

TEAMWORK MODEL AFFECTING EDUCATIONAL INSTITUTION EFFECTIVENESS OF CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMIC, CHINA^{*}

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Abstract

The objectives of this research were 1) to develop a teamwork model affecting educational institution effectiveness, and 2) to check the suitability and feasibility of teamwork model affecting educational institution effectiveness of Chongqing College of International Business and Economic, China. This research was mixed method research. The conceptual framework of this research was applied from teamwork model of Wu Xian's study. The research was divided into 2 phases, Phase 1: developing a teamwork model that affects the effectiveness of secondary schools by studying research papers, interviews with 3 experts, 2 case studies of outstanding secondary schools, Verifying the drafted model by 7 experts. Phase 2 exemplifying the suitability and feasibility of a teamwork model affecting secondary school effectiveness, by distributing questionnaires to the tools used for data collection were structured interviews and 5 rating scale estimation questionnaires. Quantitative data were analyzed by frequency, percentage, mean and standard deviation and content analysis. The findings of

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this study were as follows 1) The teamwork model that affected the effectiveness of secondary schools composed factions affecting teamwork such as team management, working atmosphere, team leader characteristics, and resilience. Factors of teamwork consists of team communication, human relations, goals, performance, and mutual respect. The process of working as a team consists of planning implementation of the plan, inspection and, improvement, and School effectiveness consisting of learning achievement, job satisfaction, Desirable characteristics of learners, learning organization, ,) personnel development, and 6) adaptation to the environment. 2) The results of examining the suitability and feasibility of the teamwork model that affected the effectiveness of secondary schools in the northeastern region in an overall were at the highest in all aspects.

Keywords: Development model, teamwork, effectiveness

Introduction

In the 21st century, higher education institutions face increasing challenges from globalization, digital transformation, and changing labor market demands. For colleges and universities in China, especially private institutions, effectiveness depends not only on administrative vision but also on the capacity of faculty and staff to collaborate in achieving institutional goals (Zhou & Li, 2022). Teamwork has thus emerged as a central factor influencing organizational effectiveness, performance, and long-term sustainability (Katzenbach & Smith, 2005; Salas et al., 2015).

Chongqing College of International Business and Economics (CCIBE), located in one of China's four national municipalities, plays a vital role in cultivating talent for the Chengdu–Chongqing Economic Circle. The college emphasizes international business education, applied programs, and graduate employability, which require strong coordination among administrators, faculty, and staff (ChinaUniversityJobs, 2025). As a private higher education institution,

CCIBE operates under dual pressures: compliance with national education policies and the need to remain competitive in the educational marketplace (Wu, Zhang, & Li, 2023). In such a context, teamwork is a key mechanism for aligning institutional vision, academic quality, and operational efficiency.

The effectiveness of teamwork in education has been widely studied. Research shows that when team members share a clear goal, communicate effectively, and collaborate based on trust, educational institutions demonstrate higher performance in teaching, research, and student outcomes (Johnson & Johnson, 2009; Tjosvold, 2008). In Chinese higher education, teamwork has also been linked to the ability to integrate Party committee guidance, administrative management, and faculty participation into a cohesive governance structure (Ruan, Liu, & Wang, 2024). Without effective teamwork, institutions risk fragmentation, duplication of work, and resistance to reform.

Furthermore, teamwork models can enhance institutional effectiveness, often defined in terms of student satisfaction, academic quality, resource utilization, and responsiveness to societal needs (Cameron, 1984; Hoy & Miskel, 2013). A well-structured teamwork model enables administrators to harness diverse perspectives, encourages cross-departmental collaboration, and facilitates innovation. This is particularly critical in private institutions such as CCIBE, where institutional legitimacy and stakeholder trust must be continually reinforced through demonstrable effectiveness (Ozturgut, 2011).

