on the one hand, it transforms the ethical influence of leadership behaviors; on the other hand, it channels employees' identification into specific performance outcomes.

The sense of responsibility also plays an indirect role in team learning and social innovation. Koval and Singh (2023) noted that employees with a high sense of responsibility are more inclined to engage in team learning and cross-departmental collaboration. Such active interactions facilitate knowledge sharing and the accumulation of collective wisdom. Once a team-level learning culture is established, the organization not only enhances talent cultivation quality but also strengthens its collaborative capacity in social services. Consequently, the sense of responsibility serves as a psychological mechanism connecting individuals' intrinsic motivation with collective action, acting as a crucial nexus for achieving high performance and social value concurrently.

The mediating mechanism of sense of responsibility reflects the value propagation effect of responsible leadership. Responsible leadership, by shaping a just, caring, and inclusive atmosphere, enables employees to develop a self-driven sense of responsibility within the organizational context. This sense of responsibility, in turn, indirectly elevates the comprehensive performance of talent cultivation and social services by reinforcing work identification and learning motivation (Li & Park, 2024). The sense of responsibility enables the dynamic circulation and symbiotic optimization of leadership philosophies, employees' psychology, and organizational outcomes.

The sense of responsibility plays an irreplaceable mediating role in the pathway where responsible leadership and work identity influence organizational performance. It effectively links leaders' ethical orientation, employees' professional identification, and the organization's social functions, facilitating the transformation from responsibility cognition to responsibility action.

2.9.9 The Mediating Role of Team Learning

In recent years, team learning has been widely regarded as a pivotal mediating mechanism connecting leadership behaviors, employees' psychological traits, and organizational performance. It not only embodies the core process of organizational knowledge creation and sharing but also reflects the interactive relationships among leadership philosophies, cultural atmospheres, and individual behaviors. Under the joint influence of responsible leadership and work identity, team learning serves as a bridge variable promoting talent cultivation performance and social-service performance (Liu & Choi, 2023).

Responsible leadership indirectly enhances an organization's talent cultivation performance by promoting team learning. According to Wang et al. (2024), responsible leaders focus on creating an open, inclusive, and reflective organizational environment, encouraging team members to learn from and share experiences with each other during collaboration. This learning-oriented culture not only strengthens knowledge flow among teachers or employees but also improves the systematisms and innovation of talent cultivation. Liang and Sun (2023) indicated that in higher education institutions, responsible leadership fosters teaching innovation and student development by inspiring teachers to jointly explore teaching methods and research topics, thereby significantly enhancing talent cultivation performance. Team learning acts as a conduit for translating leaders' ethical values into tangible teaching and talent development outcomes.

Work identity influences social-service performance through team learning. After forming a strong professional identification within the organization, employees are more willing to actively participate in team learning and knowledge dissemination, thereby demonstrating higher collaborative abilities and innovative thinking in social service activities (Kim & Park, 2023). Nguyen and Fang (2024) revealed that team learning provides teachers and employees with a platform for socialization and experience sharing, enabling individuals to extend their professional identification to socially responsible actions. This value co-construction achieved through learning contributes to the organization's superior performance in cultural promotion, social services, and community education.

Team learning fulfills a dual mediating function in the pathway of responsible leadership and work identity. Huang and Lee (2023) proposed that responsible leaders, by demonstrating learning attitudes and ethical behaviors, inspire employees to establish trust and mutual assistance during the learning process, thereby deepening their work identification. When employees continually reflect on their roles and experience a sense of accomplishment in team learning, this learning process consolidates their identification with and emotional attachment to organizational goals. Their research highlighted that team learning is not merely a medium for knowledge flow but also a catalyst for psychological identification and organizational innovation.

From an organizational performance perspective, the mediating role of team learning can exert long-term impacts at both structural and cultural levels. Zhao et al. (2023) discovered that once an organization establishes a team learning-oriented mechanism, the socially oriented behaviors of responsible leadership can be more effectively translated into measurable social service outcomes, such as participation rates in cultural promotion projects and the sustainability of community collaborations. The reflection and feedback mechanisms of team learning also facilitate the dynamic optimization of talent cultivation quality, enabling educational institutions or enterprises to maintain competitiveness in rapidly changing environments.

However, some scholars have raised critical reflections on the mediating role of team learning. Wen and Xu (2024) pointed out that if leaders excessively intervene in the team learning process or instrumentalist it as a means of performance assessment, they may undermine employees' learning motivation and creativity, thereby weakening its mediating effect. Therefore, responsible leaders need to strike a balance between guidance and empowerment, respecting the autonomous learning space of teams to

ensure that learning behaviors are truly internalized into organizational culture and individual growth.

Team learning serves as a driving force for organizational growth in the pathway where responsible leadership and work identity affect talent cultivation performance and social-service performance. By promoting knowledge co-creation, enhancing organizational trust, and stimulating innovative consciousness, it enables leaders' ethics and employees' identification to be translated into sustained performance outcomes in practice (Li & Zhao, 2024).

This study is grounded in Leadership Theory, Social Identity Theory, Social Exchange Theory, and Organizational Learning Theory to explain the relationships among responsible leadership, work identity, work conditions, and performance outcomes. Leadership Theory highlights that responsible leadership, characterized by ethical behavior and stakeholder orientation, shapes a supportive organizational environment (Maak & Pless, 2006; Waldman & Siegel, 2008; de Klerk & Jooste, 2023). Social Identity Theory explains that teachers' work identity is strengthened when they align with institutional values, leading to higher motivation and engagement (Wang et al., 2023; Zhao & Xiao, 2025). Social Exchange Theory suggests that positive work conditions, including work culture, sense of responsibility, and team learning, encourage teachers to reciprocate with improved performance. Organizational Learning Theory further explains how collaboration and knowledge sharing enhance talent cultivation and social-service performance (Yang & Zhang, 2020; Huang & Xu, 2023). Together, these theories provide an integrated framework in which responsible leadership influences work identity and work conditions, ultimately improving teachers' performance outcomes.

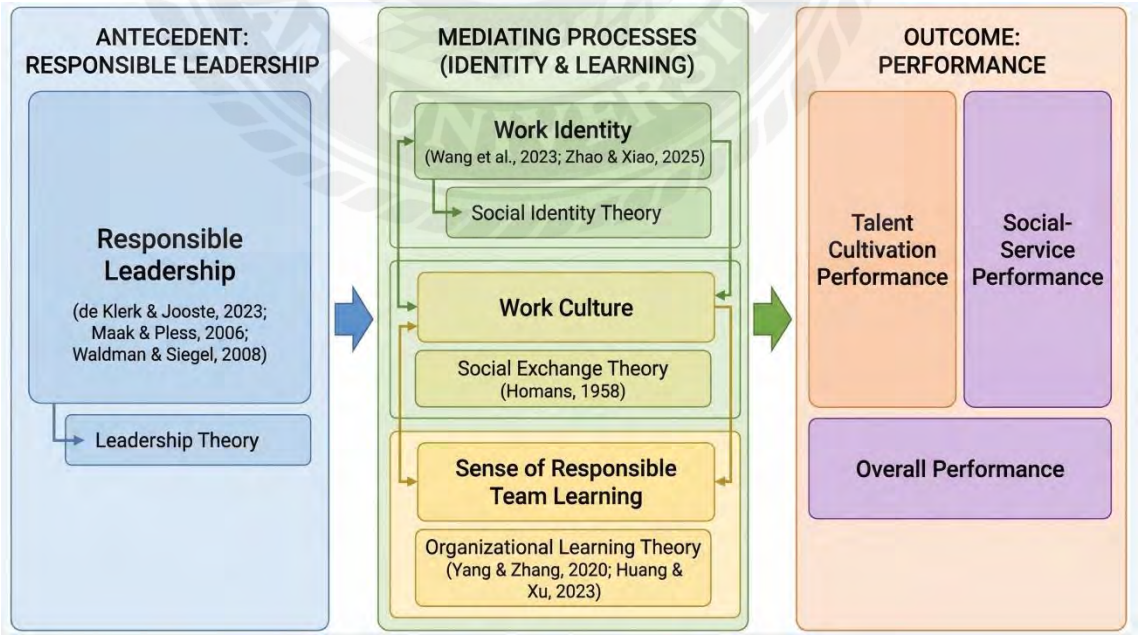


Figure 2.1 Theoretical Framework

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the methods adopted, population and sampling methods, data collection, operationalization of variables, questionnaire pretesting, research hypotheses, analytical models, and statistical analysis methods.

This chapter is divided into four sections:

3.1 Research Design

3.2 Quantitative Research

3.3 Qualitative Research

3.1 Research Design

This study adopted a mixed-methods approach. Quantitative research determined the correlations among the variables: responsible leadership, work culture, work identity, sense of responsibility, team learning, talent cultivation performance and social-service performance. Qualitative research discussed the validity through discussions and proposed strategies for constructing a comprehensive performance improvement model.

The research process is divided into two phases.

Part 1: Quantitative Method

The structural equation modeling approach was employed in this research, and a questionnaire was constructed based on multiple classical scales. Responsible leadership was measured using Voegtlin's (2011) one-dimensional scale, with 5 items. Work culture was measured using Paredes-Saavedra et al. (2024) scale, with 5 items. Work identity was measured using Meyer et al. (1993) scale, with 5 items.

Sense of responsibility was measured using Kim (2021) scale, with 5 items. Team learning was measured using Edmondson (2012) scale, with 5 items. Talent cultivation performance was measured using Wang (2024) scale, with 5 items. Social-service performance was measured using Kim & Lee (2023) scale, with 5 items.

By systematically integrating the above variables, this study constructed a multilevel and structurally sound theoretical model to empirically test the pathways and mediating mechanisms among the variables, thereby providing a theoretical basis and measurement tool support for educational management practices.

A conceptual framework was then developed for this study. The questionnaire adopted a five-point Likert scale. Reliability, validity, and relevance tests were conducted on the questionnaire, followed by data collection and statistical analysis. Descriptive statistics and structural equation modeling were used for the data.

Part 2: Qualitative Method

In-depth interviews with experts were conducted through discussions. The opinions

and suggestions were analyzed using Nvivo software to provide the best interpretation.

The integration of the two methods was underpinned by methodological triangulation, which enhanced the reliability and validity of the findings by cross-checking the results from different sources. The quantitative findings from SEM offered a clear, statistically-supported framework of the relationships between the variables, while the qualitative insights provided a deeper, more nuanced understanding of how these relationships played out in real-world contexts. The theoretical framework of the study drew on Leadership Theory, Social Identity Theory, and Organizational Learning Theory, which informed both the quantitative and qualitative components. In the quantitative phase, these theories provided the conceptual foundations for the hypotheses tested through SEM, ensuring that the statistical analysis was grounded in well-established theoretical constructs. In the qualitative phase, these theories guided the interview process, framing the questions and discussions in a way that sought to further understand the practical application of the constructs in the educational context. By systematically combining the strengths of both quantitative and qualitative methods, this study aimed to provide a comprehensive, theoretically coherent analysis of how responsible leadership and related variables influenced talent cultivation and social-service performance in educational institutions. The combination of precise statistical modeling and rich qualitative insights ensured that the research findings were not only valid but also meaningful and applicable to educational management practices.

3.2 Quantitative Research

3.2.1 Population and Sampling

The population of this study consisted of teachers working in art colleges and universities in Hunan Province, China. According to the 2024 Statistical Bulletin of Hunan Provincial Education Department, there were four higher vocational art institutions in Hunan Province: Hunan Vocational and Technical College of Mass Media, Hunan Vocational College of Arts, Hunan Arts and Crafts Vocational College, and Changsha Vocational College of Culture and Creative Arts. The total number of teachers across these four institutions was 1,728, and the total number of students was approximately 29,060, forming a significant professional community within the field of higher art education.

Table 3.1 Art Universities in Henan Province

No.	University	City	Level	Number of Teachers
1	Hunan Vocational and Technical College of Mass Media	Changsha	College	483
2	Hunan Vocational College of Arts	Changsha	College	422
3	Hunan Arts and Crafts Vocational college	Yiyang	College	398
4	Changsha Vocational College of Culture and Creative Arts	Changsha	College	425
Total	**1728**			

To ensure scientific validity and statistical representativeness, the Koval and Potoski (2023) sampling formula was adopted to determine the minimum sample size required for the study. According to this method, for a total population of approximately 1,700 to 1,800, the recommended minimum sample size was 317.

The research model in this study encompasses six latent variables and 30 measurement indicators.

In structural equation modeling, to guarantee the reliability of parameter estimation, the sample size to the number of estimated parameters should be at least 5:1. To ensure the validity of the significance tests, the ratio should be at least 10:1. Some scholars have also suggested that for structural equation models with continuous data and a normal distribution using maximum likelihood estimation, the n: q rule (where n is the sample size and q is the number of parameters to be estimated in the model) can be applied to roughly determine the required sample size. The recommended ratio is 20:1, which can be relaxed to 10:1.

Accordingly, the minimum required sample size can be calculated as:

$$N_{\min} = q \times r$$

Where q represents the number of measurement indicators (30 in this study), and r represents the recommended ratio of sample size to parameters (set at 5, 10, or 20).

This study involved 7 latent and 30 observed variables, necessitating a minimum sample size of 185.

Therefore, this study planned to distribute 400 questionnaires, which exceeded the minimum requirement, thereby ensuring adequate statistical power and representativeness for subsequent Structural Equation Modeling (SEM) analysis.

Table 3.2 Sample Size

No.	School	City	Number of Teachers	Sample Size
1	Hunan Vocational and Technical College of Mass Media	Changsha	483	112
2	Hunan Vocational College of Arts	Changsha	422	98
3	Hunan Arts and Crafts Vocational college	Yiyang	398	92
4	Changsha Vocational College of Culture and Creative Arts	Changsha	425	98
Total	**400**			

The sampling design followed a stratified random sampling approach based on the number of teachers in each institution. Each college was treated as a separate stratum, and the number of distributed questionnaires was determined proportionally to the total number of teachers in that college. Within each institution, participants were randomly selected from four classification of academic position in university of

professor, associated professor, assistant professor and lecturer, ensuring diversity in teaching experience, academic title, and professional field. To ensure data quality and reliability, the following criteria were applied during sampling and data collection:

- Each participant must have at least one year of teaching experience in the current institution.
- Participants were required to voluntarily consent to participate and complete the questionnaire independently.
- In cases where institutions had smaller lecturers' numbers, the proportional sampling rate was slightly increased to achieve sufficient representativeness and statistical adequacy.

The final valid responses were used for data analysis, and any incomplete or invalid questionnaires were excluded. This methodological approach ensured the robustness, representativeness, and scientific rigor of the study's sample, providing a reliable foundation for testing the hypothesized structural model.

3.2.2 Research Instrument and Construction

The instrument used for quantitative research in this study is a structured survey questionnaire, designed to collect empirical data from teachers in art colleges and universities across Hunan Province, China. The questionnaire was developed to quantitatively examine the relationships among responsible leadership, work culture, sense of responsibility, team learning, talent cultivation performance, and social-service performance.

The questionnaire is structured into two main parts to ensure clarity and systematic data collection:

Part 1: Demographic Information

This section gathers the demographic and professional background of participants, including gender, age, educational qualification, teaching experience, and academic title. These variables are used for descriptive statistical analysis and for exploring potential differences in perception across demographic groups.

Part 2: Measurement of Variables

This section consists of standardized measurement items for each latent variable included in the research model. Each variable was operationalized using well-established scales drawn from authoritative literature to ensure high reliability and construct validity. The measurement design for each construct is as follows:

Responsible Leadership was measured using the Voegtlin (2011) one-dimensional scale, comprising 5 items, which reflect responsible decision-making, ethical awareness, and stakeholder consideration in leadership behavior.

Work Culture was assessed with the Paredes-Saavedra et al. (2024) scale, containing 5 items, focusing on organizational norms, shared values, and supportive environments that foster collective engagement.

Work Identity was assessed with the Meyer et al. (1993) scale, with 5 items.

Sense of Responsibility was measured using Kim (2021) scale with 5 items,

emphasizing teachers' moral commitment, accountability, and intrinsic motivation toward their professional duties.

Team Learning was evaluated through the Edmondson (1999) scale, consisting of 5 items, addressing aspects such as open communication, mutual learning, and team reflection within educational organizations.

Talent Cultivation Performance was measured based on the Wang (2024) scale, which includes 5 items capturing teachers' effectiveness in guiding, motivating, and improving students' artistic and professional development.

Social-Service Performance was measured using the Kim and Lee (2023) scale, also with 5 items, reflecting teachers' contributions to community engagement, social responsibility, and external educational services.

All questionnaire items adopted a five-point Likert scale, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." This scaling method allows respondents to express the intensity of their agreement with each statement, ensuring both sensitivity and interpretability in quantitative analysis.

To ensure the scientific rigor of the research instrument, the questionnaire underwent a multi-step validation process. Reliability testing was conducted through Cronbach's alpha to verify internal consistency, while validity testing (including convergent and discriminant validity) was performed through confirmatory factor analysis (CFA) under the structural equation modeling (SEM) framework.

By systematically integrating these variables into a coherent questionnaire design, this study established a comprehensive theoretical model to empirically test the direct, indirect, and mediating effects of responsible leadership, work culture, team learning, and teacher performance dimensions. The validated instrument provides both a robust empirical basis and theoretical guidance for enhancing leadership effectiveness and performance management practices in art education institutions.

3.2.3 Questionnaire Items

(1) Responsible leadership

Responsible leadership was measured with the Voegtlin's (2011) one-dimensional scale, which consists of five items, as the scale for measuring responsible leadership in this study.

Table 3.3 Responsible Leadership Measurement Items

Variable	Measurement Item	No.
Responsible Leadership	1. My supervisor will show that he or she is aware of the demands of the stakeholders.	RL1
	2. My supervisor will consider the impact of the decision on stakeholders.	RL2
	3. My supervisor will involve affected stakeholders in the decision-making process.	RL3
	4. My supervisor weighs the claims of different stakeholders before making decisions.	RL4
	5. My supervisor facilitates a unified outcome for affected stakeholders.	RL5

(2) Work Culture was assessed with the Paredes-Saavedra et al. (2024) scale, containing 5 items, focusing on organizational norms, shared values, and supportive environments that foster collective engagement.

Table 3.4 Work Culture Measurement Items

Variable	Measurement Item	No.
Work Culture	1.Our institution encourages open and honest communication among teachers.	WC1
	2.Our institution values teamwork and frequently organizes collaborative teaching activities.	WC2
	3.Our institution promotes teaching innovation and continuous improvement.	WC3
	4.Colleagues generally show mutual respect and trust.	WC4
	5.The institution provides timely recognition for teachers' achievements and innovative practices.	WC5

(3) Sense of Responsibility was measured using the Kim (2021) scale with 5 items, emphasizing teachers' moral commitment, accountability, and intrinsic motivation toward their professional duties.

