



Freshman's Team Improvement of Nanhai Film Academy in Haikou University of Economics

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Abstract

The objectives of this study were 1) To study opinions on the freshman team improvement of Nanhai Film Academy in Haikou University of Economics. 2) To compare freshmen' opinions towards the freshman team improvement of Nanhai Film Academy in Haikou University of Economics, classified by gender, type of student leader, and major. The samples of this research were 50 freshmen of Nanhai Film Academy in Haikou University of Economics. The questionnaires were 5 rating scales with validity by IOC between .67-1.00, and reliability was .95. The statistics used an analysis of the data to obtain various descriptive statistics: frequency, percentage, mean, standard deviation, t-test, One-way ANOVA and LSD.

The research result found that: 1) The freshmen' opinions on the freshman's team improved of Nanhai Film Academy in the Haikou University of Economics, as a whole, at a high level. When considering each aspect found that freshman's team improvement mean ranked highest for personal involvement, followed by teacher involvement, team construction, and team activities. 2) The freshman' opinions on the freshman team improvement of Nanhai Film Academy in the Haikou University of Economics, classified by gender and major, found that the comparison of opinions on freshman team improvement was not different. However, there was statistically significant at the level of .05 in the type of student leader in total, and aspect of teacher involvement, and the sample showed that the student leader group was higher than the non-student leader group.

Keyword: Team improvement, Team construction, Personal involvement

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Introduction

Today's society is a group society, many things need teamwork to complete. Understanding how dynamics in teams influence the effectiveness of students' teamwork and behaviours improves instructors' ability to manage student teams. This research study explored the freshman's team improvement of Nanhai Film Academy in Haikou University of Economics. that find out have no aspect for team improvement espactsily personal involvement, team construction, team activities, and teachers' involvement have no behavioral dimensions of teamwork. However, from daily study and life, some students, such as freshmen, because they just arrived at school, need to become more familiar with everything in school and new classmates. There is no learning goal; many freshmen are self-centered with strong self-consciousness and lack collective consciousness. According to the report on the freshmen of the Nanhai Film Academy in Haikou University of Economics (Nanhai Film Academy, 2021), the conclusion was that there was 1) Low personal involvement, they have no sense of teamwork and lack collective identity. at the same time, they also do not know how to communicate with their classmates around them 2) Poor team construction. Without the guidance of team goals, they lack initiative and cannot actively share team tasks and play their role in the team. This leads to organizational fragmentation and a need for more cohesion.

As a freshman, in school life, many learning arrangements and class affairs need to be completed by classmates. Team improvement is very important. A cohesive and active team can stimulate freshmen' enthusiasm for learning, promote communication among freshmen, and help them improve their professional level and personality. It can help freshmen learn to observe and think in a good team atmosphere, promote freshmen' sense of community and participation, and overcome difficulties and challenges more confidently and calmly. The important performance of freshmen' growth and maturity is that they learn to learn, learn to plan, know how to blend in and make progress. There is also the need for social development to fully explore and release the inner potential of freshmen and improve their ability and value.

Therefore, it is very important to improve the freshman team. Now, it is necessary to study how to improve the freshman team of Nanhai Film Academy at Haikou University of Economics. Therefore, the researcher is interested in studying

research management for the freshman team improvement of Nanhai Film Academy at Haikou University of Economics, which will benefit educational administration and education administrators.

Research Objectives

1. To study opinions on the freshman team improvement of Nanhai Film Academy in Haikou University of Economics.
2. To compare freshmen' opinions towards the freshman team improvement of Nanhai Film Academy in Haikou University of Economics, classified by gender, type of student leader, and major.

Research Hypothesis

The freshman's opinions on the freshman's team improvement at Nanhai Film Academy in Haikou University of Economics are different when classified by gender, type of student leader, and major.