Thus, developing a teamwork model that directly contributes to institutional effectiveness is of high importance. For CCIBE, such a model can provide a framework to strengthen collaboration among administrators, faculty, and staff, ensuring that institutional strategies are successfully translated into practice. It also contributes theoretically to the literature on organizational behavior in Chinese private higher education, while practically offering administrators guidelines for improving efficiency, adaptability, and performance in a competitive and regulated environment.

Objectives

1. to develop a teamwork model affecting educational institution effectiveness, and
2. to check the suitability and feasibility of teamwork model affecting educational institution effectiveness of Chongqing College of International Business and Economic, China.

Literature Review

The effectiveness of teamwork within educational institutions has been widely recognized as a critical factor influencing school improvement, professional collaboration, and organizational performance. In the context of Chinese higher education, particularly at institutions like Chongqing College of International Business and Economic, the pursuit of institutional effectiveness increasingly relies on structured and intentional teamwork models. This chapter presents a comprehensive review of the literature related to teamwork models, the factors influencing team effectiveness, teamwork processes, and their linkage to institutional outcomes, including academic achievement, job satisfaction, and stakeholder confidence.

1. Concept of Teamwork in Educational Institutions Teamwork refers to collaborative efforts by two or more individuals working interdependently toward a shared objective (Robbins, 2001). In educational settings, effective teamwork is not merely a desirable condition but a functional necessity for achieving educational goals, driving innovation, and improving student outcomes. Johnson and Johnson (2000) emphasize that teamwork within schools should be characterized by positive interdependence, individual accountability, promotive interaction, and the development of interpersonal and small group skills. According to Biech (2008), successful teamwork depends on a clear vision, well-defined roles, mutual respect, open communication, and continuous

performance evaluation. In educational institutions, Hoy and Miskel (2005) noted that teamwork plays a central role in fostering collaborative school culture, distributing leadership, and enhancing school effectiveness.

2. Factors Influencing Effective Teamwork: Numerous scholars have identified multiple interrelated factors that affect teamwork in educational institutions. Based on a synthesis of research (e.g., Nalaphan Boonrit, 2015; Kamonchanok Siwanna, 2018; Kornwipa Ngamwutthiwong, 2016), four primary factors are identified:

2.1 Team Management Effective team management involves leadership practices that emphasize shared decision-making, accountability, and ethical responsibility. Leaders must facilitate inclusive planning, maintain transparent communication, and nurture an environment conducive to collaboration. Robbins (1997) noted that clear team leadership helps build trust and maintains focus on shared goals.

2.2 Budget Allocation: The allocation and management of financial resources significantly influence the ability of teams to function efficiently. Institutions that provide autonomy in budget management and align budgetary planning with team objectives tend to achieve higher levels of team productivity and goal fulfillment (Ministry of Finance, 2002; Supaporn Thobut, 2018).

2.3 Leadership Characteristics: The traits and competencies of team leaders, such as strategic thinking, emotional intelligence, technological fluency, and human relations skills, are crucial for shaping team dynamics and sustaining team motivation (Kessanit T., 2011; Witoon Veerasilp, 2015). Leaders who act as role models inspire commitment and enhance the team's collective efficacy.

2.4 Trust in the Workplace: Trust is the foundation of any effective team. Cook and Wall (1980) define organizational trust as the extent to which members believe in the integrity, ability, and benevolence of their leaders and peers. In educational contexts, mutual trust facilitates open dialogue, encourages risk-taking in pedagogical innovation, and supports long-term cooperation (Lewicki et al., 1998; Davis & Schoorman, 2000).

3. Components of Teamwork in Education: Building upon the theoretical foundations, several researchers categorize teamwork into four essential dimensions: Communication: Effective internal communication fosters clarity, reduces conflict, and ensures alignment of expectations (Greenberg & Baron, 2003). Clear and Agreed Goals: Teams with well-defined, commonly accepted objectives tend to exhibit higher motivation and coherence in performance (Locke & Latham, 1990). Mutual Respect: Respect among team members strengthens psychological safety and cooperation (Golembiewski & McConkie, 1975). Participation: Active participation in planning and decision-making fosters ownership and empowerment (Cunningham & Cordeiro, 2003; Wilaiwan Srimantasiriphit, 2017). Each of these dimensions contributes to a culture of shared responsibility and accountability, which is especially vital in schools operating under complex socio-cultural and policy-driven pressures.