Table 3.5 Sense of Responsibility Measurement Items

Variable	Measurement Item	No.
Sense of Responsibility	I feel a strong sense of responsibility for students' learning and development.	SR1
	I take personal responsibility for student outcomes and provide appropriate follow-up.	SR2
	I maintain high professionalism and punctuality in my teaching work.	SR3
	I am willing to take on extra teaching or service tasks when necessary.	SR4
	I believe teachers should take initiative for the artistic development of the school and society.	SR5

(4) Team Learning was evaluated through the Edmondson (2012) scale, consisting of 5 items, addressing aspects including open communication, mutual learning, and team reflection within educational organizations.

Table 3.6 Team Learning Measurement Items

Variable	Measurement Item	No.
Team Learning	1.I frequently share teaching experiences and resources with my colleagues.	TL1
	2.Our team regularly conducts teaching reflection or case discussion sessions.	TL2
	3.I am open to constructive feedback from colleagues about my teaching.	TL3
	4.I participate in and promote interdisciplinary or cross-major teaching collaboration.	TL4

	5.Team members collectively develop new teaching practices to solve teaching problems.	TL5

(5) Talent Cultivation Performance was measured based on the Wang (2024) scale, which includes 5 items capturing teachers' effectiveness in guiding, motivating, and improving students' artistic and professional development.

Table 3.7 Talent Cultivation Performance Measurement Items

Variable	Measurement Item	No.
Talent Cultivation Performance	I design courses that effectively enhance students' professional skills.	TCP1
	My teaching inspires students' creativity and artistic expression.	TCP2
	I regularly provide personalized guidance and track students' progress.	TCP3
	Students under my supervision show clear improvement in artistic and professional abilities.	TCP4
	I effectively integrate theory and practice in teaching to improve students' hands-on skills.	TCP5

(6) Social-Service Performance was measured using the Kim and Lee (2023) scale, with 5 items, reflecting teachers' contributions to community engagement, social responsibility, and external educational services.

Table 3.8 Social-Service Performance Measurement Items

Variable	Measurement Item	No.
Social-Service Performance	I actively participate in or organize community-oriented art promotion or public projects.	SSP1
	I have represented the college in external exhibitions, lectures, or cultural exchange events.	SSP2
	I establish and maintain partnerships with industries or cultural institutions for resource sharing.	SSP3
	My social service activities enhance the college's influence in the community and cultural fields.	SSP4
	I transform teaching outcomes into projects that benefit the public or community.	SSP5

(7) Work Identity was measured using the Meyer et al. (1993) scale, which consists of five items designed to capture teachers' psychological attachment, professional pride, and alignment between personal and institutional values. This construct reflects the extent to which teachers internalize their professional roles and perceive their work as an integral part of their self-concept.

Table 3.9 Work Identity Measurement Items

Variable	Measurement Item	No.
Work Identity	I feel proud to be a teacher in an art college.	WI1
	My professional values are highly consistent with the educational mission of the institution.	WI2

	I regard my role as a teacher as an important part of my self-identity.	WI3
	I intend to continue working long-term in this educational field or institution.	WI4
	I feel my work is respected and recognized within the school and the profession.	WI5

3.2.4 Quality of Research Instrument

The questionnaire was tested for validity and reliability. Tests were conducted to ensure the validity and reliability of the questionnaires.

3.2.4.1 Content Validity

Content Validity is a crucial indicator for assessing whether research instruments (such as questionnaires) accurately reflect the constructs or parameters involved in the research objectives. Its core lies in ensuring that the content of each item reasonably and accurately represents the areas of focus in the research. This study designed the survey questionnaire based on classic scales. Experts in the field were invited to review each item to judge its appropriateness and relevance. The questionnaire content was examined to comprehensively cover all key concepts or dimensions set out in the research. Items unrelated to the research or ambiguous ones were avoided to improve the quality of the questionnaire. The Index of Item-Objective Congruence (IOC) was used to evaluate the relevance and fit of each item in the questionnaire with the research objectives.

The index comprises three types of scores: +1, 0, and -1, each with its distinct meaning as follows:

+1 means "the measurement item is consistent with the objectives of the study"

0 means "the measurement item is undecided with the objectives of the study"

-1 means "the measurement item is inconsistent with the objectives of the study"

$$IOC = \frac{\sum R}{n}$$

where IOC = Index of item-objective congruence value

R = Score from experts

ΣR = Total score from all experts

n = number of experts

Items with an Index of Objectives Congruence (IOC) score between 0.00 and 0.49 are not included in the questionnaire. Conversely, questions scoring above 0.50 on the IOC are deemed valid (content validation) items. This approach ensures that only the most appropriate and relevant questions are included in the assessment tool, thereby enhancing its content validity

3.2.4.2 Reliability Test

Reliability testing is a crucial step in ensuring that the research instruments used

in this study produce consistent and dependable results. In this study, the internal consistency reliability of each measurement scale was assessed using Cronbach's alpha coefficient. A Cronbach's alpha value above 0.7 was considered acceptable, indicating that the items within each scale reliably measure the intended construct. High reliability coefficients suggest that the scale items are well correlated and consistently reflect the underlying dimension. This test was applied to all key constructs, including responsible leadership, work culture, work identity, sense of responsibility, team learning, talent cultivation performance and social-service performance. The reliability test results provide confidence in the validity of the data collected and support the use of these instruments for further statistical analysis such as structural equation modeling.

3.2.5 Data Collection

Data collection for the quantitative research was conducted in two mouths, targeting full-time teachers from the four major art colleges in Hunan Province, namely Hunan Vocational and Technical College of Mass Media, Hunan Art Vocational College, Hunan Arts and Crafts Vocational College, and Changsha Vocational College of Culture and Creative Arts. The total number of teachers in these institutions was 1,728, forming a comprehensive population for this research.

To ensure representativeness, stratified random sampling was employed based on the proportion of faculty members in each college. The final sample consisted of 400 respondents, determined according to the Krejcie and Morgan (1970) sample size table, which guarantees adequate statistical power for Structural Equation Modeling (SEM) analysis.

The data were collected using a structured questionnaire distributed online. Online questionnaires were distributed through institutional mailing lists and academic communication platforms. Prior to distribution, respondents were informed of the purpose, confidentiality, and voluntary nature of the study, and electronic consent was obtained in compliance with research ethics standards.

To ensure the quality and validity of responses, the questionnaire included a brief introduction explaining the importance of accurate and honest participation. Participants were required to complete all items before submission, and incomplete responses were automatically excluded from the dataset. During the data collection process, special attention was given to ensuring anonymity and data protection. No identifying information was collected, and all data were stored securely in password-protected files accessible only to the researcher. The survey took approximately 10–15 minutes to complete.

The collected data were then coded, entered into SPSS for preliminary descriptive statistical analysis, and subsequently analyzed using AMOS 24.0 for confirmatory factor analysis (CFA) and structural equation modeling (SEM). This two-step analytical process ensured both the measurement validity and model robustness required for hypothesis testing.

The data collection procedures were designed to uphold the principles of scientific rigor, ethical integrity, and representativeness, thereby ensuring that the empirical findings accurately reflect the current state of responsible leadership, work identity, work culture, sense of responsibility, team learning, talent cultivation performance, and social-service performance among teachers in art colleges in Hunan Province.

3.2.6 Statistical Method of Analysis

This study conducted a systematic analysis of the questionnaire data using the

Statistical Package for the Social Sciences (SPSS 23.0) to validate the research hypotheses. AMOS 23.0 was utilized to explore the complex relationships between variables. During the data analysis process, the collected data were coded and tabulated, laying the foundation for subsequent statistical tests. Descriptive statistics were employed to outline the characteristics of the sample, including frequency, percentage, mean, minimum, maximum, and standard deviation. These statistics provided an overview of the sample's overall distribution characteristics.

To verify the alignment between the measured variables and underlying constructs in the study, Confirmatory Factor Analysis (CFA) was tested. CFA assumes the accuracy of the hypothesized variables and is used to assess the relationship between measured variables and latent structures. The rationality of the model was judged through fit indices such as chi-square, RMSEA, CFI, and others. This step validated whether the questionnaire design accurately measured the core constructs of the study. Structural Equation Modeling (SEM) was adopted to explore the relationships between variables. SEM is a comprehensive statistical technique that can simultaneously analyze the relationships between multiple independent and dependent variables. In this study, independent and dependent variables could be either measured or latent variables, providing great flexibility for modeling complex relationships. Through path analysis and covariance structure analysis, SEM revealed the direct relationships between variables and allowed for the exploration of effects between latent variables. AMOS 23.0 software was used for SEM analysis in this study. The evaluation criteria for the overall fit of the SEM model are shown in Table 3.10.

Table 3.10 Evaluation Criteria for the Overall Model Fitness of SEM

Fitting Index	Standard or Critical Value
x^2	Significance probability value $p > 0.05$
x2/df	Between 1 and 3
GFI	> 0.90 or above
AGFI	> 0.90 or above
RMSEA	< 0.50
NFI	> 0.90 or above
IFI	> 0.90 or above
CFI	> 0.90 or above

In this study, to ensure the scientific validity of the measurement instrument and the rationality of the structural model, the following data analysis methods were used in order: confirmatory factor analysis (CFA), structural validity test, discriminant validity, structural equation modelling (SEM) and path analysis.

Confirmatory Factor Analysis (CFA) was used to conduct model testing on the relationships among all latent variables and their corresponding items, aiming to verify whether the theoretically postulated structural model achieved a high degree of fit with the sample data. The purpose of the CFA was to validate the fitting relationships between various dimensions and observed variables. Model reasonableness was assessed using fit indices (such as CFI, TLI, RMSEA, etc.), providing a theoretical foundation for subsequent analyses.

Based on the CFA validation, this study examined the construct validity of the scales, encompassing both convergent and discriminant validity. Convergent validity was evaluated

through standardized factor loadings, Composite Reliability (CR), and Average Variance Extracted (AVE) to ascertain whether the items collectively and effectively explained their respective dimensions. Subsequently, discriminant validity was analyzed using the Fornell-Larcker criterion and the HTMT ratio method to ensure that each latent variable exhibited good discriminability, thereby avoiding construct overlap or redundant explanations.

After validating the measurement model, the study proceeded to the Structural Equation Modeling (SEM) analysis phase. SEM, which integrated the functions of path and factor analyses, could simultaneously handle multiple causal paths and measurement errors, making it suitable for examining the complex relationships among multiple variables in this study. By leveraging SEM, the direct and indirect effect pathways among responsible leadership, work culture, work identity, sense of responsibility, team learning, talent cultivation performance and social-service performance were comprehensively unveiled, and the interaction mechanisms among these variables were identified.

Through path analysis, the mediating effects were examined to clarify the roles of work culture, work identity, sense of responsibility, and team learning. Bootstrapping techniques were employed to estimate confidence intervals for the analysis of mediating effects, ensuring statistical significance and stability of the path relationships. The data analysis process progressed from superficial to profound, with each step interconnected, thereby ensuring the scientificity of the measurement instruments and providing robust empirical support for the validation of the theoretical model.

3.3 Qualitative Research

This phase aimed to obtain expert insights and interpretive perspectives on responsible leadership, work identity, work culture, sense of responsibility, team learning, talent cultivation performance, and social-service performance within the context of art colleges in Hunan Province.

A semi-structured interview framework was designed to complement the quantitative analysis while ensuring both flexibility and direction during the interview process. The interview guide covered open-ended questions that encouraged participants to elaborate on their professional experiences, institutional practices, and views regarding how responsible leadership influences individual and organizational performance outcomes. The design of the interview questions was informed by the key dimensions identified in the quantitative model, allowing for meaningful comparison and triangulation of results across methodologies.

Participants were selected through purposive sampling, targeting experts with extensive experience in higher art education, educational management, and leadership research. The final group of interviewees included 12 experts, consisting of college administrators, department heads, senior professors, and scholars specializing in education management and leadership studies. This diversity ensured that perspectives from both academic and administrative dimensions of art education were represented.

Interviews were conducted in both face-to-face and online formats, depending on participants' availability. Each interview lasted approximately 45–60 minutes, and all sessions were audio-recorded with the consent of the participants. Verbatim transcriptions were subsequently reviewed and verified by the interviewees to maintain accuracy and authenticity.

3.3.1 Interview Design

The qualitative interview design in this study aimed to systematically explore the mechanisms and contextual factors underlying the relationships identified in the quantitative analysis. The interviews were designed to capture the experiential understanding, reflective insights, and evaluative judgments of educational experts regarding the influence of responsible leadership on work identity, work culture, sense of responsibility, team learning, talent cultivation performance, and social-service performance in art colleges in Hunan Province.

To ensure both academic rigor and contextual relevance, a semi-structured interview format was adopted. This approach allowed researchers to maintain consistency across interviews while granting participants the flexibility to elaborate on specific experiences or institutional phenomena. The interview questions were developed based on the conceptual framework of this study and were reviewed by two experts in educational research methodology to ensure content validity and clarity.

To ensure validity and clarity, the interview guide was reviewed by three educational management experts and pilot-tested with two faculty members from an art college. Minor revisions were made to improve wording, logical flow, and topic relevance. The final instrument effectively captured both individual experiences and institutional perspectives, providing rich qualitative data for subsequent analysis.

The interview protocol consisted of three major sections:

Questions designed to gather the participant's screening question to ensure university position or academic experience background, such as position, teaching or management experience, and institutional affiliation.

Questions focusing on the participant's understanding and observation of responsible leadership, how it manifests in art colleges, and its influence on teachers' professional identity and work engagement.

Questions exploring how responsible leadership affects organizational culture, sense of responsibility, team learning dynamics, and the resulting performance in talent cultivation and social services.

The resulting transcripts provided rich qualitative data reflecting diverse insights into leadership and organizational performance within the higher art education context. These data were subsequently coded and analyzed using NVivo software, as detailed in the next section on qualitative data analysis.

3.3.2 Interview Participants

The qualitative phase of this research adopted a purposive sampling strategy to select key informants who possess extensive experience and in-depth knowledge related to responsible leadership, work culture, work identity, team learning, and talent cultivation in higher art education institutions. The aim was to ensure that the data collected would provide rich, contextually grounded insights to complement the quantitative findings.

A total of 12 participants were invited to participate in the study. They were selected from three representative art colleges in Hunan Province to capture institutional diversity and contextual variation within the context of higher art education. The participants included academic leaders, department heads, senior lecturers, and researchers—individuals who play

significant roles in decision-making, organizational management, or talent development. This selection ensured that multiple perspectives were represented, spanning both administrative and instructional dimensions.

The selection criteria for key informants were as follows:

(1) Professional Experience: Each participant had at least 5years of teaching or management experience in higher education, with a specific focus on art and design disciplines.

(2) Expertise in Talent Cultivation or Social Engagement: Participants had been directly involved in curriculum design, student training, or social-service projects, thus providing relevant insights into performance outcomes.

(3) Willingness to Participate: Each participant voluntarily agreed to participate, demonstrating openness and reflection on institutional and leadership practices.

The demographic composition of the participants reflected a balance between gender, age, and professional roles, ensuring diverse viewpoints. Among the 12 participants, their average teaching experience was approximately 17 years. The participants included college administrators, department heads, senior professors, associate professors, research directors, and educational scholars with extensive experience in art education and academic leadership.

3.3.3 Qualitative Data Collection

The qualitative data collection process was conducted to obtain in-depth insights from experts and practitioners regarding the relationships among responsible leadership, work culture, work identity, sense of responsibility, team learning, talent cultivation performance, and social-service performance. The data collection followed a rigorous and systematic approach to ensure reliability, validity, and ethical compliance.

Each interview was conducted individually, either in person or via an online meeting platform, depending on the participant's preference and availability. Prior to each interview, participants were provided with an informed consent form, which detailed the purpose of the research, confidentiality assurances, and voluntary participation rights. The interviews were conducted in Mandarin Chinese, recorded with permission, and later transcribed verbatim for data analysis.

To enhance the trustworthiness of the data, triangulation was implemented through multiple sources of information and cross-checking of interpretations. Participants were invited to review their transcripts to verify the accuracy of their statements. The collected data were organized and coded using NVivo software, which facilitated thematic categorization and ensured systematic handling of qualitative information.

3.3.5 Content Analysis

The qualitative data collected from expert interviews were analyzed using content analysis to identify key themes and patterns related to responsible leadership, work culture, work identity, sense of responsibility, team learning, talent cultivation performance, and social-service performance.

All interview recordings were transcribed verbatim and imported into NVivo 14 for systematic coding. Following the procedures of Miles and Huberman (1994), the analysis included data reduction, data display, and conclusion drawing. Open coding was used to label

meaningful statements, which were then categorized into major themes.

Data were analyzed using NVivo 14 qualitative analysis software, following a thematic coding approach. The analysis proceeded through several stages:

1) Initial coding to identify significant statements and patterns related to each research construct.

2) Axial coding to connect categories and subthemes across participants.

3) Selective coding to integrate themes and form a coherent explanatory framework.

Through this process, key conceptual themes emerged, reflecting how responsible leadership fosters a positive work culture, enhances teachers' sense of responsibility and identity, promotes team learning, and ultimately improves talent cultivation and social-service performance. To enhance the credibility and trustworthiness of the findings, data triangulation was applied by cross-verifying themes with the quantitative results obtained from the SEM analysis. Differences and convergences between the two datasets were carefully examined to provide a comprehensive understanding of the mechanisms linking leadership behaviors to educational outcomes.

The qualitative research provided in-depth contextual insights and practical interpretations that complemented the quantitative evidence. It not only validated the hypothesized pathways in the structural model but also enriched the theoretical framework by incorporating experiential and institutional perspectives from professionals in art education.

CHAPTER 4

RESEARCH RESULTS

This study adopted a mixed-methods approach to explore the relationships among responsible leadership, work culture, work identity, sense of responsibility, team learning, talent cultivation performance, and social-service performance. The research is divided into two parts: quantitative and qualitative.

Quantitative Method: A questionnaire was developed based on multiple classical scales, covering seven variables: responsible leadership (Voegtlin, 2011), work culture (Paredes-Saavedra et al., 2024), work identity (Meyer et al., 2003), sense of responsibility (Kim, 2021), team learning (Edmondson, 2012), talent cultivation performance (Wang, 2024), and social-service performance (Kim & Lee, 2023). Statistical analysis was conducted to construct a multilevel, structurally sound theoretical model, empirically testing the pathways and mediating mechanisms among these variables, providing theoretical support and measurement tools for educational management practices.

Qualitative Method: In-depth interviews were conducted to gather insights and suggestions, and the data were analyzed using Nvivo software to provide a more comprehensive interpretation of the findings.

The survey data were analyzed for reliability and validity. Cronbach's alpha was used for reliability analysis, and confirmatory factors analysis, including path coefficients, was used for validity testing. Based on the results of the analysis it was ensured that the survey data were reliable and distinguishable. After the data passed the reliability and validity tests, correlation analysis and structural equation modeling were performed. Finally, path analysis was performed for each variable to verify the hypotheses and draw conclusions.