Conceptual Framework

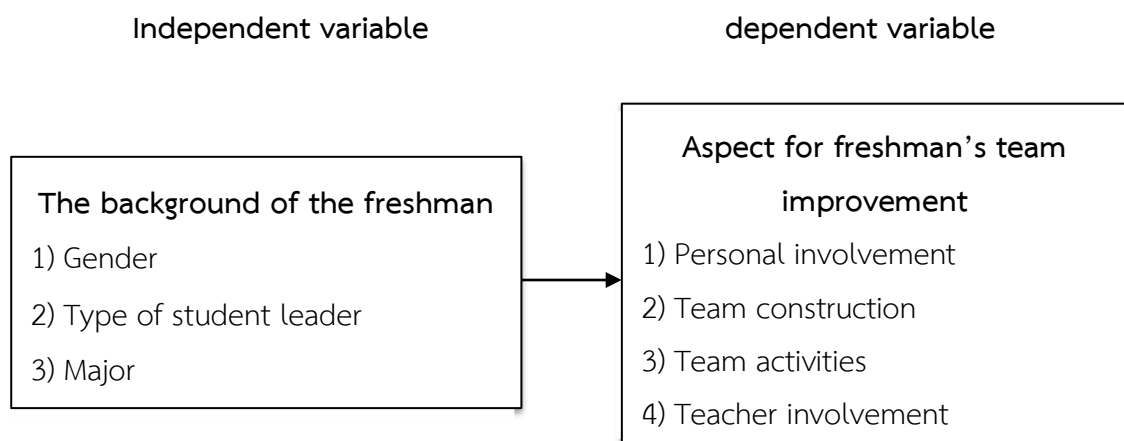


Figure 1 Conceptual framework

Research Methodology

This research used a quantitative approach. The researcher distributed questionnaires to collect raw data, which can be used to study the opinions of

freshmen of different genders, student leaders, and majors on the aspects of freshman team improvement and analyze the measures of freshman team improvement through the survey results.

The study population consisted of freshmen from 4 majors of Nanhai Film Academy, Academic Year 2022, totalling 150 people. The sample used in the research was freshmen of Haikou University, academic year 2023; the researcher determined the sample size of 50 faculty members by using the ready-made table of Krejcie and Morgan (Robert V. Krejcie & Eayle W. Morgan, 1970, as cited in Petchroj, 2019). The total sample was 50 people from the Haikou University of Economics. The questionnaires were 5 rating scales with validity by IOC between .67-1.00, and reliability was .95. The statistics used an analysis of the data to obtain descriptive statistics: frequency, percentage, mean, standard deviation, t-test, One-way ANOVA and LSD.

Results

Table 1 Mean, standard deviation, meaning and rank of freshman's opinions on team improvement.

(n=50)

Aspect	Team improvement	\bar{X}	S.D.	Level	Ranked
1.	Personal involvement	4.39	.83	High	1
2.	Team construction	4.24	.98	High	3
3.	Team activities	4.03	1.16	High	4
4.	Teacher involvement	4.37	.93	High	2
Total		4.26	.90	High	

From table 1, it revealed that the freshman's opinions for team improvement in total was high (\bar{X} =4.26, S.D.=.90). When considered in each aspect, the highest aspect was personal involvement (\bar{X} =4.39, S.D.=.83). followed by Teacher involvement, team construction, team activities

Table 2 Mean, standard deviation, meaning and rank of freshman's opinions on personal involvement.

Item	Personal involvement	\bar{X}	S.D.	level	Ranked
1.	Team members have a collective mindset.	4.54	.86	Highest	1
2.	Team members enjoy communication and exchange	4.40	.97	High	2
3.	Team members are able to comply with class rules.	4.30	.99	High	4
4.	Team members can actively participate in class affairs.	4.30	.95	High	3
Total		4.39	.83	High	

From table 2, it revealed that the freshman's opinions for personal involvement in total was high (\bar{X} =4.39, S.D.=.83). The highest item was team members have a collective mindset (\bar{X} =4.54, S.D.=.86). followed by team members enjoy communication and exchange, team members can actively participate in class affairs, and team members were able to comply with class rules.

Table 3 Mean, standard deviation, meaning and rank of freshman's opinions on team construction

Item	Team construction	\bar{X}	S.D.	level	Ranked
1.	The class has a strong class culture	4.06	1.11	High	5
2.	Harmonious interpersonal relationships in the class	4.33	.97	High	1
3.	The class has a clear class management system	4.18	1.10	High	4
4.	The class has won many honors	4.18	1.07	High	3
5.	The class has clear development goals	4.26	1.03	High	2
Total		4.24	.98	High	

From table 3, it revealed that the freshman's opinions for team construction in total was high (\bar{X} =4.24, S.D.=.98). The highest item was harmonious interpersonal relationships in the class (\bar{X} =4.33, S.D.=.97). followed by the class has clear development goals, the class has won many honors, the class has a clear class management system, and the class has a strong class culture.

Table 4 Mean, standard deviation, meaning and rank of freshman's opinions on team activities

Item	Team activities	\bar{X}	S.D.	level	Ranked
1.	Carry out enrollment education for freshman	4.18	1.26	High	1
2.	Regularly engage in outdoor leisure activities	4.10	1.20	High	2
3.	Regularly engage in sports competitions	3.88	1.30	High	3
4.	Socialize with other classes	3.86	1.35	High	4
Total		4.03	1.16	High	

From table 4, it revealed that the freshman's opinions for team activities in total was high (\bar{X} =4.03, S.D.=1.16). The highest item was carried out enrollment education for freshman (\bar{X} =4.18, S.D.=1.26). followed by regularly engage in outdoor leisure activities, regularly engage in sports competitions, and socialize with other classes.