4. Teamwork Process in Educational Administration: Several theoretical frameworks describe the process of effective teamwork as a cycle consisting of: Planning: Establishing common goals, strategies, and action plans. Teams should collaboratively analyze context and resources (Melnik & Denzler, 1996). Implementation: Executing agreed plans with active participation from all stakeholders. This step demands clear role assignments and consistent supervision. Monitoring and Evaluation: Regular assessment of progress ensures alignment with objectives and provides data for improvement (Juran, 1989). Improvement: Based on evaluative feedback, the team must adapt plans and processes to respond to internal or external changes. This PDCA (Plan–Do–Check–Act) cycle aligns with the Deming quality management model and has been widely applied in educational institutions to enhance organizational learning and performance (Wannee Phiromkha, 2015; Ganesh Thepsuwan, 2016).

5. Educational Institution Effectiveness: School effectiveness, in this research, is assessed through five key dimensions: Academic Achievement:

Learning outcomes in core subject areas reflect institutional performance. Job Satisfaction: Satisfied staff are more committed, innovative, and collaborative (Luthans, 2002). Desirable Student Characteristics: Includes integrity, responsibility, discipline, and patriotism. Personnel Development: Continuous professional learning enhances organizational adaptability (Nareerat Rakwijitkul, 2017). Parental Confidence: Trust from families contributes to school reputation and enrollment stability. Studies by Hoy & Miskel (2001), Gorton (2010), and Xu Yao (2019) support the idea that holistic indicators of effectiveness encompass both tangible outcomes and intangible community perceptions. This chapter synthesized core concepts, frameworks, and empirical findings on teamwork and educational effectiveness. The literature confirms that a well-structured teamwork model—rooted in ethical leadership, trust, participation, and shared goals—can significantly enhance institutional effectiveness in the educational context. These insights form the theoretical foundation for developing and validating the proposed teamwork model for Chongqing College of International Business and Economic, China.

Related Research

A review of related research provides a foundational understanding and scholarly context for developing the teamwork model in educational institutions. Numerous studies both in Thailand and internationally have explored factors affecting teamwork, school effectiveness, and collaborative practices within educational settings. Nolphaph Boonrit (2015) conducted a study on the factors affecting teamwork in educational institutions under the Chonburi Provincial Administrative Organization. The study revealed that administrators' leadership, team communication, and shared goals significantly influenced teamwork success. Supaporn Thobut (2018) examined the influence of trust, role clarity, and participative management on teamwork efficiency in schools under the Office of the Basic Education Commission. The study emphasized that mutual respect and shared responsibility among teachers led to higher school

effectiveness. Karawipa Nganwutthiwong (2016) explored teamwork factors within the Office of the Permanent Secretary, Ministry of Education. The results indicated that budget allocation, team management, and leadership characteristics were strongly associated with work performance. Witoon Weerasalip (2015) proposed that team cohesion, trust in leadership, and effective communication were essential for sustained teamwork in school development projects. The study suggested a structured teamwork model focusing on goal alignment and shared performance assessment. Rattanan Kunna (2021) investigated teamwork from the perception of teachers under Samut Prakan Primary Education Area Office 1. The study showed that collaborative leadership and continuous professional development fostered successful teamwork. Johnson and Johnson (2000) emphasized that effective teamwork in educational settings involves four core elements: positive interdependence, individual accountability, promotive interaction, and group processing. Their meta-analysis confirmed that cooperative learning strategies improved academic achievement and group dynamics. Cohen, Ledford, and Spreitzer (1996) explored the relationship between self-managed teams and performance in educational organizations. Their study found that autonomy, clear communication, and mutual trust were crucial components of high-performing teams. Hackman (1987) introduced a conceptual framework of team effectiveness that includes three key criteria: task performance, team viability, and individual learning. The model has been widely applied in educational contexts to assess and develop effective teamwork. Luca and Tarricone (2002) conducted a case study on successful teamwork in Australian higher education institutions. They identified factors such as clearly defined roles, open communication, and team empowerment as central to team performance. Xu Wang (2021) studied the development of an administrative model for schools as professional learning communities in China. The study confirmed that collaborative decision-making and shared leadership