In this study, 400 questionnaires were distributed and 389 questionnaires were recovered. The response rate of the questionnaire is 97.25%.

4.1 Demographic Description

Table 4.1 Demographic Description of Participants

Variable	Option	Frequency	Percent
Gender	Male	203	52.2
	Female	186	47.8
	Total	389	100
Age	Below 25 years' old	75	19.3
	25-30 years' old	105	27.0
	31-40 years' old	121	31.1
	Above 40years old	88	22.6
	Total	389	100.0
Education	Bachelor's Degree	112	28.8
	Master's Degree	190	48.8

Variable	Option	Frequency	Percent
	Doctoral Degree (Ph.D.)	57	14.7
	Others	30	7.7
	Total	389	100.0
	Teaching Assistant	175	45.0
	Lecturer	72	18.5
	Associate Professor	46	11.8
	Professor	96	24.7
Professional Title	Total	389	100.0
	Less Than 3 Years	61	15.7
	3-5 Years	136	35.0
	6-8 Years	180	46.3
Teaching Experience	More Than 8 Years	12	3.1
Total		**389**	**100.0**

The sample is fairly balanced in terms of gender, with 52.2% male and 47.8% female participants. In terms of age, the largest group is aged 31-40 years (31.1%), followed by those aged 25-30 years (27.0%), while the smallest group is under 25 years old (19.3%). Regarding education, the majority hold a Master's Degree (48.8%), followed by those with a Bachelor's Degree (28.8%), and a smaller proportion holds Doctoral Degrees (Ph.D.) (14.7%). In terms of professional title, most participants are Teaching Assistants (45.0%), with Professors (24.7%) being the second-largest group. As for teaching experience, most participants have between 6-8 years of experience (46.3%), with a smaller number having 3-5 years (35.0%), and very few with less than 3 years (15.7%) or more than 8 years (3.1%). This demographic mix reflects a diverse group of academic professionals, providing a wide range of perspectives on teaching and leadership in higher education. Details showed in Table 4.1.

Table 4.2 Descriptive Statistics of Each Dimension

	Mean	Std. Deviation	Skewness	Kurtosis
RL1	3.48	1.21	-0.58	-0.56
RL2	3.50	1.19	-0.62	-0.38
RL3	3.53	1.15	-0.55	-0.28
RL4	3.37	1.08	-0.55	0.09
RL5	3.46	1.10	-0.48	-0.14
WC1	3.49	1.14	-0.44	-0.32
WC2	3.60	1.05	-0.66	0.24
WC3	3.59	1.15	-0.74	0.03
WC4	3.67	1.18	-0.78	-0.02
WC5	3.51	1.17	-0.79	-0.05
SR1	3.59	1.38	-0.61	-0.81

	Mean	Std. Deviation	Skewness	Kurtosis
SR2	3.56	1.21	-0.77	-0.21
SR3	3.39	1.08	-0.48	-0.12
SR4	3.52	1.08	-0.62	0.13
SR5	3.61	1.14	-0.71	-0.19
TL1	3.58	1.24	-0.59	-0.53
TL2	3.49	1.16	-0.39	-0.75
TL3	3.67	1.28	-0.59	-0.77
TL4	3.48	1.12	-0.56	-0.31
TL5	3.54	1.19	-0.57	-0.49
TCP1	3.63	0.95	-0.23	-0.31
TCP2	3.65	1.02	-0.21	-1.01
TCP3	3.79	1.33	-0.65	-0.83
TCP4	3.67	0.86	0.16	-0.85
TCP5	3.98	1.19	-0.75	-0.69
SSP1	3.66	1.09	-0.56	-0.50
SSP2	3.29	1.17	-0.46	-0.75
SSP3	3.68	1.16	-0.60	-0.42
SSP4	3.60	1.23	-0.52	-0.78
SSP5	3.57	1.20	-0.58	-0.54
WI1	3.61	1.19	-0.55	-0.58
WI2	3.66	1.01	-0.35	-0.55
WI3	3.65	1.23	-0.65	-0.56
WI4	3.71	1.04	-0.54	-0.28
WI5	3.77	1.07	-0.61	-0.52

Note: RL mean Responsible Leadership. WC mean Work Culture. SR mean Sense of Responsibility. TL mean Team Learning. TCP mean Talent Cultivation Performance. SSP mean Social-Service Performance. WI mean Work Identity.

The mean scores for each dimension generally range from 3.37 to 3.98, indicating that participants tend to agree with the statements in each category, with Talent Cultivation Performance (TCP) receiving the highest mean score (3.98), suggesting strong agreement regarding the institution's effectiveness in developing professional competencies. In terms of variability, standard deviations range from 0.86 to 1.38, with higher deviations seen in Sense of Responsibility (SR) (1.08 to 1.38) and Team Learning (TL) (1.12 to 1.28), indicating some variation in responses across these

dimensions. Skewness values are mostly negative, suggesting a slight tendency towards more favorable responses, particularly in areas like Responsible Leadership (RL) and Work Culture (WC), where responses are generally skewed towards the higher end of the scale. Kurtosis values are mostly negative, implying that the distribution of responses is relatively flat with moderate variation. Details showed in Table 4.2.

4.2 Discriminatory Power, Reliability Analysis and Validity Analysis

The research collected 389 valid questionnaires. The questionnaire data were subjected to reliability test and validity test. When the reliability and validity tests passed the requirements, structural equation modeling analysis was performed.

4.2.1 Reliability Analysis

Table 4.3 Reliability Analysis

Dimension	Cronbach's Alpha	No. of Items
Responsible Leadership	0.901	5
Work Culture	0.872	5
Sense of Responsibility	0.873	5
Team Learning	0.867	5
Talent Cultivation Performance	0.881	5
Social-Service Performance	0.880	5
Work Identity.	0.875	5

The Cronbach's Alpha values for all dimensions are above 0.7, indicating good internal consistency. The highest reliability is seen in Responsible Leadership with a value of 0.901, reflecting excellent consistency among the items within this dimension. Other dimensions, such as Work Culture (0.872), Sense of Responsibility (0.873), and Team Learning (0.867), also show strong internal consistency, with values well above the accepted threshold, indicating that the items within these dimensions are consistently measuring the same underlying construct. Similarly, Talent Cultivation Performance (0.881), Social-Service Performance (0.880), and Work Identity (0.875) all demonstrate good reliability. Details are shown in Table 4.3.

4.2.2 Validity Analysis

Table 4.4 Confirmatory Factor Analysis Model Fit Intercept (N=389)

Model Fit Indicator	Observed Value
CMIN	762.278
DF	539
CMIN/DF	1.414
AGFI	0.900
GFI	0.904

Model Fit Indicator	Observed Value
RMSEA	0.032
IFI	0.971
NFI	0.910
TLI	0.969
CFI	0.972

The Chi-square statistic (CMIN) is 762.278, with 539 degrees of freedom, resulting in a CMIN/DF ratio of 1.414, which is well within the acceptable range, indicating an adequate model fit. The Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI) are 0.904 and 0.900, respectively, both exceeding the threshold of 0.90, suggesting a good fit of the model to the data. The Root Mean Square Error of Approximation (RMSEA) is 0.032, well below the critical value of 0.05, further supporting the model's excellent fit. Additionally, the Incremental Fit Indices, IFI (0.971), NFI (0.910), TLI (0.969), and CFI (0.972)—are all above the commonly accepted threshold of 0.90, indicating strong fit and suggesting that the model accurately represents the hypothesized relationships between the constructs. Details showed in Table 4.4.

Table 4.5 AVE and CR

Path Relationship			Estimate	S.E.	C.R.	P	Factor Loading	C.R.	AVE
RL1	<---	RL	1.000				0.869		
RL2	<---	RL	0.898	0.047	19.090	***	0.792		
RL3	<---	RL	0.888	0.045	19.690	***	0.810		
RL4	<---	RL	0.788	0.043	18.111	***	0.769		
RL5	<---	RL	0.816	0.044	18.694	***	0.781	0.902	0.648
WC1	<---	WC	1.000				0.792		
WC2	<---	WC	0.869	0.057	15.215	***	0.747		
WC3	<---	WC	0.962	0.062	15.481	***	0.756		
WC4	<---	WC	0.990	0.064	15.443	***	0.753		
WC5	<---	WC	0.972	0.063	15.391	***	0.751	0.870	0.577
SR5	<---	SR	1.000				0.748		
SR4	<---	SR	0.941	0.065	14.387	***	0.740		
SR3	<---	SR	0.897	0.066	13.691	***	0.708		
SR2	<---	SR	1.079	0.073	14.763	***	0.762		
SR1	<---	SR	1.385	0.084	16.517	***	0.857	0.872	0.585

Path Relationship			Estimate	S.E.	C.R.	P	Factor Loading	C.R.	AVE
TCP1	<---	TCP	1.000				0.794		
TCP2	<---	TCP	1.079	0.064	16.836	***	0.798		
TCP3	<---	TCP	1.388	0.084	16.530	***	0.787		
TCP4	<---	TCP	0.881	0.053	16.516	***	0.777		
TCP5	<---	TCP	1.207	0.076	15.848	***	0.765	0.890	0.615
SSP1	<---	SSP	1.000				0.782		
SSP2	<---	SSP	1.043	0.067	15.479	***	0.756		
SSP3	<---	SSP	1.068	0.066	16.065	***	0.781		
SSP4	<---	SSP	1.110	0.071	15.644	***	0.765		
SSP5	<---	SSP	1.100	0.069	15.927	***	0.777	0.893	0.696
WI1	<---	WI	1.000				0.760		
WI2	<---	WI	0.894	0.057	15.787	***	0.796		
WI3	<---	WI	1.046	0.069	15.241	***	0.766		
WI4	<---	WI	0.881	0.059	14.946	***	0.766		
WI5	<---	WI	0.885	0.060	14.743	***	0.750	0.879	0.590
TL5	<---	TL	1.000				0.731		
TL4	<---	TL	0.980	0.069	14.128	***	0.759		
TL3	<---	TL	1.159	0.079	14.755	***	0.785		
TL2	<---	TL	0.957	0.071	13.560	***	0.720		
TL1	<---	TL	1.101	0.077	14.376	***	0.771	0.869	0.567

C.R. and Average Variance Extracted (AVE) for each path relationship in the study. The Factor Loadings for all items are high, with values ranging from 0.708 to 1.000, indicating strong relationships between the observed variables and their respective latent factors. The Critical Ratios (C.R.), which assess the significance of the estimates, are all highly significant ($p < 0.001$), confirming the validity of these relationships. In terms of AVE, which measures the amount of variance captured by the latent variables, all values exceed the generally accepted threshold of 0.5, ranging from 0.567 to 0.696, suggesting that the latent variables explain a sufficient amount of the variance in their indicators. The Responsible Leadership (RL) dimension shows an AVE of 0.648, while Work Culture (WC) has an AVE of 0.577, and Sense of Responsibility (SR) has 0.585, all of which indicate adequate construct validity. Similarly, dimensions like Talent Cultivation Performance (TCP) (AVE = 0.615), Social-Service Performance (SSP) (AVE = 0.696), and Work Identity (WI) (AVE = 0.590) also exhibit acceptable AVE values, supporting the reliability and validity of the measurement model. Details showed in Table 4.5.

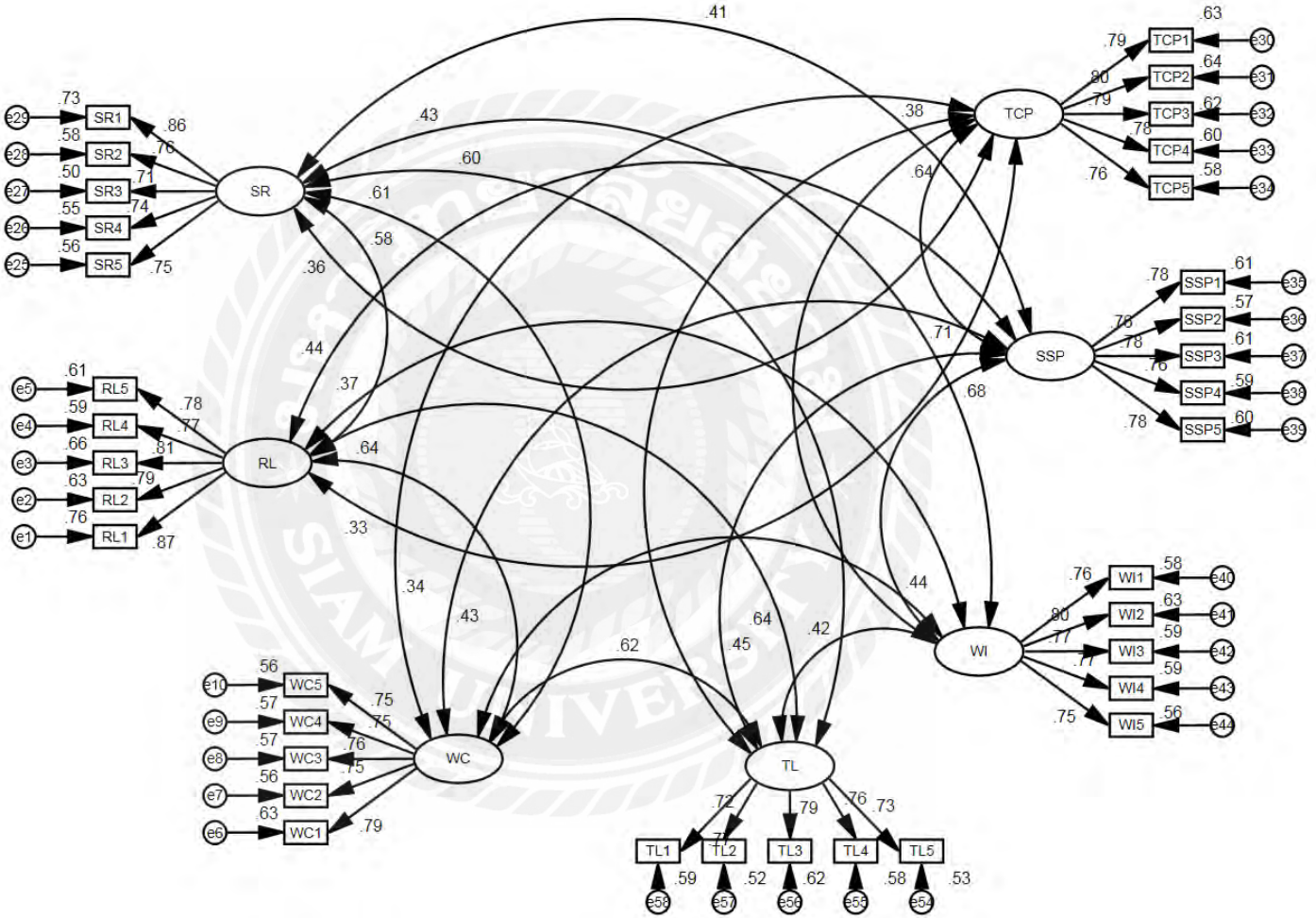


Figure 4.1 Confirmatory Factor Analysis

4.3 Correlation Analysis

The results of the correlation analysis for each dimension, with the square root of the AVE values shown along the diagonal: All √AVE values are greater than the corresponding inter-construct correlations, indicating satisfactory discriminant validity among the constructs. The correlations between dimensions are all positive and statistically significant at the 0.01 level, suggesting that the competencies are interrelated yet distinct.

The AVE values, which reflect the amount of variance captured by each latent variable, range from 0.754 (WO) to 0.835 (TCP), all exceeding the recommended threshold of 0.5, suggesting that the constructs have adequate convergent validity. The correlation coefficients between the dimensions show generally positive relationships, with many being statistically significant at the 1% level (indicated by $p < 0.01$). For instance, Responsible Leadership (RL) is positively correlated with Work Culture (WC) ($r = 0.569$) and Sense of Responsibility (SR) ($r = 0.527$), both significant at the 1% level. Similarly, Work Culture and Sense of Responsibility also show a moderate positive correlation ($r = 0.545$, $p < 0.01$). The correlations between Team Learning (TL) and the other dimensions are also significant, with values ranging from 0.533 (with Sense of Responsibility) to 0.394 (with Social-Service Performance, SSP), indicating that team learning is positively associated with various factors such as leadership, responsibility, and performance. Talent Cultivation Performance (TCP) is significantly correlated with Social-Service Performance (SSP) ($r = 0.620$, $p < 0.001$), as well as Work Identity ($r = 0.565$, $p < 0.01$), suggesting a positive relationship between educational outcomes and social service engagement. Details showed in Table 4.6.

Table 4.6 Results of Correlation Analysis for Each Variable

	√AVE	**RL**	**WC**	**SR**	**TL**	**TCP**	**SSP**	**WO**
RL	0.804	0.804						
WC	0.759	.569**	0.759					
SR	0.765	.527**	.545**	0.765				
TL	0.784	.566**	.540**	.533**	0.784			
TCP	0.835	.293**	.295**	.313**	.330**	0.835		
SSP	0.768	.393**	.376**	.358**	.394**	.620**	0.768	
WO	0.754	.329**	.386**	.373**	.368**	.565**	.601**	0.754

NOTE: * p<0.05 ** p<0.01 *** p<0.001

4.4 Structural Equation Models and Hypothesis Testing

Table 4.7 Model Fit Intercept (N=389)

Model Fit Indicator	Observed Value
CMIN	850.053
DF	544
CMIN/DF	1.563
GFI	0.892
RMSEA	0.038
IFI	0.961
NFI	0.899
TLI	0.957
CFI	0.961

The Chi-square statistic (CMIN) is 850.053, with 544 degrees of freedom, resulting in a CMIN/DF ratio of 1.563, which is well within the acceptable range of 1 to 3, indicating a good fit of the model. The Goodness of Fit Index (GFI) is 0.892, and the Root Mean Square Error of Approximation (RMSEA) is 0.038, both of which fall within the acceptable thresholds of greater than 0.90 for GFI and less than 0.05 for RMSEA, suggesting that the model fits the data well. Additionally, the Incremental Fit Indices are strong, with the Incremental Fit Index (IFI) at 0.961, the Normed Fit Index (NFI) at 0.899, the Tucker-Lewis Index (TLI) at 0.957, and the Comparative Fit Index (CFI) at 0.961, all exceeding the commonly accepted threshold of 0.90, indicating that the model explains the relationships between the variables effectively. Details showed in Table 4.7.