Table 5 Mean, standard deviation, meaning and rank of freshman's opinions on teacher involvement.

Item	Teacher involvement	\bar{X}	S.D.	level	Ranked
1.	Teachers attach importance to class development	4.32	1.04	High	3
2.	Teachers and students are on good terms	4.46	.91	High	1
3.	Teachers have strong Organizational capacity	4.33	1.11	High	2
Total		4.37	.93	High	

From table 5, it revealed that the freshman's opinions for teacher involvement in total was high (\bar{X} =4.37, S.D.=.93). The highest item was teachers and freshmen are on good terms (\bar{X} =4.46, S.D.=.91). followed by teachers have strong organizational capacity, and teachers attach importance to class development.

Comparison of freshman's opinions on freshman's team improvement when classified by gender, type of student leader and major.

Table 6 The comparison of items that freshman's team improvement by gender.

Aspect	Freshman's team improvement	Gender				t	Sig.
		Male		Female			
		\bar{X}	S.D.	\bar{X}	S.D.		
1.	Personal involvement	4.50	.99	4.30	.70	.83	.41
2.	Team construction	4.27	1.16	4.22	.85	.16	.87
3.	Team activities	4.18	1.36	3.92	1.00	.77	.45
4.	Teacher involvement	4.41	1.09	4.35	.80	.25	.80
Total		4.34	1.07	4.20	.77	.54	.59

From table 6, t-test was used to study the opinions on freshman's team improvement by gender. There was not different in total and every aspect.

Table 7 The comparison of items that freshman's team improvement by type of student leader.

Item	Freshman's team improvement	Type of student leader				t	Sig.
		Student		Non-student			
		leader		leader			
		\bar{X}	S.D.	\bar{X}	S.D.		
1.	Personal involvement	4.60	.88	4.18	.73	1.79	.08
2.	Team construction	4.50	.89	3.98	1.02	1.95	.06
3.	Team activities	4.32	1.09	3.74	1.17	1.81	.08
4.	Teacher involvement	4.68	.83	4.06	.94	2.47*	.02
Total		4.52	.88	3.98	.86	2.18*	.03

*Statistically significant at level .05

From table 7, the comparison of opinions on freshman's team improvement classified by type of student leader in total and teacher involvement were statistically significant at level of .05, the sample showed that the student leader group was higher than non-student leader group.

Table 8 Mean and standard deviation of aspect that freshman's team improvement by major.

Aspect	Freshman's team improvement	Major							
		Director		Photography		Performance		Art	
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1.	Personal involvement	4.52	.75	4.13	1.22	4.52	.63	4.34	.60
2.	Team construction	4.53	.73	4.12	1.35	4.03	1.12	4.20	.64
3.	Team activities	4.37	.93	3.81	1.60	3.85	1.06	4.00	1.00
4.	Teacher involvement	4.56	.74	3.94	1.33	4.53	.80	4.43	.69
Total		4.49	.76	4.00	1.31	4.23	.79	4.24	.63

From table 8, there was found that in total mean of freshman's team improvement among the freshman's major, where the highest mean was director (\bar{X} = 4.49, S.D. = .76), followed by art, performance and photography.

Table 9 The analysis of variance of freshman's team improvement classified by major.

Aspect	Freshman's team improvement	Variance sources	SS	df	MS	F	Sig
1. Personal involvement		Between groups	1.31	3	.44	.64	.60
		Within group	32.21	46	.70		
		Total	33.53	49			
2. Team construction		Between groups	2.00	3	.67	.68	.57
		Within group	45.44	46	.99		
		Total	47.44	49			
3. Team activities		Between groups	2.65	3	.88	.65	.59
		Within group	62.93	46	1.37		
		Total	65.58	49			
4. Teacher involvement		Between groups	3.03	3	1.01	1.18	.33
		Within group	38.45	45	.85		
		Total	41.47	48			
Total		Between groups	1.64	3	.55	.65	.59
		Within group	37.60	45	.84		
		Total	39.24	48			

From table 9, ANOVA was used to study the freshman's opinions on the freshman's team improvement by major. There were not different of freshman team improvement for all aspects and in total.