improved school effectiveness in academic achievement, teacher satisfaction, and organizational climate. The review of related studies underscores that teamwork is a multidimensional construct that significantly influences educational institution effectiveness. Key elements such as team management, communication, leadership characteristics, shared goals, and trust are recurring themes across various contexts. The findings of these studies provide empirical support and theoretical guidance for developing and validating the teamwork model for Chongqing College of International Business and Economic, China. These studies collectively inform the theoretical framework and methodological design of the current research. By integrating insights from both domestic and international contexts, the proposed teamwork model aims to be comprehensive, adaptable, and applicable to improve educational outcomes and institutional performance.

Methodology

This This study employed a mixed-methods research design and was conducted in two phases to develop and verify a teamwork model affecting the effectiveness of Chongqing College of International Business and Economic, China.

Phase 1: Development of the Teamwork Model: The first phase focused on constructing a conceptual framework for the teamwork model that influences institutional effectiveness. This phase included the following procedures. Documentary Research: A review of relevant theories, academic articles, and prior research was conducted to extract core components of teamwork and institutional effectiveness. This formed the foundation for initial model development. In-depth Interviews: Semi-structured interviews were conducted with three experts in educational administration, leadership, and organizational development. The selection of these key informants was based on purposive

sampling due to their academic qualifications and professional experience. Data Analysis: Qualitative data obtained from expert interviews were analyzed through content analysis. The themes identified were used to refine and structure the initial teamwork model. Validation by Experts: The model developed in this phase was evaluated by seven specialists through the Index of Item-Objective Congruence (IOC) to assess the appropriateness and consistency of each component within the model. All items reached an IOC value of 1.00, indicating strong agreement among the experts.

Phase 2: Evaluation of the Model's Appropriateness and Feasibility: The second phase aimed to examine the appropriateness and feasibility of the proposed teamwork model in real-world educational settings. Population and Sample: The sample consisted of 273 educational administrators from secondary schools in Chongqing, selected using stratified random sampling. This group was considered capable of evaluating the model due to their experience in school management and teamwork implementation. Research Instrument: A five-point Likert scale questionnaire was developed based on the teamwork model's components. The instrument consisted of structured items covering four key areas: (1) factors influencing teamwork, (2) teamwork characteristics, (3) teamwork processes, and (4) institutional effectiveness. Instrument Validation: The questionnaire was validated for content reliability and internal consistency. Index of Item-Objective Congruence (IOC) was calculated for each item, and a pilot test was conducted to ensure reliability using Cronbach's Alpha.

Data Collection: The questionnaire was distributed to the sample group through formal communication with participating schools and education offices. Responses were collected, verified, and compiled for analysis.

Data Analysis: The quantitative data were analyzed using a computer-based statistical program. Descriptive statistics including frequency, percentage,

mean, and standard deviation were applied to determine the level of appropriateness and feasibility of the model's components.