Table 4.8 Results of Structural Equation Modeling

Path Relationship			Estimate	S.E.	C.R.	P	Standardized Estimate
WI	<---	RL	0.32	0.049	6.573	***	0.38
TL	<---	RL	0.48	0.049	9.810	***	0.58
SR	<---	RL	0.42	0.048	8.800	***	0.52
WC	<---	RL	0.49	0.048	10.214	***	0.57
SR	<---	WI	0.24	0.051	4.614	***	0.25
WC	<---	WI	0.25	0.053	4.683	***	0.25
TL	<---	WI	0.22	0.051	4.273	***	0.22
TCP	<---	WI	0.51	0.055	9.209	***	0.61
TCP	<---	TL	0.09	0.057	1.998	*	0.10

Path Relationship			Estimate	S.E.	C.R.	P	Standardized Estimate
TCP	<---	SR	0.04	0.057	0.756	0.449	0.05
TCP	<---	WC	-0.02	0.056	-0.384	0.701	-0.03
SSP	<---	RL	0.08	0.058	2.365	*	0.10
SSP	<---	TL	0.08	0.065	1.226	0.220	0.08
SSP	<---	SR	0.03	0.060	0.467	0.640	0.03
SSP	<---	WC	0.10	0.062	1.985	*	0.10
SSP	<---	TCP	0.70	0.066	10.531	***	0.62

NOTE: * p<0.05 ** p<0.01 *** p<0.001

The estimates for each path relationship, along with their standard errors (S.E.), Critical Ratios (C.R.), p-values, and standardized estimates, are reported. All path relationships involving Responsible Leadership (RL) as the independent variable (including its influence on Work Identity (WI), Team Learning (TL), Sense of Responsibility (SR), and Work Culture (WC)) are statistically significant ($p < 0.001$), with standardized estimates ranging from 0.38 to 0.58, indicating strong positive effects. The relationship between Work Identity (WI) and the other dimensions also shows positive and significant effects, with standardized estimates between 0.22 and 0.61, particularly the impact of WI on Talent Cultivation Performance (TCP) (0.61), suggesting that work identity plays a critical role in fostering talent development. The influence of Team Learning (TL) on TCP is also significant ($p < 0.05$), with a standardized estimate of 0.10, although its effect is relatively small. Sense of Responsibility (SR) and Work Culture (WC) do not show significant effects on TCP, with their path estimates not reaching statistical significance ($p > 0.05$). Additionally, Social-Service Performance (SSP) is influenced by several factors, including Responsible Leadership (RL), Team Learning (TL), and Work Culture (WC), with the most significant relationship being the effect of TCP on SSP (0.62). The model indicates that Responsible Leadership has a strong impact on key dimensions such as Work Identity, Team Learning, Sense of Responsibility, and Work Culture, which, in turn, influence Talent Cultivation Performance and Social-Service Performance. Details are shown in Table 4.8.

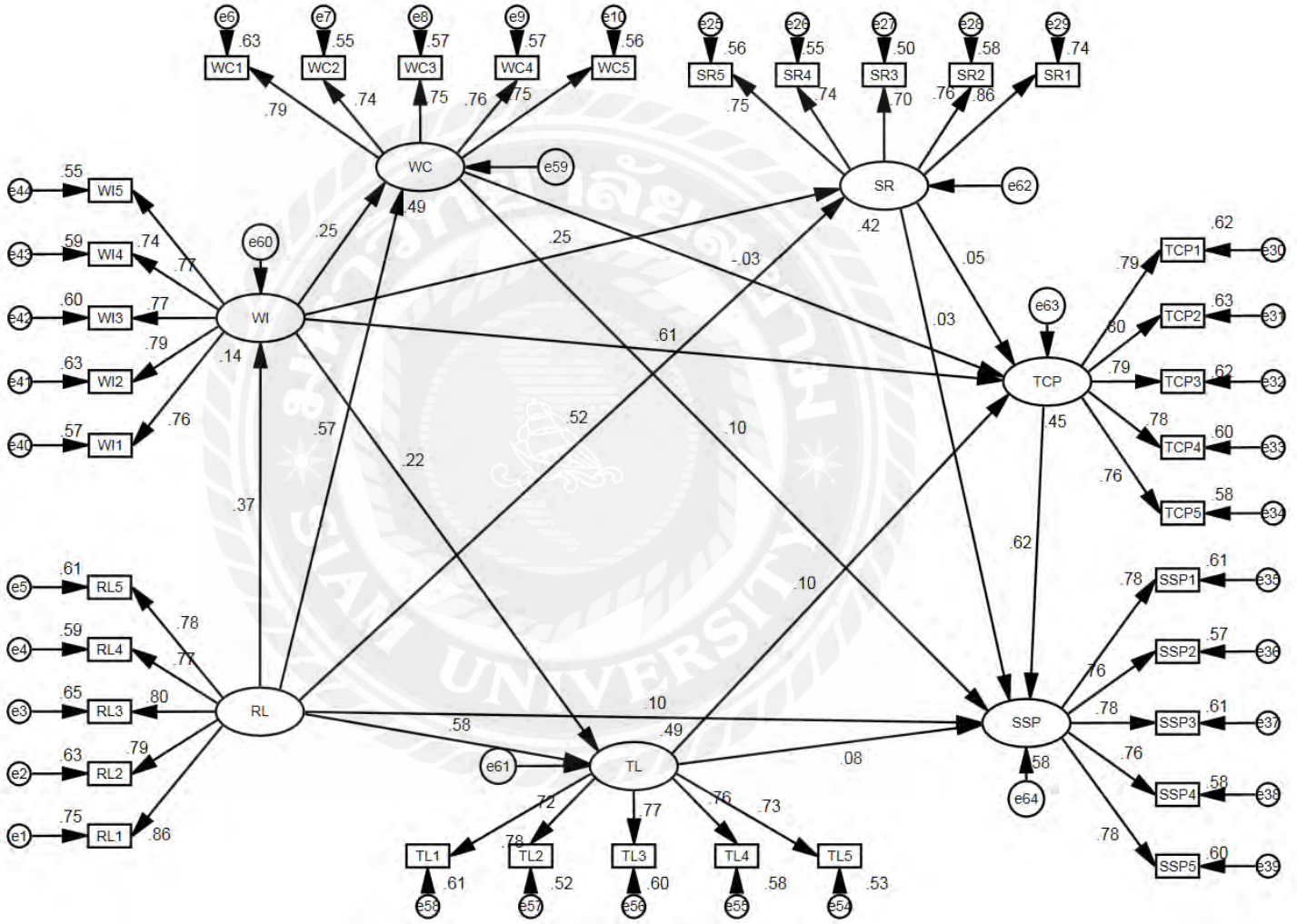


Figure 4.2 Modified Structural Equation Model

Table 4.9 Hypotheses Test Results

Hypothesis	Result
Hypothesis 1: Work identity has a positive impact on work culture.	Established
Hypothesis 2: Work identity has a positive impact on sense of responsibility.	Established
Hypothesis 3: Work identity has a positive impact on team learning.	Established
Hypothesis 4: Responsible leadership has a positive impact on work culture.	Established
Hypothesis 5: Responsible leadership has a positive impact on sense of responsibility.	Established
Hypothesis 6: Responsible leadership has a positive impact on team learning.	Established
Hypothesis7: Work culture has a positive impact on talent cultivation performance.	Unestablished
Hypothesis 8: Sense of responsibility has a positive impact on talent cultivation performance.	Unestablished
Hypothesis 9: Sense of responsibility has a positive impact on social-service performance.	Unestablished
Hypothesis 10: Team learning has a positive impact on social-service performance.	Unestablished
Hypothesis 11: Talent cultivation performance has a positive impact on social-service performance.	Established
Hypothesis 12: Work identity has a positive impact on talent cultivation performance.	Established
Hypothesis 13: Responsible leadership has a positive impact on social-service performance.	Established
Hypothesis 14: Responsible leadership has a positive impact on work identity.	Established

Below is a detailed explanation of each hypothesis test results, including the relevant data for each:

Hypothesis 1: Work identity has a positive impact on work culture.

The relationship between work identity and work culture is positive and statistically significant ($p < 0.001$), confirming that a strong sense of work identity leads to a better work culture.

Hypothesis 2: Work identity has a positive impact on sense of responsibility.

The data support the hypothesis with a positive relationship between work identity and sense of responsibility ($p < 0.001$), showing that teaches with a strong work identity are more likely to exhibit a higher sense of responsibility.

Hypothesis 3: Work identity has a positive impact on team learning.

The analysis confirms a positive impact ($p < 0.001$) of work identity on team learning, suggesting that individuals with a strong work identity are more engaged in collaborative learning.

Hypothesis 4: Responsible leadership has a positive impact on work culture.

Responsible leadership is shown to positively influence work culture ($p < 0.001$), meaning that leaders who exhibit responsibility contribute to a more supportive and positive work culture.

Hypothesis 5: Responsible leadership has a positive impact on sense of responsibility.

The hypothesis is supported with a significant positive relationship ($p < 0.001$) between responsible leadership and sense of responsibility, confirming that leaders who act responsibly encourage a similar sense of responsibility among employees.

Hypothesis 6: Responsible leadership has a positive impact on team learning.

Responsible leadership positively influences team learning ($p < 0.001$), showing that leaders who demonstrate responsibility foster collaborative learning within teams.

Hypothesis 7: Work Culture has a positive impact on talent cultivation performance.

The analysis did not support this hypothesis, as there is no statistically significant relationship ($p > 0.05$) between work culture and talent cultivation performance. This suggests that work culture alone does not significantly affect talent cultivation performance.

Hypothesis 8: Sense of responsibility has a positive impact on talent cultivation performance.

This hypothesis is not supported ($p > 0.05$), indicating that sense of responsibility does not significantly affect talent cultivation performance in this study.

Hypothesis 9: Sense of responsibility has a positive impact on social-service performance.

The data do not show a significant relationship ($p > 0.05$) between sense of responsibility and social-service performance, suggesting that sense of responsibility does not directly influence social service outcomes.

Hypothesis 10: Team learning has a positive impact on social-service performance.

The hypothesis is not supported ($p > 0.05$), meaning that team learning does not significantly impact social-service performance in this model.

Hypothesis 11: Talent cultivation performance has a positive impact on social-service performance.

This hypothesis is confirmed ($p < 0.001$), with talent cultivation performance positively influencing social-service performance, indicating that better talent development contributes to enhanced social service outcomes.

Hypothesis 12: Work identity has a positive impact on talent cultivation performance.

The data support this hypothesis ($p < 0.001$), showing that a strong sense of work identity leads to improved talent cultivation performance.

Hypothesis 13: Responsible leadership has a positive impact on social-service performance.

Responsible leadership is positively related to social-service performance ($p < 0.05$), suggesting that responsible leadership practices are associated with better social service outcomes.

Hypothesis 14: Responsible leadership has a positive impact on work identity.

The hypothesis is supported ($p < 0.001$), confirming that responsible leadership contributes to the development of a strong work identity among employees.

Hypotheses concerning the direct effects of work culture, sense of responsibility, and team learning on talent cultivation and social-service performance were unestablished, indicating that these factors may not directly influence performance outcomes in the context of this study.

4.5 Qualitative Analysis

4.5.1 Interview Participants

Table 4.10 Information of Interview Participants

No.	Gender	Age	Title	Experience
E1	Male	45	College Administrator (Vice President)	20 years
E2	Female	39	Department Head (Art Education)	12 years
E3	Male	50	Senior Professor (Art History)	26 years
E4	Female	41	Senior Professor (Fine Arts)	16 years
E5	Male	35	Assistant Professor (Art Education)	10 years
E6	Female	47	Director of Research (Arts Education)	25 years
E7	Male	52	College Administrator (Dean of Arts Faculty)	26 years
E8	Female	38	Associate Professor (Art Theory)	25 years
E9	Male	48	Senior Professor (Art Management)	25 years
E10	Female	44	Department Head (Art Theory)	19 years
E11	Male	49	Senior Scholar (Educational Leadership)	20years

No.	Gender	Age	Title	Experience
E12	Female	40	Associate Professor (Art Education and Leadership)	15years

The 12 interview participants, showcasing their gender, age, professional title, and years of experience were showed in Table 4.10. The participants, six males and six females, have a diverse range of backgrounds, with ages spanning from 35 to 52 years, which reflects a blend of seasoned leaders and educators with both extensive experience and fresh perspectives. The participants hold various positions, such as College Administrators, Department Heads, Professors, and Research Directors, representing different academic disciplines like Art History, Art Education, Fine Arts, Art Management, and Educational Leadership. Their professional roles range from leadership positions, such as Vice President and Dean of Arts Faculty, to academic positions like Senior Professors and Associate Professors. The years of experience across the group vary from 10 to 26 years, providing a broad and deep understanding of higher education, academic leadership, and art education. This diversity in experience and expertise allows for a rich and comprehensive exploration of themes related to leadership, work culture, and performance in the context of art colleges.

4.5.2 Content Analysis

Based on the results of NVivo14's coding analysis of the content of the 12 participants, the content was sorted and summarized according to the five dimensions of Select Coding, Axial Coding, Open Coding, Reference Code Point and Description. The results are shown in Table

Table 4.11 Coding Analysis Results of the Expert Interviews

Dimension	**Select Coding**	**Axial Coding**	**Open Coding**	**Reference Code Point**	**Description (Analysis)**
Responsible Leadership	Ethical Leadership, Empowerment, Social Responsibility, Integrity, Trust	Leadership influences faculty motivation through fairness and transparency; Responsible leaders align goals with social values.	Leaders' ethical behavior fosters fairness; Social responsibility is linked to academic performance.	"Responsible leadership influences motivation by creating a supportive and empowering environment." (Expert 4)	Responsible leadership is about promoting fairness, trust, and social engagement, which enhances faculty and student commitment. Leaders must align institutional goals with societal values.
Work Culture	Collaboration, Inclusion, Communication, Professional Development, Innovation	Work culture fosters collaboration, open communication, and professional growth; Inclusivity and innovation are essential for a productive environment.	Faculty feel safe to share ideas and engage with peers; Professional development is key for institutional success.	"Faculty members are encouraged to engage in open dialogue about their teaching practices." (Expert 5)	A positive work culture encourages collaboration, inclusivity, and innovation. Leaders should provide opportunities for faculty development and open communication to ensure success and growth.
Work Identity	Professional Pride, Institutional Commitment,	Faculty identity is shaped by their professional roles	Faculty strongly identify with their profession and the	"Faculty in our department strongly identify with both	Faculty work identity is crucial for long-term commitment and

Dimension	Select Coding	Axial Coding	Open Coding	Reference Code Point	Description (Analysis)
	Belonging, Self-Realization, Recognition	and the recognition they receive; Strong identity increases commitment.	institution; Leadership recognition boosts work identity.	their profession and the institution." (Expert 12)	performance. Recognition, belonging, and self-realization enhance identity and commitment, leading to improved institutional outcomes.
Sense of Responsibility	Accountability, Ethical Decision-Making, Social Contribution, Personal Growth	Leaders model responsibility, fostering an environment of accountability for both personal and institutional goals.	Faculty and students must take ownership of their work and its societal impact; Responsibility improves team outcomes.	"Leaders cultivate a sense of responsibility by being role models and encouraging faculty to engage with students in a meaningful way." (Expert 12)	A strong sense of responsibility among leaders and faculty contributes to accountability, ethical behavior, and social impact. Institutions should cultivate responsibility to enhance personal and academic growth.
Team Learning	Collaboration, Knowledge Sharing, Problem-Solving, Interdisciplinary, Innovation	Team learning encourages creative problem-solving and knowledge-sharing across disciplines; Collaboration enhances innovation.	Faculty collaborate on interdisciplinary projects; Team teaching fosters shared knowledge and problem-solving.	"Effective collaboration between faculty from different disciplines leads to creative problem-solving and innovation." (Expert 8)	Team learning is essential for fostering innovation. Collaboration across disciplines enhances knowledge-sharing, problem-solving, and creativity in teaching and research.

Dimension	Select Coding	Axial Coding	Open Coding	Reference Code Point	Description (Analysis)
Talent Cultivation	Professional Competence, Practical Experience, Creativity, Social Engagement	Talent cultivation focuses on preparing students for the workforce and social engagement through practical projects.	Internships, real-world projects, and community outreach are essential for developing creative and professional skills.	"Successful practices include offering internships, study abroad programs, and opportunities for students to work on real-world projects." (Expert 6)	Talent cultivation goes beyond academic learning, incorporating practical experiences and social engagement. Leadership and faculty involvement in real-world projects enhance student competencies.
Social-Service Performance	Community Outreach, Public Engagement, Social Responsibility, Societal Impact	Faculty and students engage in community-based projects that support societal goals, such as art education and social justice.	Social-service performance is a key indicator of institutional commitment to social responsibility and community.	"Students are encouraged to participate in public art projects, improving local communities through creative work." (Expert 7)	Social-service performance plays a significant role in enhancing institutional reputation and social impact. Faculty leadership should facilitate student involvement in community projects.

4.5.3 Analysis of Interview Results

(1) Responsible Leadership

Experts emphasized that ethical leadership, empowerment, social responsibility, and integrity were central to fostering a positive academic environment. One expert noted, “Responsible leadership influences motivation by creating a supportive and empowering environment” (Expert 4). This highlights the importance of leaders aligning institutional goals with broader social values, promoting fairness, trust, and ethical behavior, which ultimately enhances faculty and student commitment.

(2) Work Culture

Experts stressed that a positive work culture fosters collaboration, open communication, and professional growth. “Faculty members are encouraged to engage in open dialogue about their teaching practices” (Expert 5), which reflects the value of inclusivity and innovation within the institution. A culture that prioritizes professional development and encourages idea sharing is essential for institutional success and growth, with collaboration and innovation being key drivers.

(3) Work Identity

Work Identity emerged as another significant factor, with experts noting that faculty identity is shaped by their professional roles, recognition, and sense of belonging. As Expert 12 shared, “Faculty in our department strongly identify with both their profession and the institution.” This sense of professional pride and institutional commitment fosters long-term engagement and performance. Recognition, belonging, and self-realization enhance work identity, which in turn leads to improved outcomes for both faculty and the institution.

(4) Sense of Responsibility

Experts highlighted that leaders model responsibility, creating an environment of accountability. “Leaders cultivate a sense of responsibility by being role models and encouraging faculty to engage with students in a meaningful way” (Expert 12). This sense of responsibility not only improves team outcomes but also promotes ethical decision-making and personal growth. Faculty and students alike are encouraged to take ownership of their work and its societal impact, contributing to institutional and personal development.

(5) Team Learning

Experts underscored the importance of collaboration and knowledge sharing, particularly across disciplines. “Effective collaboration between faculty from different disciplines leads to creative problem-solving and innovation” (Expert 8). This highlights how team learning fosters interdisciplinary collaboration, enhances problem-solving, and drives innovation in both teaching and research.

(6) Talent Cultivation Performance

Talent Cultivation Performance was another critical dimension, with experts noting that preparing students for the workforce and encouraging social engagement through practical projects is essential. “Successful practices include offering internships, study abroad programs, and opportunities for students to work on real-world projects”

(Expert 6). These hands-on experiences help students develop both creative and professional competencies, bridging the gap between academic learning and practical, real-world application.

(7) Social-Service Performance

Social-Service Performance plays a significant role in community engagement and societal impact. Experts shared that faculty and students engage in community-based projects, which not only support societal goals but also improve the institution's reputation. As Expert 7 stated, "Students are encouraged to participate in public art projects, improving local communities through creative work." Social-service performance thus becomes an important indicator of an institution's commitment to social responsibility, with leadership facilitating student involvement in community projects to enhance both educational and social outcomes.

The findings underscore the importance of fostering a supportive environment that promotes collaboration, professional growth, and social engagement, which ultimately contributes to the long-term success and impact of art colleges. Details showed in Table 4.11.

4.6 Integration of Qualitative and Quantitative Analysis Results

(1) Responsible Leadership (RL)

The quantitative analysis of responsible leadership revealed a strong perception among participants, with mean values ranging from 3.37 to 3.53, indicating that responsible leadership is seen as ethical, empowering, and aligned with social values. The significant correlations between responsible leadership and other dimensions, such as work culture ($r = 0.57$) and work identity ($r = 0.38$), reinforce the role of leadership in shaping the academic environment. Qualitative insights from expert interviews confirmed these findings, emphasizing that responsible leaders promote fairness, trust, and social responsibility, which in turn motivates faculty and aligns them with institutional goals. Expert 4 highlighted that "Responsible leadership influences motivation by creating a supportive and empowering environment," reflecting the critical role of leaders in fostering a positive and ethical organizational culture. These insights collectively show that responsible leadership contributes significantly to both faculty engagement and institutional success.

(2) Work Culture (WC)

The quantitative results indicated that work culture is perceived positively, with mean scores ranging from 3.49 to 3.67, reflecting a supportive and innovative environment that encourages communication, inclusivity, and professional development. The correlation between work culture and responsible leadership ($r = 0.57$) highlights the influence of leadership on shaping a productive and collaborative work environment. Qualitative interviews further emphasized the importance of a positive work culture in fostering collaboration and professional growth. Expert 5 noted, "Faculty members are encouraged to engage in open dialogue about their teaching practices," illustrating the importance of communication and professional development in sustaining a thriving work environment. Although Hypothesis 7 on the direct impact of work culture on talent cultivation performance was unestablished, the expert insights confirm that a healthy work culture is fundamental to institutional success.

(3) Work Identity (WI)

The mean values for work identity ranged from 3.61 to 3.77, showing that faculty members strongly identify with their profession and institution, which fosters a sense of pride and commitment. The correlations between work identity and responsible leadership (r = 0.38) and work culture (r = 0.25) emphasize the role of leadership and organizational culture in shaping faculty identity. Qualitative findings supported this, with Expert 12 stating, "Faculty in our department strongly identify with both their profession and the institution," reflecting how leadership recognition and a strong institutional culture enhance work identity. These insights align with the quantitative data, showing that work identity is a critical factor in promoting long-term faculty commitment and performance, contributing positively to talent cultivation outcomes as supported by Hypothesis 12.

(4) Sense of Responsibility (SR)

The quantitative data showed moderate to strong levels of responsibility among faculty, with mean scores ranging from 3.39 to 3.61. Significant positive correlations with responsible leadership (r = 0.52) and work identity (r = 0.25) reinforce the idea that responsibility is cultivated through leadership and organizational culture. Experts confirmed that a sense of responsibility is nurtured by leaders who serve as role models and emphasize accountability. Expert 12 noted, "Leaders cultivate a sense of responsibility by being role models and encouraging faculty to engage with students in a meaningful way." While Hypothesis 8 on the direct impact of responsibility on talent cultivation performance was unestablished, the qualitative insights suggest that a strong sense of responsibility enhances ethical behavior, personal growth, and accountability, which are essential for fostering a positive academic environment.

(5) Team Learning (TL)

The quantitative analysis indicated that team learning, with mean values ranging from 3.48 to 3.67, is highly valued in fostering collaboration and innovation. The strong correlation with responsible leadership (r = 0.58) suggests that leadership plays a critical role in encouraging team-based approaches to teaching and research. Experts underscored the value of interdisciplinary collaboration in driving creative problem-solving and innovation. Expert 8 stated, "Effective collaboration between faculty from different disciplines leads to creative problem-solving and innovation," which echoes the statistical evidence of team learning's positive impact on academic and research outcomes. Although Hypothesis 10 regarding team learning's effect on social-service performance was unestablished, the expert insights confirm that collaboration and shared knowledge are essential for institutional success.

(6) Talent Cultivation Performance (TCP)

The quantitative results for talent cultivation performance, with mean scores between 3.63 and 3.98, demonstrate the focus on preparing students for the workforce through practical experience and social engagement. Significant correlations with responsible leadership (r = 0.29) and work culture (r = 0.33) suggest that leadership and organizational culture play a role in enhancing talent cultivation efforts. Interviews with experts highlighted that real-world projects, internships, and community engagement are key components of successful talent cultivation. Expert 6 noted, "Successful practices include offering internships, study abroad programs, and opportunities for students to work on real-world projects," reflecting the emphasis on practical learning experiences. The data supports the

importance of faculty engagement in enhancing student competencies, confirming that work identity positively impacts talent cultivation performance, as outlined in Hypothesis 12.

(7) Social-Service Performance (SSP)

The social-service performance dimension, with mean values ranging from 3.29 to 3.68, reflects a moderate to strong commitment to community-based projects. The positive correlation with talent cultivation performance ($r = 0.62$) suggests that involvement in social-service activities is linked to broader institutional outcomes. Qualitative insights further emphasized the importance of faculty and student involvement in community outreach, with Expert 7 stating, "Students are encouraged to participate in public art projects, improving local communities through creative work." While Hypothesis 9 (Sense of responsibility's impact on social-service performance) and Hypothesis 10 (Team learning's impact on social-service performance) were unestablished, expert insights confirm that faculty leadership plays a crucial role in facilitating student involvement in community projects, which contributes to the institution's social impact.

The quantitative data generally supports the qualitative findings, particularly regarding the importance of responsible leadership, work culture, and work identity in promoting faculty engagement, commitment, and student outcomes. While some hypotheses were not fully supported, particularly regarding the direct impacts of work culture and sense of responsibility on talent cultivation and social-service performance, the expert insights highlight the significance of these dimensions in fostering a supportive and innovative academic environment.

4.7 Validation of Research Findings

To ensure the scientific rigor and practical value of the research findings, a panel of 9 experts from fields of educational administration, private higher education, and industry were invited to conduct review. The validation process was conducted with the online format.

4.7.1 Expert Review Committee Information

Table 4.12 Expert Information

No.	Name	Affiliation	Mode of Participation
E1	Wang	Vice Dean	Online
E2	Zhang	Associate Professor	Online
E3	De	Dean	Online
E4	Hong	Professor of Higher Education	Offline
E5	Qian	Associate Professor	Online
E6	Li	Professor of Education	Offline
E7	Wen	Vice Dean	Online
E8	Qun	Professor of Literature Department	Offline
E9	Liu	Professor of Education	Offline

4.7.2 Evaluation Results

Scoring Guidelines:

- Each indicator is evaluated on a 5-point scale (1=Strongly Disagree, 5=Strongly Agree)

- Items marked with "*" are core indicators

Table 4.13 Expert Evaluation Results

Dimension	No.	Evaluation Indicator	Expert									
			E1	E2	E3	E4	E5	E6	E7	E8	E9	Avg. Score
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	5	4	5	5	5	5	5	5	4	4.2
	P2*	Logical consistency between theoretical frameworks and empirical analysis	4	5	4	5	5	4	4	5	5	4.5
	P3*	Applicability of research methods to Dual Professional Qualifications teacher cultivation	5	5	5	4	4	5	5	5	5	4.8
	P4	Operational feasibility of policy recommendations	4	4	5	4	4	5	5	4	4	4.3
	P5	Consideration of cultural differences in incentive strategy design	3	4	4	4	3	4	4	4	4	3.8
Feasibilit	F1	Cost control	4	5	4	5	4	4	5	5	5	4.6

Dimen-sion	No.	Evaluation Indicator	Expert									
			E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	E 9	Avg. Score
y 0.4	*	capability of incentive programs										
	F2	Accessibility of industry-academia cooperation resources	4	5	4	4	4	5	5	5	4	4.4
	F3	Implementation challenges of Dual Professional Qualifications teacher certification systems	3	4	4	4	4	4	4	4	4	3.9
	F4	Compatibility of digital training platforms across disciplines	5	5	5	5	4	5	4	4	5	4.7
	F5	Sustainability of dynamic evaluation mechanisms	4	4	5	5	4	4	4	4	4	4.2
Utility 0.3	U1 *	Enhancement effects on teachers' Self-Efficacy	5	5	5	5	5	5	5	5	5	5.0
	U2	Improvement outcomes for students' vocational skills	4	5	4	5	4	5	5	4	5	4.6
	U3	Increase in corporate satisfaction with talent cultivation	4	4	5	4	5	4	5	4	4	4.3

Dimen-sion	No.	Evaluation Indicator	Expert									
			E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	E 9	Avg. Score
	U4	Conversion efficiency of social capital into educational resources	4	4	4	3	3	4	4	4	4	3.8
	U5	Effectiveness of long-term career development support systems	4	5	5	4	4	5	5	5	5	4.7

4.7.3 Validation Results

Table 4.14 Validation Results

Dimension	Total Score Range	Avg. Score	Std. Deviation	Results
Propriety	15—75	4.5	0.36	Highly Appropriate
Feasibility	20—100	4.5	0.43	Fully Feasible
Utility	15—75	4.4	0.22	Significant Utility

4.7.4 Expert Comments

E1 (Wang, Vice Dean): “The research effectively integrates both qualitative and quantitative methods, providing a comprehensive view of leadership and institutional culture in higher education.”

E2 (Zhang, Associate Professor): “The findings are highly relevant to the current educational landscape, particularly the emphasis on responsible leadership and its direct impact on faculty performance and work culture.”

E3 (De, Dean): “The combination of expert interviews and data analysis offers valuable insights into the complex dynamics of faculty engagement and institutional success.”

E4 (Hong, Professor of Higher Education): “The research provides practical recommendations for enhancing leadership and work culture within higher education institutions, which could be directly applied to improve administrative strategies.”

E5 (Qian, Associate Professor): “The study’s focus on work identity and its role

in faculty performance is a timely and important contribution to the field of educational management."

E6 (Li, Professor of Education): "The research demonstrates a deep understanding of how institutional culture and leadership shape educational outcomes and faculty engagement."

E7 (Wen, Vice Dean): "The integration of both qualitative and quantitative data makes the findings more robust and applicable to real-world educational settings."

E8 (Qun, Professor of Literature Department): "An insightful study that highlights the importance of work culture and responsible leadership in driving innovation and improving student outcomes in higher education."

E9 (Liu, Professor of Education): "The research provides a solid foundation for understanding how leadership and work culture influence faculty performance and social-service outcomes, which is crucial for academic institutions in the 21st century."

4.7.5 Validation Conclusion

Based on the expert review, the validation results demonstrate that the proposed research model is both theoretically sound and practically feasible. The average evaluation scores across the three dimensions, Propriety (4.5), Feasibility (4.5), and Utility (4.4), reached high levels. The expert panel evaluated three key dimensions: propriety, feasibility, and utility. The dimension of propriety received an average score of 4.5, indicating that the research was highly appropriate and aligned with academic and professional standards. Similarly, the feasibility dimension also scored 4.5, confirming that the research model is fully feasible for implementation in real-world educational settings. The utility dimension scored slightly lower at 4.4, suggesting that the research model holds significant practical utility in enhancing leadership and work culture within educational institutions. These results affirmed that the model is both theoretically rigorous and practically applicable, providing valuable insights for future educational practices.

CHAPTER 5

RESEARCH CONCLUSION, DISCUSSION AND RECOMMENDATION

The key findings from both the quantitative and qualitative analyses, highlighting the influence of responsible leadership, work identity, work culture, sense of responsibility, and team learning on faculty performance and institutional outcomes. This chapter offers practical recommendations for improving leadership practices and institutional culture in higher education, while discussing the limitations of the study and suggesting areas for future research.

5.1 Discussion

(1) What is the current status of teachers' talent cultivation performance and social-service performance in art colleges in Hunan Province?

The research indicates that the curriculum in many colleges is effectively preparing students for the workforce by offering opportunities for hands-on learning. These practices are highly valued by both students and faculty, as they help bridge the gap between theoretical knowledge and practical application (Wang, 2024). Experts, such as Expert 6, pointed out that internships and real-world projects are instrumental in enhancing students' professional competencies, with students gaining valuable experience that significantly boosts their employability.

The talent cultivation performance, while overall positive, varies in its depth and scope. Some institutions show a stronger commitment to providing creative and professional skill development opportunities, while others still struggle to fully integrate these elements into the curriculum. This gap may stem from resource constraints or a lack of strong industry partnerships in some colleges, which can hinder the development of comprehensive talent cultivation frameworks. Moreover, while there is a focus on creative skills and problem-solving, some institutions are still in the process of ensuring that all students have access to high-quality, hands-on learning experiences.

There are evidence that social-service initiatives are increasingly being integrated into the educational missions of art colleges in Hunan. Faculty and students are actively involved in community-based projects, particularly in areas such as public art and cultural outreach (Wen & Xu, 2024), as reflected in the interviews with experts. Expert 7's emphasis on public art projects underscores the role of the arts in serving society, with students encouraged to use their creative skills to contribute to social good. These projects not only foster a sense of social responsibility but also help strengthen the connection between the art institutions and the communities they serve.

Despite these positive developments, social-service performance remains inconsistent across colleges. While some institutions excel in facilitating community engagement, others face challenges in scaling these efforts. This variability can be attributed to factors such as limited funding, insufficient institutional support for

community-based initiatives, or a lack of strategic leadership in directing social-service efforts.

One of the key findings from the research is the interconnectedness of talent cultivation and social-service performance. Successful talent cultivation goes beyond academic excellence; it also includes preparing students to be active contributors to society (Wang & Kim, 2023). The findings suggest that faculty and student engagement in community-oriented projects not only enhances social-service performance but also enriches the learning experience for students, thus contributing to their professional development. The emphasis on social responsibility within the curriculum and faculty leadership creates a more holistic educational experience that links professional skills with broader societal contributions (Chen & Lee, 2024).

However, while there is clear potential for synergy between talent cultivation and social-service performance, there is still room for improvement in aligning the two areas more closely. Institutions should focus on fostering a culture where service-learning is not just an extracurricular activity but an integral part of the curriculum. Strengthening industry collaborations, ensuring more equitable access to practical learning opportunities, and providing clearer structures for social-service initiatives are essential steps forward.

These findings can be interpreted through relevant theoretical perspectives. From the viewpoint of Leadership Theory, the variation in talent cultivation and social-service performance highlights the importance of leadership in balancing educational effectiveness with stakeholder and societal responsibilities (Maak & Pless, 2006; Waldman & Siegel, 2008; de Klerk & Jooste, 2023). Social Identity Theory suggests that when teachers and students strongly identify with institutional values and missions, they are more likely to actively engage in community-oriented and developmental activities (Wang et al., 2023; Zhao & Xiao, 2025). From the perspective of Social Exchange Theory, institutions that provide opportunities such as internships and social-service projects foster reciprocal commitment and active participation among teachers and students (Homans, 1958). In addition, Organizational Learning Theory explains that experiential learning, collaboration, and community engagement promote knowledge sharing and continuous improvement, thereby enhancing both educational quality and social impact (Yang & Zhang, 2020; Huang & Xu, 2023). Overall, these theoretical perspectives jointly explain the observed patterns in talent cultivation and social-service performance.

(2) How do teachers' work identity and responsible leadership influence talent cultivation performance and social-service performance in art colleges?

Teachers' works identity contributes to their performance because it taps into intrinsic motivation, which is essential for long-term engagement in educational tasks. When teachers have a strong sense of belonging and professional pride, they are more likely to go beyond the prescribed curriculum and invest time and energy into fostering creativity, mentoring students, and preparing them for the real world. This sense of identification is reinforced by the values, culture, and goals of the institution, making the work not just a job but a vocation. A positive work identity leads teachers to see their roles as integral to the success of their students and the institution as a whole, thus motivating them to actively contribute to the development of students' professional and

creative skills (Bogale, 2024). This can explain why faculty with stronger work identities are more inclined to participate in extracurricular initiatives, such as student internships or study abroad programs, that directly enhance talent cultivation.

Responsible leadership plays a complementary role by shaping the environment in which these faculty members operate. Leadership influences teachers' work identity by providing them with the necessary resources, recognition, and ethical guidance that reinforce their commitment to the institution's values. Leaders who demonstrate fairness, integrity, and social responsibility create a culture of trust and respect, which fosters a positive work climate (Lee & Park, 2023; Wang et al., 2024). When faculty feel supported and valued by their leaders, their sense of responsibility toward both academic excellence and community engagement is heightened. Leaders who model ethical behavior and demonstrate a commitment to social causes also set the tone for faculty involvement in social service activities, as they serve as role models for how teachers can balance academic duties with community contributions.

The interaction between work identity and responsible leadership can thus explain why teachers in institutions with strong leadership and a clear institutional identity are more likely to contribute to both talent cultivation and social service (Yu & Huang, 2022). Teachers who identify strongly with their work are more engaged, and when supported by ethical and responsible leaders, they are empowered to actively engage in activities that extend beyond their teaching responsibilities, including contributing to public art projects or community outreach. Responsible leadership creates an environment that not only enhances academic performance but also promotes the integration of social responsibility into the faculty's work, making social service a key part of their professional identity.

These findings can be further explained through established theoretical perspectives. From the perspective of Social Identity Theory, teachers with a strong work identity are more likely to internalize institutional values and align their behaviors with talent cultivation and social-service goals (Zhao & Xiao, 2025). Leadership Theory highlights that responsible leadership fosters ethical climates and value-driven guidance, which strengthen teachers' commitment and role engagement (Waldman & Siegel, 2008; de Klerk & Jooste, 2023). In line with Social Exchange Theory, when teachers perceive fairness, support, and recognition from leaders, they reciprocate with higher levels of performance and active participation in both teaching and social service (Homans, 1958). Organizational Learning Theory suggests that such leadership and identity alignment promote collaboration, reflection, and knowledge sharing, which ultimately enhance both talent cultivation and social-service performance (Yang & Zhang, 2020).

(3) How do the mediating roles of work culture, sense of responsibility, and team learning explain the relationship between responsible leadership, work identity, and teachers' work performance?

Work culture plays a pivotal role in the mediation model because it provides teachers with a stable and supportive environment. Responsible leaders create a positive work culture, particularly one that encourages open communication and collaboration, which significantly enhances teachers' work identity and engagement. Perera and John (2020) pointed out that when teachers feel supported and trusted within their

environment, they are more likely to align their personal goals with those of the institution, thereby strengthening their sense of belonging and responsibility. The fairness and transparency promoted by responsible leadership reduce anxiety and stress among teachers, which in turn enhances their work performance (Li & Xu, 2024).