Result

The study aimed to develop and validate a teamwork model that contributes to the effectiveness of Chongqing College of International Business and Economic, China. The findings were obtained through both qualitative and quantitative methods and are summarized below: Components of the Teamwork Model

1. The developed teamwork model comprises four main components:

1.1 Factors Influencing Teamwork:

- Team Management
- Budget Allocation
- Leader Characteristics
- Trust in the Workplace

1.2 Dimensions of Teamwork:

- Communication
- Clearly Agreed Objectives and Goals
- Mutual Respect
- Team Participation

1.3 Teamwork Process:

- Planning
- Implementation of the Plan
- Inspection and Monitoring

1.4 Improvement and Correction

- Indicators of School Effectiveness:
- Academic Achievement
- Job Satisfaction

- Desirable Student Characteristics
- Personnel Development
- Parental Confidence

2. Model Validation by Experts

Seven experts assessed the consistency of the model using the Index of Item-Objective Congruence (IOC). All components achieved an IOC score of 1.00, indicating full agreement and confirming that the model was theoretically and practically sound.

3. Quantitative Evaluation of the Model

A total of 273 educational administrators from Chongqing participated in the assessment of the model's appropriateness and feasibility using a 5-point Likert scale questionnaire. The analysis yielded the following results:

3.1 Overall Appropriateness

The mean scores for all components were at the highest level:

- Factors Affecting Teamwork: $\bar{x} = 4.59$, S.D. = 0.27
- Teamwork: $\bar{x} = 4.58$, S.D. = 0.36
- Teamwork Process: $\bar{x} = 4.60$, S.D. = 0.31
- School Effectiveness: $\bar{x} = 4.61$, S.D. = 0.27

3.2 Overall Feasibility

The model's feasibility was also rated at the highest level:

- Factors Affecting Teamwork: $\bar{x} = 4.61$, S.D. = 0.25
- Teamwork: $\bar{x} = 4.58$, S.D. = 0.42
- Teamwork Process: $\bar{x} = 4.59$, S.D. = 0.29
- School Effectiveness: $\bar{x} = 4.57$, S.D. = 0.30

3.3 Highlights of Specific Indicators

- The highest rated aspect in terms of team leader characteristics was the administrator's ability to motivate and maintain positive human relations ($\bar{x} = 4.66$).

- In the school effectiveness dimension, the highest scores were observed in job satisfaction ($\bar{x} = 4.62$) and student academic achievement ($\bar{x} = 4.61$).

- The aspect of parental confidence also scored highly ($\bar{x} = 4.59$), particularly in terms of perceived curriculum standards and student outcomes.

The research confirmed that the teamwork model developed is both appropriate and feasible for implementation in secondary education institutions in Chongqing. The high levels of agreement from experts and end-users highlight the model's potential to enhance educational effectiveness through strategic teamwork development.

Discussion

The development of a teamwork model affecting the effectiveness of Chongqing College of International Business and Economic, China, revealed multidimensional insights into how institutional success can be enhanced through strategically structured teamwork processes. The research findings are consistent with both classical and contemporary theories of organizational behavior, educational leadership, and collaborative management. This discussion elaborates on the key findings of the study considering recent empirical research and theoretical developments from 2019 to 2024.

1. Factors Affecting Teamwork: The results of the study confirm that team management, budget allocation, leader characteristics, and trust in work are essential factors influencing teamwork. These findings are aligned with recent studies that emphasize the critical role of leadership behavior and resource allocation in fostering productive team environments in educational institutions. For example, Wang and Liu (2021) demonstrated that effective team management rooted in participatory decision-making leads to higher engagement among academic staff and improved institutional outcomes. Similarly, the findings of Xu et al. (2020) indicate that transparent budget allocation processes and the inclusion of personnel in

financial planning increase ownership and reduce intra-organizational conflict. Furthermore, the study by Boies and Knoll (2022) underscores the importance of leader traits such as emotional intelligence, adaptability, and professional ethics in building cohesive teams that trust and support one another. The significance of trust in this context is also consistent with Luhmann's (2020) theory of social systems, which views trust as a mechanism for reducing complexity in interpersonal relations. Trust acts as a catalyst for cooperation, reduces resistance to change, and fosters a climate where individuals feel safe to innovate and take collective responsibility.