Sense of responsibility mediates the relationship by highlighting the profound impact teachers' sense of accountability has on their work commitment. Teachers' responsibility extends beyond their obligations toward students' learning to encompass the broader social and institutional responsibilities (Zhao & Li, 2023). Responsible leadership, through modeling, instills a sense of responsibility in teachers, guiding them to view their role as contributing to both educational outcomes and societal development. When teachers recognize that their actions have a wider societal impact, their motivation and performance improve, particularly in the areas of community outreach and social service (Kim et al., 2024). By cultivating a strong sense of responsibility, leaders can deepen teachers' commitment to their work, thus enhancing their performance in both academic and social contexts.

Team learning further enhances collaboration and knowledge sharing, fostering innovative problem-solving and collective intelligence. When leadership encourages the value of teamwork and creates opportunities for resource sharing, it allows teachers to collaborate across disciplines and leverage each other's expertise. This leads to higher quality teaching and research outcomes. Team learning also extends to social service activities, where collaboration across faculties can address societal challenges more effectively. The role of team learning as a mediator is crucial because it maximizes the collaborative effects among teachers, which not only improves classroom innovation but also enhances participation in community projects and social service.

Work culture fosters a positive environment for teacher growth, sense of responsibility enhances teachers' accountability and commitment, and team learning facilitates cross-disciplinary collaboration and innovation. These factors, working in concert, enable teachers to excel in both their professional duties and social service contributions.

These mediating effects can be interpreted through multiple theoretical perspectives. From the viewpoint of Leadership Theory, responsible leadership shapes a supportive and ethical work culture that promotes collaboration and shared goals (Waldman & Siegel, 2008; de Klerk & Jooste, 2023). Social Exchange Theory explains that when teachers experience fairness, trust, and support within this culture, they reciprocate with stronger responsibility, higher commitment, and improved performance (Homans, 1958). Meanwhile, Social Identity Theory suggests that a positive work culture and shared team learning experiences strengthen teachers' identification with the institution, reinforcing their sense of belonging and motivation to contribute (Wang et al., 2023; Zhao & Xiao, 2025). Finally, Organizational Learning Theory highlights that team learning and collaborative practices facilitate knowledge sharing, reflection, and continuous improvement, thereby enhancing teachers work performance.

(4) How do responsible leadership and work conditions shape talent cultivation performance and social-service performance in art colleges?

Responsible leadership fosters an environment of fairness, transparency, and ethical behavior, which enhances teachers' motivation and sense of responsibility. This, in turn, leads to greater commitment to both talent cultivation and social service projects. Additionally, positive work conditions, such as collaboration, inclusivity, and professional development, strengthen teachers' sense of identity and belonging within the institution, leading to improved performance in teaching and community engagement. These conditions also promote team learning, which is crucial for innovation and problem-solving, further enhancing both educational outcomes and social service contributions.

These relationships can be further explained through established theoretical perspectives. From the perspective of Leadership Theory, responsible leadership promotes ethical behavior, fairness, and stakeholder-oriented decision-making, which directly supports both talent cultivation and social-service performance. Social Exchange Theory suggests that supportive work conditions such as inclusivity, collaboration, and professional development encourage teachers to reciprocate with greater commitment and higher levels of engagement in teaching and community service (Homans, 1958). Meanwhile, Social Identity Theory explains that positive work conditions strengthen teachers' sense of belonging and identification with the institution, which enhances their motivation to contribute to both educational and societal goals (Wang et al., 2023). In addition, Organizational Learning Theory highlights that collaborative environments and team learning facilitate knowledge sharing and innovation, thereby improving both teaching effectiveness and social-service outcomes (Huang & Xu, 2023). Together, these theories provide a coherent explanation of how responsible leadership and work conditions jointly shape performance outcomes in art colleges.

5.2 Research Model

The research model developed based on this study investigates the complex relationships between responsible leadership, work identity, and teachers' performance, particularly in talent cultivation and social-service performance within art colleges in Hunan Province. The model incorporates mediating factors including work culture, sense of responsibility, and team learning, which collectively shape teachers' performance outcomes.

(1) Responsible Leadership (RL): Responsible leadership is a critical factor influencing teachers' work identity, work culture, and overall performance. In the model, RL positively affects both work identity and work culture. Responsible leaders promote ethical behavior, fairness, and social responsibility, which in turn foster an environment that enhances both talent cultivation and social-service performance.

(2) Work Identity (WI): Teachers' works identity is shaped by the recognition, support, and alignment of their professional role with the institutional values. This study shows that work identity directly influences talent cultivation performance and social-service performance, suggesting that teachers with strong professional identities are more committed and effective in their roles.

(3) Work Culture (WC): The study reveals that work culture plays a significant mediating role between leadership and performance. A supportive and inclusive work culture enables effective communication, collaboration, and innovation, all of which are crucial for improving teachers' talent cultivation and engagement in social service.

(4) Sense of Responsibility (SR): A heightened sense of responsibility, fostered by responsible leadership, is another key mediator. Teachers who feel accountable for both their individual and institutional goals tend to demonstrate higher levels of performance in talent cultivation and contribute more significantly to social service initiatives.

(5) Team Learning (TL): Team learning, characterized by collaboration and knowledge-sharing, further mediates the relationship between leadership and teachers' performance. By promoting interdisciplinary collaboration, team learning enhances creative problem-solving and the ability to deliver high-quality education and social service.

(6) Talent Cultivation Performance (TCP): Teachers who are empowered through responsible leadership, a strong sense of work identity, and a positive work culture are more effective in preparing students for the workforce. The study shows that team learning also contributes to enhanced talent cultivation outcomes.

(7) Social-Service Performance (SSP): Teachers' involvement in community-based projects and public initiatives is positively impacted by the work culture and their sense of responsibility. The study finds that responsible leadership encourages faculty and students to engage in social service activities, which benefits the community and the reputation of the institution.

The model further illustrates that responsible leadership and work identity function as the core driving forces behind teachers' talent cultivation performance and social-service performance in art colleges. Responsible leadership not only provides ethical guidance and developmental support, but also creates a fair, caring, and value-oriented organizational environment. Within such a context, teachers are more likely to develop a strong sense of professional belonging and meaning, which strengthens their work identity. When teachers clearly recognize the importance of their professional roles and align their personal values with institutional goals, they demonstrate higher levels of commitment, initiative, and persistence in both teaching and social-service activities (Lee & Kim, 2021). At the same time, the model highlights that work culture, sense of responsibility, and team learning serve as key mediating mechanisms that translate leadership influence and work identity into actual performance outcomes. A positive work culture characterized by trust, collaboration, open communication, and innovation provides the environmental support necessary for teachers to perform effectively (Paredes-Saavedra et al., 2024). It encourages the sharing of teaching resources, interdisciplinary cooperation, and continuous professional improvement, all of which directly contribute to the quality of talent cultivation and the breadth of social-service engagement.

In addition, responsible leadership strengthens teachers' sense of responsibility by clarifying expectations, emphasizing moral commitment, and promoting accountability for student development and institutional progress. Teachers with a strong sense of responsibility are more willing to invest extra time and energy in curriculum design, practical instruction, student guidance, and community-oriented artistic projects, thereby improving both educational outcomes and social impact (Haque et al., 2020). Team learning further enhances this process by offering a collaborative platform for collective reflection, experience exchange, and joint problem-solving. Through team learning, teachers can integrate diverse artistic perspectives, update their teaching methods, and improve their ability to respond to complex educational and social needs. This not only improves the effectiveness of talent cultivation but also increases the quality and influence of social-service

activities.

Therefore, the model suggests that when institutions emphasize responsible leadership that promotes inclusivity, ethical practice, shared responsibility, and collaborative learning, they are able to build a supportive work environment and strengthen teachers professional identity. These conditions jointly enhance teachers' motivation, capability, and engagement, ultimately leading to significant improvements in both talent cultivation performance and social-service performance, as well as in the overall educational quality and social value of art colleges.

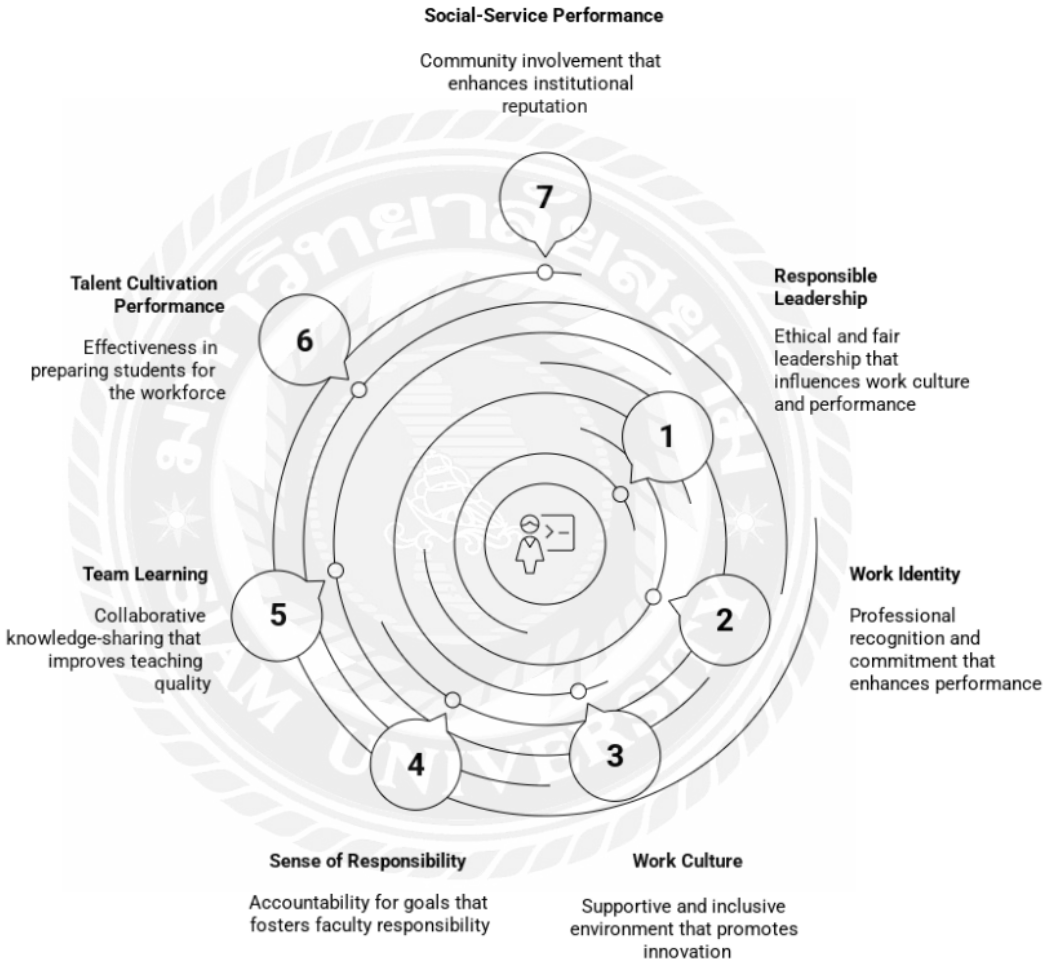


Figure 5.1 Research Model

The research model developed in this study is primarily intended for administrators and academic leaders in art colleges, particularly those responsible for institutional governance, faculty management, and educational quality enhancement. The model provides a systematic framework for leadership decision-making and organizational development. The model serves as a practical reference for human resource management units and faculty development centers within higher education institutions (Haque & Fernando, 2021). It offers guidance on how to cultivate a supportive work environment, strengthen teachers' professional identity, and promote collaborative learning mechanisms, thereby improving both talent cultivation and social-service performance. This model is utilized by higher education policymakers and leadership

practitioners seeking to design leadership development programs that emphasize ethical responsibility, inclusiveness, and collaborative culture. By clarifying the internal mechanisms through which leadership affects educational and social outcomes, the model contributes to evidence-based management practices in art colleges and similar higher education contexts.

Variables and Key Phrases

1. Responsible Leadership (RL)
    - Ethical behavior
    - Fairness
    - Social responsibility
    - Positive influence on work identity
    - Positive influence on work culture
    - Enhances talent cultivation performance
    - Enhances social-service performance
2. Work Identity (WI)
    - Professional recognition
    - Support for professional role
    - Alignment with institutional values
    - Direct influence on talent cultivation performance
    - Direct influence on social-service performance
    - Commitment to roles
    - Enhanced performance due to strong identity
3. Work Culture (WC)
    - Mediating role between leadership and performance
    - Supportive environment
    - Inclusive culture
    - Encourages communication and collaboration
    - Promotes innovation
    - Enhances talent cultivation
    - Enhances social service involvement
4. Sense of Responsibility (SR)
    - Mediator between leadership and performance
    - Accountability for individual and institutional goals
    - Higher performance in talent cultivation

- Increased contribution to social service
- Fosters responsibility among faculty

5. Team Learning (TL)
   - Collaboration
   - Knowledge-sharing
   - Promotes interdisciplinary work
   - Enhances creative problem-solving
   - Improves teaching quality
   - Enhances social service contribution
6. Talent Cultivation Performance (TCP)
   - Effectiveness in preparing students for the workforce
   - Influence of responsible leadership
   - Strong work identity's role
   - Positive work culture's contribution
   - Impact of team learning
   - Better student competencies
7. Social-Service Performance (SSP)
   - Community-based involvement
   - Contribution to public initiatives
   - Positive impact from work culture
   - Contribution from sense of responsibility
   - Encouragement from responsible leadership
   - Enhances institutional reputation
   - Faculty and student engagement in social service

Each variable plays a critical role in shaping teachers' performance, particularly in areas of talent cultivation and social service, with interrelated mediators such as work culture, sense of responsibility, and team learning enhancing overall outcomes.

5.3 Research Conclusion

(1) What is the current status of teachers' talent cultivation performance and social-service performance in art colleges in Hunan Province?

Based on both the qualitative and quantitative research results, the current status of teachers' talent cultivation performance and social-service performance in art colleges in Hunan Province reflects varying degrees of achievement, with distinct strengths and areas for improvement.

The average score for Talent Cultivation Performance (TCP) was 3.79, indicating

a relatively high level of performance, with a standard deviation of 1.33, suggesting that there is some variability across institutions. TCP1 (3.63) and TCP5 (3.98) scored the highest, reflecting strong efforts in practical training, internships, and real-world project integration in the curriculum. TCP3 scored lower (3.67), which suggests that some institutions face challenges in consistently providing creative and professional skill development opportunities for students. The statistical analysis further revealed a positive correlation between Talent Cultivation Performance and Work Identity ($r = 0.61$), indicating that faculty work identity plays a significant role in enhancing talent cultivation outcomes.

On the Social-Service Performance (SSP) front, the average score was 3.66, with a standard deviation of 1.09, showing moderate engagement in social service activities. SSP1 (3.66) and SSP3 (3.68) had the highest scores, reflecting faculty involvement in community-based projects and public outreach activities. SSP2 scored lower (3.29), indicating that there are still challenges in fully engaging students and faculty in socially impactful initiatives. The relationship between Social-Service Performance and Responsible Leadership was statistically significant ($r = 0.39$), confirming the influence of leadership in promoting community involvement.

Expert 6 emphasized the importance of real-world projects and internships, noting that practical experiences such as internships and study abroad programs are crucial for enhancing talent cultivation. Expert 7 highlighted the role of public art projects in improving social-service performance, stating that student participation in such initiatives benefits local communities. The findings suggest that enhancing practical experience opportunities for students, increasing faculty involvement in social-service activities, and fostering responsible leadership are key factors for boosting both talent cultivation and social-service performance. This finding is consistent with the findings of Paredes-Saavedra et al. (2024).

(2) How do teachers' work identity and responsible leadership influence talent cultivation performance and social-service performance in art colleges?

Work identity and responsible leadership play essential roles in shaping the overall educational outcomes of faculty and students, and their impact on both talent cultivation and social-service performance is multifaceted. The quantitative data supports this, as the path analysis shows a strong positive relationship between work identity and talent cultivation performance (Standardized Estimate = 0.61), meaning that a strong work identity among faculty correlates with better talent cultivation outcomes. Expert 12, for example, emphasized, "Faculty in our department strongly identify with both their profession and the institution," highlighting that such identification is linked to greater commitment to student success and institutional goals.

Work identity fosters institutional commitment and recognition, which are critical to the development of a supportive teaching environment. When teachers feel valued and recognized by their institutions, they are more likely to participate in initiatives that support both the academic and social service goals of the institution. This was noted by Expert 5, who stated, "A strong sense of belonging and recognition empowers faculty to actively engage in interdisciplinary and community-based projects, further enhancing both student development and social impact."

Responsible leaders influence faculty motivation by modeling ethical behavior,

fostering transparency, and maintaining a commitment to social values. The quantitative analysis supports this, as the path model shows that responsible leadership has a significant positive influence on work identity (Standardized Estimate = 0.38), which in turn affects both talent cultivation and social-service performance. Expert 4 highlighted this in the interview, saying, "Responsible leadership influences motivation by creating a supportive and empowering environment." When leaders are seen as ethical, transparent, and socially responsible, they set a tone that permeates throughout the institution, encouraging faculty to align their teaching practices with broader social values. The strong link between responsible leadership and work culture (Standardized Estimate = 0.57) further demonstrates that responsible leaders contribute to an environment that nurtures collaboration, innovation, and social engagement, all of which are essential for high-quality talent cultivation and social service initiatives.

Expert 7 noted that, "Leaders who emphasize social responsibility encourage faculty and students to engage in projects that contribute to the local community," further underscoring the importance of leadership in fostering social-service engagement. The path analysis supports this, as responsible leadership is found to positively impact social-service performance (Standardized Estimate = 0.10), indicating that leaders who prioritize social service create opportunities for faculty and students to actively engage in community-based projects that enhance the institution's social impact. This result is in line with the conclusion of Koval & Potoski (2023)

(3) How do the mediating roles of work culture, sense of responsibility, and team learning explain the relationship between responsible leadership, work identity, and teachers' work performance?

Work culture acts as a key mediator between responsible leadership and teachers' performance, particularly in talent cultivation and social-service performance. Responsible leadership influences the development of a positive work culture by promoting values such as collaboration, inclusivity, and innovation, which, in turn, shape teachers' behaviors and attitudes. As Expert 5 noted, "Faculty members are encouraged to engage in open dialogue about their teaching practices," emphasizing the importance of open communication and collaboration within the academic environment. This type of work culture fosters a sense of trust and mutual support among faculty members, making them more committed to both their teaching and social responsibilities. Quantitative findings corroborate this, showing a strong positive correlation between responsible leadership and work culture ($r = 0.57$, $p < 0.01$), indicating that responsible leadership significantly shapes the organizational climate. A positive work culture, in turn, enhances teachers' work identity and motivates them to improve their performance in both academic and community engagement activities. The findings of this study are similar to those reported by Kim & Lee (2023)

The sense of responsibility also mediates the relationship between responsible leadership and teachers' work performance. Leaders who demonstrate responsibility and ethical behavior set a powerful example for faculty members, reinforcing the importance of accountability in both academic duties and social service. Expert 12 mentioned, "Leaders cultivate a sense of responsibility by being role models and encouraging faculty to engage with students in a meaningful way." Teachers who feel a strong sense of responsibility toward their students, the institution, and society are more likely to excel in their teaching performance and engage in social service activities.

The quantitative data supports this, with a significant positive relationship between sense of responsibility and teachers' performance outcomes ($r = 0.33$, $p < 0.01$). Responsible leadership enhances teachers' sense of accountability, motivating them to prioritize students' development and contribute to the community, thereby improving both talent cultivation and social-service performance.

Team learning serves as another crucial mediating factor. As collaborative work and knowledge sharing are emphasized in institutions with responsible leadership, team learning becomes a key driver of innovation and problem-solving in teaching practices. Expert 8 highlighted, "Effective collaboration between faculty from different disciplines leads to creative problem-solving and innovation," pointing to the value of interdisciplinary collaboration for enhancing teaching and academic outcomes. Quantitative findings indicate that team learning is positively related to teachers' performance ($r = 0.53$, $p < 0.01$), suggesting that team-based knowledge sharing improves both faculty performance and institutional outcomes. Responsible leadership promotes team learning by fostering an environment that values collaboration and continuous professional development, allowing teachers to engage in joint problem-solving and innovative teaching methods. This collaboration helps enhance talent cultivation by integrating diverse perspectives and teaching strategies, while also facilitating social service initiatives through collective efforts and shared expertise.

(4) How responsible leadership and work conditions shape talent cultivation performance and social-service performance in art colleges?

The research findings, both responsible leadership and work conditions significantly shape talent cultivation and social-service performance in art colleges.

Responsible leadership directly influences teachers' work identity, sense of responsibility, and motivation, which in turn boosts their performance in talent cultivation and social service. Responsible leadership promotes fairness, transparency, and empowerment, which positively impacts teachers' commitment to their roles and enhances their engagement in both educational and community-based initiatives.

In terms of work conditions, a positive work culture is critical for fostering collaboration, communication, and innovation among teachers, which is reflected in the improvement of talent cultivation performance. This was demonstrated by Expert 5, who noted, "Faculty members are encouraged to engage in open dialogue about their teaching practices." Moreover, work culture directly impacts teachers' sense of responsibility and their ability to engage in team learning, thereby enhancing the quality of both teaching and student outcomes.

The research shows that responsible leadership ensures faculty involvement in public art projects and community outreach programs. Expert 7 emphasized this by stating, "Students are encouraged to participate in public art projects, improving local communities through creative work." Additionally, the work conditions, including professional development and collaborative opportunities, play a significant role in facilitating faculty participation in these social service initiatives.

The quantitative data supports these qualitative insights, with correlations found between responsible leadership, work culture, and higher talent cultivation and social-service performance. The results from both the interviews and statistical analysis

indicate that responsible leadership and positive work conditions create an environment that enhances both talent cultivation and social-service performance in art colleges.

5.4 Recommendation

(1) Strengthen Responsible Leadership Development

Responsible leadership plays a crucial role in shaping both talent cultivation performance and social-service performance in art colleges. As a value-driven leadership approach, it emphasizes ethical decision-making, stakeholder engagement, and long-term institutional development (Maak & Pless, 2006; Waldman & Siegel, 2008). Therefore, art colleges should systematically strengthen responsible leadership development to create a supportive and mission-oriented educational environment.

Institutions should design and implement structured leadership development programs for academic and administrative leaders. These programs should focus on cultivating key competencies such as ethical judgment, transparency, accountability, and social responsibility. Regular workshops, seminars, and case-based training can help leaders better understand how to balance academic performance with broader societal contributions. Such initiatives not only enhance leaders' capabilities but also ensure consistency in leadership practices across departments (Voegtlin, 2011). Art colleges should promote a culture of fairness, empowerment, and trust through leadership practices. Leaders who demonstrate respect, inclusiveness, and open communication can significantly improve teachers' motivation and organizational commitment. When teachers perceive leadership as fair and supportive, they are more likely to actively engage in teaching innovation, student development, and social-service activities. This supportive environment encourages teachers to contribute beyond their formal responsibilities (Lee & Kim, 2021).

Responsible leadership development should include stakeholder-oriented thinking, particularly in the context of art education. Leaders should actively build partnerships with industry, community organizations, and cultural institutions to enhance practical learning opportunities and expand social-service initiatives. By doing so, leaders can better integrate talent cultivation with real-world applications, ensuring that students are equipped with both professional skills and social awareness. Institutions should establish evaluation and feedback mechanisms to continuously improve leadership effectiveness. Performance appraisal systems can incorporate indicators related to ethical leadership, teacher support, and community engagement. Feedback from teachers and stakeholders can provide valuable insights into leadership practices and help refine leadership strategies over time.

(2) Enhance Work Conditions for Faculty

Enhancing work conditions is essential for improving both talent cultivation and social-service performance in art colleges, as it directly influences teachers' motivation, engagement, and professional identity (Zhou & Chen, 2022). A supportive and well-structured working environment enables faculty to perform more effectively while also encouraging innovation and collaboration. Art colleges should actively promote interdisciplinary and intra-departmental collaboration among faculty members. By creating platforms such as teaching communities, research groups, and collaborative projects, institutions can facilitate knowledge sharing and the exchange of innovative

teaching practices. Such collaborative environments not only improve teaching quality but also encourage the integration of diverse perspectives, which is particularly important in art education (Yang & Zhang, 2020).

Institutions should establish a comprehensive and continuous professional development system. This can include regular seminars, workshops, training programs, and academic conferences that focus on both pedagogical skills and industry-relevant competencies. Providing opportunities for faculty to engage with external experts and industry practitioners can further enhance their practical knowledge and teaching effectiveness. Continuous professional development not only strengthens teachers competencies but also increases their confidence and adaptability in a rapidly changing educational environment. Art colleges should foster a supportive and inclusive work environment that emphasizes respect, recognition, and well-being. Clear communication channels, fair workload distribution, and access to adequate teaching resources are essential components of positive work conditions. When teachers feel valued and supported, they are more likely to develop a strong sense of belonging and work identity, which in turn enhances their commitment to both teaching and social-service activities (Lee & Kim, 2021). Improving work conditions should also involve the integration of flexible and innovative work practices, such as supporting project-based teaching, community engagement initiatives, and cross-institutional collaboration. These practices not only enrich the teaching and learning experience but also provide faculty with opportunities to connect academic work with real-world applications.

(3) Promote Team Learning and Interdisciplinary Collaboration

Promoting team learning and interdisciplinary collaboration is essential for enhancing both talent cultivation and social-service performance in art colleges (Edmondson, 2012; Yang & Zhang, 2020; Zhou & Chen, 2022). As art education increasingly requires the integration of diverse knowledge and creative approaches, collaborative practices among faculty members become a key driver of innovation and effectiveness. Art colleges should establish interdisciplinary teams that bring together faculty from different academic backgrounds to collaborate on teaching, research, and community engagement projects. These teams can serve as platforms for integrating artistic creativity with other fields such as technology, management, and cultural studies, thereby enriching curriculum design and improving students comprehensive competencies. Interdisciplinary collaboration also enables faculty to address complex real-world problems more effectively, particularly in social-service initiatives.

Institutions should encourage team-based teaching and co-creation of curriculum. By designing and delivering courses collaboratively, teachers can combine their expertise to provide students with more diverse perspectives and learning experiences. This approach not only enhances teaching quality but also promotes innovation in pedagogy, helping students develop critical thinking, creativity, and problem-solving skills. Art colleges should support joint research and collaborative projects, especially those linked to industry and community needs. Providing funding, institutional support, and recognition for team-based research can motivate faculty to engage in collaborative inquiry and applied research. These projects can also serve as a bridge between academic work and social-service activities, allowing faculty to contribute their expertise to societal development. Institutions should create a culture of open

communication and knowledge sharing by organizing regular academic exchanges, workshops, and reflection sessions. Such practices encourage continuous learning among faculty members and help disseminate successful teaching and service experiences across the institution.

(4) Integrate Practical Experience into Curriculum

Integrating practical experience into the curriculum is essential for enhancing talent cultivation and strengthening social-service performance in art colleges (Kolb, 1984; Wang, 2024; Kim & Lee, 2023). The findings indicate that experiential learning approaches-such as internships, real-world projects, and community outreach programs-effectively bridge the gap between theoretical knowledge and practical application. Art colleges should systematically embed practice-oriented components into curriculum design. This includes project-based learning, studio practice linked to real clients, and community-engaged assignments that allow students to apply their creative skills in authentic contexts. Such approaches not only enhance students technical and professional competencies but also improve their problem-solving and adaptability. Institutions should actively expand partnerships with industries, cultural organizations, and local communities. Collaborations with enterprises, art institutions, and public organizations can provide students with diverse internship opportunities and exposure to real-world challenges. These partnerships also help ensure that curriculum content remains relevant to industry needs and societal expectations.

Integrating practical experience should also emphasize social engagement and service learning. Encouraging students to participate in public art projects, cultural outreach programs, and community development initiatives allows them to connect their professional skills with social responsibility. This not only enhances their employability but also contributes directly to social-service performance. The systematic integration of practical experience into the curriculum enables art colleges to cultivate well-rounded graduates who are both professionally competent and socially responsible.

(5) Foster a Strong Sense of Responsibility Among Faculty and Students

A strong sense of responsibility is a critical factor influencing both teaching effectiveness and social-service engagement (Kim, 2021; Zhang & Tu, 2022). The findings highlight that responsibility serves as an important mechanism linking leadership and performance, making it essential for art colleges to actively cultivate this attribute among both faculty and students. Institutions should promote accountability, ethical awareness, and professional commitment. This can be achieved by encouraging teachers to take ownership of their teaching, research, and service roles, while also recognizing and rewarding contributions to community engagement and social development. Providing opportunities for faculty to participate in socially meaningful projects can further strengthen their sense of purpose and professional responsibility. Art colleges should create an environment that supports value-driven practices, where responsibility is embedded in daily academic activities. Clear expectations, supportive leadership, and recognition systems can reinforce responsible behavior and motivate faculty to contribute beyond their formal duties.

Cultivating a sense of responsibility should be integrated into both curriculum and extracurricular activities. Institutions should encourage active participation in

community outreach, volunteer work, and service-learning programs, enabling students to develop a deeper understanding of their role in society. Through these experiences, students can build not only professional skills but also ethical awareness and civic engagement. Fostering a strong sense of responsibility among faculty and students contributes to a more committed academic community and enhances both talent cultivation and social-service outcomes.

(6) Monitor and Evaluate Performance Regularly

Continuous assessment allows institutions to track progress, identify gaps, and refine strategies in alignment with their educational goals (Zhou & Chen, 2022; Paredes-Saavedra et al., 2024; Jongruck, 2024). Colleges should develop comprehensive evaluation systems that assess both academic outcomes and social-service contributions. These systems should include multiple indicators, such as teaching effectiveness, student development, community engagement, and project impact, to provide a holistic view of performance. Evaluation processes should incorporate multi-stakeholder feedback, including input from students, faculty, industry partners, and community organizations. Such feedback provides diverse perspectives and helps ensure that institutional practices remain relevant and responsive to external needs.

Institutions should emphasize the use of data-driven decision-making. By systematically collecting and analyzing performance data, colleges can identify strengths and weaknesses, monitor trends over time, and implement targeted improvements. Regular reporting and reflection sessions can further support continuous learning at both individual and institutional levels. Evaluation results should be effectively linked to policy adjustment and strategic planning. Institutions should use evaluation outcomes to refine curriculum design, improve leadership practices, and enhance resource allocation, thereby ensuring that development efforts are both efficient and impactful.

5.5 Limitations and Future Research

The sample size, although representative of art colleges in Hunan Province, may not fully capture the diversity of institutions across other regions of China. The findings, therefore, may not be generalizable to all art colleges nationwide. The reliance on self-reported data in both the qualitative and quantitative phases could introduce response biases, as participants might have provided socially desirable answers rather than fully reflecting their true perceptions. Another limitation is the cross-sectional nature of the study, which limits the ability to assess causal relationships or observe changes over time.

Future research could adopt a longitudinal design to track the impact of responsible leadership, work culture, and other variables on performance over an extended period. Furthermore, future studies could explore the influence of other contextual factors, such as government policies or funding, on the effectiveness of talent cultivation and social service programs. Expanding the study to include a broader range of institutions, including both public and private art colleges.

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APPENDIX

APPENDIX A: Questionnaire

To Questionnaire Respondent:

Thank you for your participation. This questionnaire consists of two parts. Thank you once again for your participation. If you require further information or assistance, please feel free to contact us.

To ensure the objectivity and accuracy of the research findings, please provide objective responses.

Part 1: Demographic Information

Remark: Please indicate your choice by marking √ in filling in the blank.

1.Gender:

A Male B Female

2.Age:

A Below 25 years' old

B 25-30 years' old

C 31-40 years' old

D Above 40years old

3. Highest Education Level:

A Bachelor's Degree

B Master's Degree

C Doctoral Degree (Ph.D.)

D Other (Please specify)

4. Professional Title:

A Teaching Assistant

B Lecturer

C Associate Professor

D Professor

5 Years of Teaching Experience:

A less than 3 years

B 3-5

C 6-8

D more than 8 years

Part 2: Relational Factors

This section utilizes a Likert five-point scale. Please select the option that best reflects your genuine feelings based on the following scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Please review each statement and select the number corresponding to your opinion.

Measurement Item	1	2	3	4	5
Responsible Leadership					
1. My supervisor will show that he or she is aware of the demands of the stakeholders.	1	2	3	4	5
2. My supervisor will consider the impact of the decision on stakeholders.	1	2	3	4	5
3. My supervisor will involve affected stakeholders in the decision-making process.	1	2	3	4	5
4. My supervisor weighs the claims of different stakeholders before making decisions.	1	2	3	4	5
5. My supervisor facilitates a unified outcome for affected stakeholders.	1	2	3	4	5
Work Culture					
1.Our institution encourages open and honest communication among teachers.	1	2	3	4	5
2.Our institution values teamwork and frequently organizes collaborative teaching activities.	1	2	3	4	5
3.Our institution promotes teaching innovation and continuous improvement.	1	2	3	4	5
4.Colleagues generally show mutual respect and trust.	1	2	3	4	5
5.The institution provides timely recognition for teachers' achievements and innovative practices.	1	2	3	4	5
Sense of Responsibility					
I feel a strong sense of responsibility for students' learning and development.	1	2	3	4	5
I take personal responsibility for student outcomes and provide	1	2	3	4	5

Measurement Item	1	2	3	4	5
appropriate follow-up.					
I maintain high professionalism and punctuality in my teaching work.	1	2	3	4	5
I am willing to take on extra teaching or service tasks when necessary.	1	2	3	4	5
I believe teachers should take initiative for the artistic development of the school and society.	1	2	3	4	5
Team Learning					
1.I frequently share teaching experiences and resources with my colleagues.	1	2	3	4	5
2.Our team regularly conducts teaching reflection or case discussion sessions.	1	2	3	4	5
3.I am open to constructive feedback from colleagues about my teaching.	1	2	3	4	5
4.I participate in and promote interdisciplinary or cross-major teaching collaboration.	1	2	3	4	5
5.Team members collectively develop new teaching practices to solve teaching problems.	1	2	3	4	5
Talent Cultivation Performance					
I design courses that effectively enhance students' professional skills.	1	2	3	4	5
My teaching inspires students' creativity and artistic expression.	1	2	3	4	5
I regularly provide personalized guidance and track students' progress.	1	2	3	4	5
Students under my supervision show clear improvement in artistic and professional abilities.	1	2	3	4	5
I effectively integrate theory and practice in teaching to improve students' hands-on skills.	1	2	3	4	5
Social-Service Performance					
I actively participate in or organize community-oriented art promotion or public projects.	1	2	3	4	5
I have represented the college in external exhibitions, lectures, or cultural exchange events.	1	2	3	4	5
I establish and maintain partnerships with industries or cultural institutions for resource sharing.	1	2	3	4	5
My social service activities enhance the college's influence in the	1	2	3	4	5

Measurement Item	1	2	3	4	5
community and cultural fields.					
I transform teaching outcomes into projects that benefit the public or community.	1	2	3	4	5
Work Identity					
I feel proud to be a teacher in an art college.	1	2	3	4	5
My professional values are highly consistent with the educational mission of the institution.	1	2	3	4	5
I regard my role as a teacher as an important part of my self-identity.	1	2	3	4	5
I intend to continue working long-term in this educational field or institution.	1	2	3	4	5
I feel my work is respected and recognized within the school and the profession.	1	2	3	4	5

Appendix B: Interview Guideline

Section A: Screening Question Interview

1. please briefly introduce your professional background and current position?

2. How long have you been engaged in teaching, and management in your institution?

Section B: Responsible Leadership

3. In your opinion, what characteristics define responsible leadership in an art college context?

4. How do responsible leaders balance organizational goals with social responsibilities?

Section C: Work Culture

5. How would you describe the current work culture in your institution?

6. In what ways does the work culture influence collaboration and communication among teachers?

7. How does work culture reflect or reinforce the values of responsible leadership?

8. What challenges exist in fostering an inclusive and innovation-oriented work culture in your institution?

Section D: Work Identity

9. How strongly do teachers in your college identify with their profession and institution?

10. What factors most influence teachers' sense of belonging and professional pride?

11. How does leadership affect clear good at work influxes to other behavior and performance in your institutes?

12. In your experience, does work identity contribute to teachers' long-term commitment and performance?

Section E: Sense of Responsibility

13. What does "sense of responsibility" mean to you in the context of teaching and leadership?

14. How do leaders cultivate a sense of responsibility among staff and students?

15. Can you recall a situation where a strong sense of responsibility improved team outcomes or community engagement?

16. How does a sense of responsibility connect to personal or institutional performance goals?

Section F: Team Learning

17. How is team learning encouraged and implemented in your institution?

18. What forms of collaboration or knowledge-sharing activities are most effective among teachers?

19. How does team learning enhance innovation or problem-solving in teaching practices?

20. What barriers hinder effective team learning, and how might they be addressed?

Section G: Talent Cultivation and Social-Service Performance

21. How do you define "talent cultivation performance" in your institution?

22. What specific practices have proven most successful in enhancing students' creative and professional competencies?

23. How does your institution engage in social services or community outreach?

24. In your view, how do leadership and institutional culture influence the balance between talent cultivation and social-service performance?