2. Dimensions of Teamwork: The four core dimensions of teamwork—communication, clear and agreed objectives, mutual respect, and team participation—resonate with existing literature that outlines the behavioral and cognitive processes necessary for effective collaboration. Communication is recognized as the cornerstone of successful teamwork. As observed by Johnson and Johnson (2021), open and consistent communication not only enhances understanding but also facilitates timely problem-solving and decision-making. In this study, communication was found to be one of the highest-rated dimensions in both appropriateness and feasibility, reinforcing its role as a driver of institutional cohesion. Equally important is the dimension of having clear and mutually agreed goals. According to Locke and Latham's (2020) goal-setting theory, specific and challenging goals lead to higher performance when they are accepted by all team members. The findings of this research support this notion, with administrators and personnel jointly engaging in planning and evaluation, thus aligning personal and organizational aspirations. Mutual respect and team participation are also critical elements that build psychological safety—a concept elaborated by Edmondson (2019). Psychological safety allows individuals to express themselves without fear of judgment, which is essential for creative problem-solving and long-term team sustainability.

3. The Teamwork Process: The four-step process of planning, implementation,

inspection, and improvement found in this study mirrors the PDCA (Plan–Do–Check–Act) cycle proposed by Deming and further validated in educational contexts by Williams (2022). This process ensures that teamwork is not only reactive but proactive, cyclical, and rooted in continuous improvement. Planning involves inclusive dialogues between administrators, teachers, and stakeholders to co-create visions and strategic objectives. Implementation focuses on operationalizing those plans while maintaining alignment with institutional goals. Regular inspection ensures accountability, while systematic improvement allows for agile responses to changing needs and emerging challenges. Recent literature by Silanukit (2020) and Gorton (2021) has emphasized that this cyclical process fosters transparency and empowers educators to refine their practices continuously. In particular, the model's emphasis on feedback and collective reflection provides a foundation for shared learning and sustained development.

4. Institutional Effectiveness: The effectiveness of educational institutions, as measured in this study through five dimensions—academic achievement, job satisfaction, student characteristics, personnel development, and parental confidence—is a holistic reflection of the institutional culture and governance model. Academic achievement is positively correlated with the extent of collaborative planning and monitoring undertaken by school leaders and teachers. Studies by Jia Yuan (2020) and Xu Wang (2021) support the claim that schools with well-structured teamwork models report better student outcomes, particularly in mathematics, languages, and vocational subjects. Job satisfaction among teachers and staff is another critical indicator of institutional health. As shown in the findings, satisfaction levels were high when school administrators exhibited supportive behaviors, provided professional development opportunities, and encouraged knowledge-sharing. This aligns with Herzberg's two-factor theory (revisited in recent studies by Boonmee & Asa, 2021), which states that intrinsic motivators such as recognition and growth opportunities significantly impact employee satisfaction. Personnel development emerged as

a key component, especially when administrators promoted classroom research, professional learning communities, and funding for training. This is consistent with the findings of Nareerat Rakwijitkul (2022), who emphasized that continuous staff development is essential for educational innovation and student success. Parental confidence, as found in this study, was strongly influenced by the transparency of school operations, modern teaching tools, and consistent communication of student progress. When schools engage parents meaningfully and demonstrate consistent performance, they foster community trust and long-term stakeholder support (Leclerc & LeBlanc, 2023).

5. Implications for Model Validity The high level of agreement (IOC = 1.00) among experts evaluating the model confirms its conceptual and practical validity. The model not only provides a theoretical framework but also offers actionable strategies for educational leaders in similar contexts. It is important to note that while the study focuses on one institution in China, the findings may have broader implications for educational settings undergoing rapid transformation, particularly in Asia. The structure of the teamwork model supports adaptive leadership, decentralization, and stakeholder engagement—elements increasingly critical in post-pandemic educational reform (Zhao & Liang, 2023). The developed teamwork model integrates foundational principles of collaborative leadership, stakeholder involvement, and systematic quality assurance. By reinforcing structures that support shared decision-making, continuous learning, and mutual trust, the model contributes to enhanced organizational performance, staff morale, student outcomes, and parental engagement. It provides a blueprint for sustainable institutional effectiveness in an increasingly complex educational landscape.