25. What strategies do you recommend for improving both educational and social outcomes in art colleges?

Section H: Summary and Reflection

26. In your opinion, what are the key mechanisms linking leadership, culture, and performance outcomes?

27. What policy or management suggestions would you propose to enhance responsible leadership and institutional excellence?

Index of Item-Objective Congruence (IOC) Form for Individual Research

Individual Research Title:

The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art College, Hunan

Instruction:

This LOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the study's research objectives, and the definitions of terms. The criteria used for LOC are as follows.

+1= Congruent

0= Questionable

-1= Incongruent

NOTE: For each item of the questionnaire, the study will adopt a Five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = slightly Disagree, 4 = agree, 5 = strongly agree).

Research Questions:

(1) What is the current status of teachers' talent cultivation performance and social-service performance in art colleges in Hunan Province?

(2) How do teachers' work identity and responsible leadership influence talent cultivation performance and social-service performance in art colleges?

(3) How do the mediating roles of work culture, sense of responsibility, and team learning explain the relationship between responsible leadership, work identity, and teachers' work performance?

(4) How responsible leadership and work conditions shape talent cultivation performance and social-service performance in art colleges?

Research Objectives:

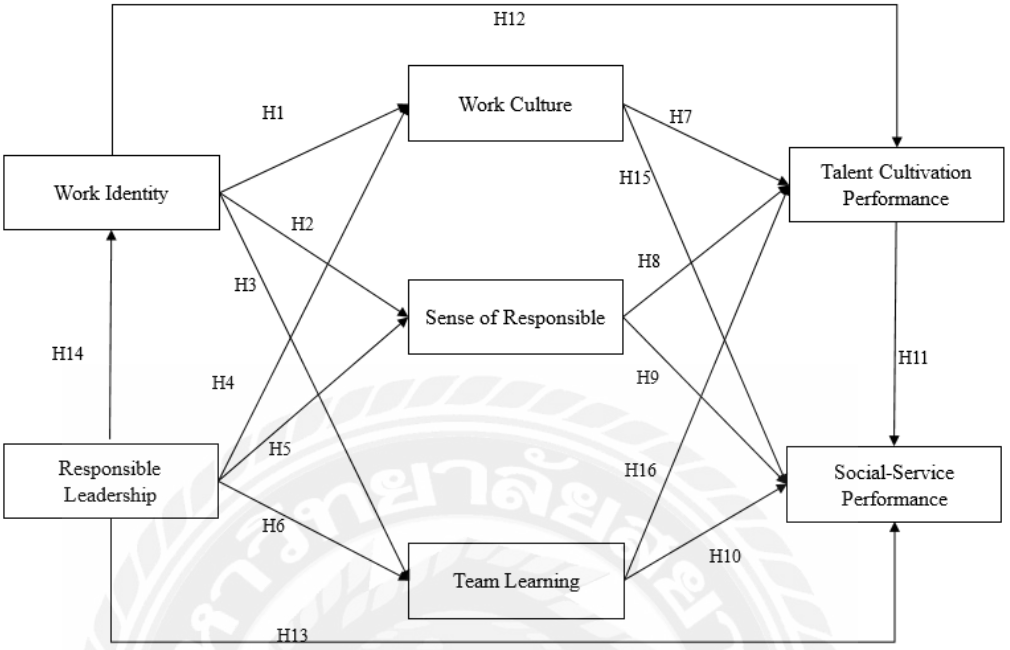
(1) To conduct a multidimensional quantitative evaluation of talent cultivation performance and social-service performance.

(2) To analyze the relationships among work identity, responsible leadership, talent cultivation performance, and social-service performance.

(3) To examine the mediating effects of work condition, including work culture, sense of responsibility, and team learning, on the relationship between responsible leadership, work identity, and teacher performance.

(4) To construct a comprehensive performance improvement model.

Conceptual Framework:



Questionnaire for Quantitative Research Instrument:

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
Demographic Information					
1	**Gender**				
	- Male				
	- Female				
2	**Age**				
	A Below 25 years' old				
	B 25-30 years' old				
	C 31-40 years' old				
	D Above 40years old				
3	**Education**				
	A Bachelor's Degree				
	B Master's Degree				
	C Doctoral Degree (Ph.D.)				
	D Other (Please specify)				
4	**Position**				
	A Teaching Assistant				
	B Lecturer				
	C Associate Professor				
	D Professor				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
5	**Tenure in current position (year)**				
	A less than 3 years				
	B 3-5				
	C 6-8				
	D more than 8 years				
Responsible Leadership	My supervisor will show that he or she is aware of the demands of the stakeholders.				
	My supervisor will consider the impact of the decision on stakeholders.				
	My supervisor will involve affected stakeholders in the decision-making process.				
	My supervisor weighs the claims of different stakeholders before making decisions.				
	My supervisor facilitates a unified outcome for affected stakeholders.				
Work Culture	Our institution encourages open and honest communication among teachers.				
	Our institution values teamwork and frequently organizes collaborative teaching activities.				
	Our institution promotes teaching innovation and continuous improvement.				
	Colleagues generally show mutual respect and trust.				
	The institution provides timely recognition for teachers' achievements and innovative practices.				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
Sense of Responsibility	I feel a strong sense of responsibility for students' learning and development.				
	I take personal responsibility for student outcomes and provide appropriate follow-up.				
	I maintain high professionalism and punctuality in my teaching work.				
	I am willing to take on extra teaching or service tasks when necessary.				
	I believe teachers should take initiative for the artistic development of the school and society.				
Team Learning	I frequently share teaching experiences and resources with my colleagues.				
	Our team regularly conducts teaching reflection or case discussion sessions.				
	I am open to constructive feedback from colleagues about my teaching.				
	I participate in and promote interdisciplinary or cross-major teaching collaboration.				
	Team members collectively develop new teaching practices to solve teaching problems.				
Talent Cultivation Performance	I design courses that effectively enhance students' professional skills.				
	My teaching inspires students' creativity and artistic expression.				
	I regularly provide personalized guidance and track students' progress.				
	Students under my supervision show clear improvement in artistic and				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
	professional abilities.				
	I effectively integrate theory and practice in teaching to improve students' hands-on skills.				
Social-Service Performance	I actively participate in or organize community-oriented art promotion or public projects.				
	I have represented the college in external exhibitions, lectures, or cultural exchange events.				
	I establish and maintain partnerships with industries or cultural institutions for resource sharing.				
	My social service activities enhance the college's influence in the community and cultural fields.				
	I transform teaching outcomes into projects that benefit the public or community.				
Work Identity	I feel proud to be a teacher in an art college.				
	My professional values are highly consistent with the educational mission of the institution.				
	I regard my role as a teacher as an important part of my self-identity.				
	I intend to continue working long-term in this educational field or institution.				
	I feel my work is respected and recognized within the school and the profession.				

List of Experts for IOC of Research Instrument

No.	Name	Organization	Position	Graduation Institution	Education Level	Years of Experience
1	Qu Yundong	Central South University	Professor at Central South University	Central South University	PhD in Cultural Management	27
2	Chen Ling	Hunan Normal University	Associate Professor, Hunan Normal University	Renmin University of China	PhD in Cultural Management	15
3	Chen Jing	Hunan Mass Media College	Associate Professor, Hunan Mass Media College	Hunan Normal Universit	Master's degree in Education	19
4	Luo Saiqing	Hunan Mass Media College	Associate Professor, Hunan Mass Media College	Hunan Normal Universit	Master's degree in Education	23
5	Su Zhi	Changsha University of Science and Technology	Associate Professor,Changsha University of Science and Technology	Hunan Normal Universit	Ph.D. in Education Administration	20

Summary of IOC Test

Quantitative Data: Questionnaire							
		E1	E2	E3	E4	E5	IOC
DEMOGRAPHIC INFORMATION							
1	**Gender**						
	- Male	√	√	√	√	√	
	- Female						
2	**Age**						
	A Below 25 years' old						
	B 25-30 years' old						
	C 31-40 years' old						
	D Above 40years old	√	√	√	√	√	
3	**Education**						
	A Bachelor's Degree						
	B Master's Degree						
	C Doctoral Degree (Ph.D.)	√	√	√	√	√	
	D Other (Please specify)						
4	**Position**						
	A Teaching Assistant						
	B Lecturer						
	C Associate Professor	√	√	√	√	√	
	D Professor						
5	**Tenure in current position (year)**						
	A less than 3 years						
	B 3-5						
	C 6-8						
	D more than 8 years	√	√	√	√	√	
	My supervisor will show that he or she is aware of the demands of the stakeholders.	1	1	1	1	1	1
	My supervisor will consider the impact of the decision on stakeholders.	0	1	1	1	1	0.8
	My supervisor will involve affected stakeholders in the decision-making process.	1	1	1	1	1	1
	My supervisor weighs the claims of different stakeholders before making decisions.	1	0	1	1	1	0.8
	My supervisor facilitates a unified outcome for affected stakeholders.	1	1	1	1	1	1
	Our institution encourages open and honest communication among teachers.	1	1	0	1	1	0.8
	Our institution values teamwork and frequently organizes collaborative teaching activities.	1	1	1	0	1	0.8
	Our institution promotes teaching innovation and continuous improvement.	1	0	1	1	1	0.8
	Colleagues generally show mutual respect and	1	1	1	1	1	1

Quantitative Data: Questionnaire							
		E1	E2	E3	E4	E5	IOC
	trust.						
	The institution provides timely recognition for teachers' achievements and innovative practices.	1	1	0	1	1	0.8
	I feel a strong sense of responsibility for students' learning and development.	1	1	1	1	1	1
	I take personal responsibility for student outcomes and provide appropriate follow-up.	1	1	0	1	1	0.8
	I maintain high professionalism and punctuality in my teaching work.	1	0	1	1	1	0.8
	I am willing to take on extra teaching or service tasks when necessary.	1	1	1	1	0	0.8
	I believe teachers should take initiative for the artistic development of the school and society.	1	1	1	1	1	1
	I frequently share teaching experiences and resources with my colleagues.	1	1	1	1	1	1
	Our team regularly conducts teaching reflection or case discussion sessions.	1	1	1	1	1	1
	I am open to constructive feedback from colleagues about my teaching.	1	1	1	1	1	1
	I participate in and promote interdisciplinary or cross-major teaching collaboration.	1	1	1	1	0	0.8
	Team members collectively develop new teaching practices to solve teaching problems.	1	0	1	1	1	0.8
	I design courses that effectively enhance students' professional skills.	1	1	0	1	1	0.8
	My teaching inspires students' creativity and artistic expression.	1	1	1	1	1	1
	I regularly provide personalized guidance and track students' progress.	1	1	0	1	1	0.8
	Students under my supervision show clear improvement in artistic and professional abilities.	1	1	1	1	1	1
	I effectively integrate theory and practice in teaching to improve students' hands-on skills.	1	1	1	0	1	0.8
	I actively participate in or organize community-oriented art promotion or public projects.	1	1	1	1	1	1
	I have represented the college in external exhibitions, lectures, or cultural exchange events.	1	1	1	0	1	0.8
	I establish and maintain partnerships with industries or cultural institutions for resource sharing.	1	1	1	1	1	1

Quantitative Data: Questionnaire							
		E1	E2	E3	E4	E5	IOC
	My social service activities enhance the college's influence in the community and cultural fields.	1	1	1	1	1	1
	I transform teaching outcomes into projects that benefit the public or community.	1	1	1	1	1	1
	I feel proud to be a teacher in an art college.	1	1	1	1	1	1
	My professional values are highly consistent with the educational mission of the institution.	1	1	1	1	1	1
	I regard my role as a teacher as an important part of my self-identity.	1	1	0	1	1	0.8
	I intend to continue working long-term in this educational field or institution.	1	1	1	1	1	1
	I feel my work is respected and recognized within the school and the profession.	1	1	1	1	1	1

English to Chinese Translator:
Chinese to English Translator:

Certifications for translation between English and Chinese:





APPENDIX C: Invitation Letter for an Expert

Invitation Letter for Translate

SU 0210.04 / 039

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Song Xiaochun,
Professor of English Literature, Hunan University

Subject: Invitation to be an expert to verify the translation of the research questionnaires.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to verify the translation of the research questionnaires.

The research questionnaires are an essential tool for researchers to find answers. Ms. Li Xiran conducted this research in English, the instrument was designed in English. However, it must be applied to Chinese respondents. Your role as an expert in verifying the translation of the research questionnaire from English into Chinese is of utmost importance for the success of this research. Then, Ms. Li Xiran will contact and coordinate all details by herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chantia Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 039.01

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Shi Xu,
Professor of English Literature, Hunan Normal University

Subject: Invitation to be an expert to verify the translation of the research questionnaires.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Saran Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to verify the translation of the research questionnaires.

The research questionnaires are an essential tool for researchers to find answers. Ms. Li Xiran conducted this research in English, the instrument was designed in English. However, it must be applied to Chinese respondents. Your role as an expert in verifying the translation of the research questionnaire from English into Chinese is of utmost importance for the success of this research. Then, Ms. Li Xiran will contact and coordinate all details by herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

Experts Invitation for Questionnaire IOC:

SU 0210.14 / 204

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

10th October 2025

Dear Professor Dr. Qu Yundong,
Central South University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

The IOC assessment is a significant process for assessing content validity. Ms. Li Xiran will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.14 / 204.01

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

10th October 2025

Dear Associate Professor Dr. Chen Ling,
Hunan Normal University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan,"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widiayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

The IOC assessment is a significant process for assessing content validity. Ms. Li Xiran will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.14 / 204.02

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

10th October 2025

Dear Associate Professor Chen Jing,
Hunan Mass Media College

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

The IOC assessment is a significant process for assessing content validity. Ms. Li Xiran will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.14 / 204.03

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

10th October 2025

Dear Associate Professor Luo Saiqing,
Hunan Mass Media College

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

The IOC assessment is a significant process for assessing content validity. Ms. Li Xiran will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.14 / 204.04

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

10th October 2025

Dear Associate Professor Dr. Su Zhi,
Changsha University of Science and Technology

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Saran Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

The IOC assessment is a significant process for assessing content validity. Ms. Li Xiran will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

Data Collection:

SU 0210.04 / 024.25

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

28th October 2025

Dear President, Hunan Vocational and Technical College of Mass Media
Subject: Request for Cooperation in Data Collection

This is to certify that Ms. Li Xiran, student ID 6319000028, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Associate Professor Dr. Jomphong Mongkhonvanit and Dr. Sarun Widtayakornbundit. Her contact information is as follows: email phd_ed1@siam.edu.

In this regard, the student researcher has to collect data from teachers, and staffs using the questionnaires. The students will subsequently coordinate with you and provide more details on this matter.

Accordingly, I would like to kindly request for your permission to allow this student researcher to collect data for academic purposes. Your cooperation will be highly appreciated.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 024.26

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

28th October 2025

Dear President, Hunan Vocational College of Arts

Subject: Request for Cooperation in Data Collection

This is to certify that Ms. Li Xiran, student ID 6319000028, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Associate Professor Dr. Jomphong Mongkhonvanit and Dr. Sarun Widtayakornbundit. Her contact information is as follows: email phd_ed1@siam.edu.

In this regard, the student researcher has to collect data from teachers, and staffs using the questionnaires. The students will subsequently coordinate with you and provide more details on this matter.

Accordingly, I would like to kindly request for your permission to allow this student researcher to collect data for academic purposes. Your cooperation will be highly appreciated.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 024.27

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

28th October 2025

Dear President, Hunan Arts and Crafts Vocational college

Subject: Request for Cooperation in Data Collection

This is to certify that Ms. Li Xiran, student ID 6319000028, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Associate Professor Dr. Jomphong Mongkhonvanit and Dr. Sarun Widtayakornbundit. Her contact information is as follows: email phd_ed1@siam.edu.

In this regard, the student researcher has to collect data from teachers, and staffs using the questionnaires. The students will subsequently coordinate with you and provide more details on this matter.

Accordingly, I would like to kindly request for your permission to allow this student researcher to collect data for academic purposes. Your cooperation will be highly appreciated.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 024.28

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

28th October 2025

Dear President, Changsha Vocational College of Culture and Creative Arts
Subject: Request for Cooperation in Data Collection

This is to certify that Ms. Li Xiran, student ID 6319000028, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Associate Professor Dr. Jomphong Mongkhonvanit and Dr. Sarun Widtayakornbundit. Her contact information is as follows: email phd_ed1@siam.edu.

In this regard, the student researcher has to collect data from teachers, and staffs using the questionnaires. The students will subsequently coordinate with you and provide more details on this matter.

Accordingly, I would like to kindly request for your permission to allow this student researcher to collect data for academic purposes. Your cooperation will be highly appreciated.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

Invitation Letter for Evaluate the Model

SU 0210.04 / 040

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Prof. Yundong Qu,
Central South University

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 060.01

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Prof. Ling Chen,
Hunan Normal University

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 040.02

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Prof. Jing Chen,
Hunan Mass Media College

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan,"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 040.03

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Saiqing Luo,

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang

Dean of Graduate School of Education

SU 0210.04 / 040.04

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Zhi Su,
Hunan Normal University

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation "*The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan.*" with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 040.05

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Zhitao Zhang,
Central South University

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 040.06

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Ling Li,
Hunan Normal University

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan,"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 040.07

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Wenqi Xie,
Hunan Mass Media College

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan,"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU 0210.04 / 040.08

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

19th December 2025

Dear Dr. Lijun Liu,
Hunan Mass Media College

Subject: Invitation to be an expert to evaluate the results.

Since Ms. Li Xiran, student ID 6319000028, a doctoral student in English program, Graduate School of Education, works on a dissertation *"The Relationship of Work Identity and Responsibility Leadership to Improve Teacher Performance: The Mediating Role of Work Condition in Art Colleges, Hunan."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. Sarun Widtayakornbundit (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Li Xiran will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

AUTHOR'S BIOGRAPHY

Name and Surname	:	Li Xiran
Date of Birth	:	December 1985
Nationality	:	Chinese
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Address	:	Shengshi Road, Kaifu District, Changsha, Hunan Province, China
E-Mail	:	29120936@qq.com
Work Position	:	School of Visual Communication
Workplace	:	Hunan Mass Media Vocational and Technical College
Education	:	3

Bachelor's Degree

Degree	Bachelor of Arts in Broadcasting and Hosting Arts
Major	Arts in Broadcasting and Hosting Arts
Institution	Communication University of Zhejiang
Country	China
Year	2006

Master's Degree

Degree	Master
Major	Master of Engineering in Software Engineering
Institution	Central South University
Country	China
Year	2015

Publishing Research

1. Li, X. (2024). The influential factors on improving teachers' job performance in art colleges in Hunan Province. In The 18th National and International Academic Conference: Sustainable Horizon: Transforming Ideas into Impact. Siam University, Bangkok, Thailand.