Recommendations

1. Recommendations for Practical Implementation

1.1 Promote Administrative Support for Team-Based Management School administrators should establish an institutional culture that emphasizes collaborative leadership, ethical governance, and shared responsibility. Policies must be formulated to support teamwork as a strategic tool for enhancing school effectiveness. Leadership training programs should be conducted regularly to empower administrators with skills in participatory decision-making, conflict resolution, and transformational leadership.

1.2 Develop a School-Wide Teamwork Framework A school-wide teamwork framework should be implemented, emphasizing four dimensions: communication, shared goals, mutual respect, and team participation. Institutions may adopt protocols for collaborative planning, team reflection meetings, and cross-functional working groups. Each team should have a clear structure, responsibilities, and measurable performance indicators aligned with the institution's objectives.

1.3 Enhance Communication Mechanisms Establish multiple communication channels—such as weekly meetings, internal newsletters, and digital collaboration platforms (e.g., Teams, WeChat Work)—to ensure transparency and information flow across all units. Active listening and open feedback loops should be encouraged to foster trust and innovation among team members.

1.4 Invest in Professional Development and Personnel Growth Personnel development must be a continuous priority. Administrators should facilitate participation in academic seminars, classroom action research, and collaborative innovation programs. Funding allocation should prioritize training initiatives that promote teamwork competence, leadership, and research-based pedagogy.

1.5 Utilize Data to Monitor and Improve Teamwork Processes Introduce performance evaluation tools and key performance indicators (KPIs) to measure teamwork quality. The Plan–Do–Check–Act (PDCA) cycle should be applied consistently to assess planning, implementation, inspection, and improvement processes. Regular reviews and feedback sessions can help adapt teamwork models to evolving needs and contexts.

1.6 Build Community and Parental Trust through Transparency As part of institutional transparency, administrators should regularly report learning outcomes, program performance, and developmental initiatives to parents and local communities. Feedback from parents should be integrated into teamwork discussions to enhance the school's responsiveness and credibility.

2. Recommendations for Policy Makers and Educational Authorities

2.1 Incorporate Teamwork Models into Educational Policy Local education authorities should integrate teamwork development into national education quality standards and school assessment frameworks. Support mechanisms, such as team-based grants and awards for collaborative excellence, can be introduced to incentivize teamwork innovation.

2.2 Establish Cross-Institutional Collaboration Platforms Develop provincial or regional platforms that allow schools to share best practices in teamwork implementation. These networks can host forums, workshops, and case studies to promote inter-school learning and team leadership excellence.

2.3 Ensure Resource Equity to Support Team Operations To enable successful teamwork, educational institutions should be supported with equitable resources—including budget flexibility, modern digital infrastructure, and adequate human resources—to facilitate team activities effectively.

3. Recommendations for Future Research

3.1 Develop a Practical Teamwork Training Manual Future researchers are encouraged to develop a teamwork development manual based on the model

validated in this study. This manual could serve as a toolkit for school administrators and teachers to apply teamwork practices step-by-step in real educational settings.

3.2 Conduct Longitudinal and Comparative Studies Further research should explore the long-term effects of teamwork implementation on school effectiveness and compare results across different regions or institutional levels (e.g., vocational vs. academic institutions) to assess the model's scalability and adaptability.

3.3 Evaluate the Impact of Digital Collaboration Tools Future studies may focus on the role of digital technologies in enhancing teamwork effectiveness, especially in the context of blended or remote learning. This includes examining how platforms like Microsoft Teams, DingTalk, or Moodle facilitate collaborative planning and instructional efficiency.

3.4 Investigate Teamwork's Role in Crisis Management In light of recent global disruptions such as the COVID-19 pandemic, researchers should examine how teamwork contributes to organizational resilience, teacher adaptability, and stakeholder engagement during periods of crisis.

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