Discussion

Personal involvement was found to be at the top 1 of freshman's team improvement in the freshman's opinion of Nanhai Film Academy, Haikou University of Economics. The team was composed of every freshman, giving full play to the main role, and everyone took the initiative to participate in the management and activities of the class. This sense of self-management can make every freshman regard the class as their home so as to improve the improvement of team cohesion. This finding was in line with the study of Guo (2017), Research on Strategies to Promote Student Participation in Class Management. The study proposed that students can only have personal engagement in the class and develop toward the goals of harmony, unity, and progress by being personally involved in the affairs of the class. The concept that the rise and fall of the class were closely related to oneself was deeply rooted in the hearts of every student. Only then can students love the class more, adhere to classroom rules, and be willing to work together with classmates and teachers to establish a cohesive and positive class collective. With such a class collective, students can learn happily and grow healthily.

Teacher involvement was identified as the second most important factor for team improvement according to the freshmen's opinions. The responsibility of teachers is very important: to lead the class, to impart knowledge to freshmen, and also to guide freshmen to grow up. As the manager of the class, teachers and freshmen can establish a positive relationship to unite the class and improve team cohesion. This finding was in line with the study of Li (2015) on how a class teacher does a good job in team construction. Research showed that the teacher was the organizer, leader, and educator of the whole class, the guide to the healthy growth of the freshmen, the bridge between the school, the family, and the society, and the important figure in the education of the freshmen. The quality of the teacher and the quality of the work have a profound impact on the formation and development of the class and the growth of the freshmen.

Team construction, which was found to be the third-place freshman's team improvement the freshman's opinion, includes class culture, class interpersonal relationship, class management system, and class development goals; the class won many honors. It might be that positive team construction can create a good class

culture, narrow the distance between freshmen, let freshmen from the first day into the class, have a sense of pleasure in the class, gradually form a sense of identity, and then strengthen the unity among freshmen, improve the cohesion. This finding was in line with the study of Huang and Yu (2022), Research on the path of undergraduate team construction -Take Beijing University of Technology as an example. Research showed that team construction was an important carrier of ideological and political education for college students. Strengthening team collective construction to form excellent class style, study style, and school spirit was an important way and channel for college campus construction and talent training.

The freshmen rated team activities as being the last priority of freshman team improvement. Li (2014) stated in her analysis of innovative strategies for team activities in higher education classes that collective construction was the foundation of the construction of an academic atmosphere and a beautiful campus. The most effective and direct way to build a class collective was to carry out activities that are diverse, diverse, and of high value and educational significance. Nowadays, college students tend to engage in individual activities and lack enthusiasm for team activities. However, at the same time, it was undeniable that team activities also play a positive role in team improvement, and freshmen also expressed their recognition of this in the survey.

In terms of age, type of student leader, and major, freshmen' opinions on freshman team improvement were as follows: age and major had no impact on freshman' opinion, while in terms of type of student leader was statistically significant at the level of .05, type of student leader get the highest average score, which means that student leader, as class managers, had more leadership and collective consciousness, and were more willing to create a cohesive class. At the same time, student leaders had more opportunities to interact with teachers, had closer relationships with them, and were more willing to collaborate with teachers to conduct class construction.

Recommendation

From the research results, after consulting more than 5 teachers, make the following suggestions for Nanhai Film Academy, Haikou University of Economics:

1) Personal involvement: Improve personal involvement. For example, a "Freshman's First Class" can be held during the freshman enrollment period. The content includes school introduction, professional learning, collective life, and interpersonal relationships. Freshmen are encouraged to showcase themselves in the first class and get to know other new freshmen more quickly. In this way, freshmen can form a sense of ownership from the beginning so as to quickly understand the school, integrate into university life, treat the school as their own home, and actively participate in team improvement.

2) Teacher involvement: Create good teacher-student terms. For example, a teacher-student communication mechanism can be established, and regular "teacher-student communication days" can be held. Through communication between teachers and freshmen, teachers can timely understand the problems faced by freshmen in their learning and life and help them solve them in a timely manner. At the same time, teachers can also express their concern and support for freshmen and plan for class development through communication. In this way, sufficient trust will be established between teachers and freshmen, and it will also be more conducive to strengthening the team improvement.

3) Team construction: Strengthen team construction and advocate for 'returning classes to freshmen'. In team construction, encourage freshmen to decide on class activities and manage class life independently. We can try many methods, such as establishing a "weekly class monitor system", where the whole class takes turns to be the weekly monitor, setting class goals, and managing the daily affairs of the class. After a week, they can express their management feelings and suggestions for class management. This way, freshmen can have opportunities to showcase their talents in the class. While exercising their management skills and leadership abilities, they also gain a sense of identification and participation in the team, and the team will become stronger and more united.

4) Team activities: Mobilize the enthusiasm of freshmen to participate in team activities and organize activities that freshman enjoys. This requires listening to the freshmen' thoughts on the activities and starting with organizing interesting and

simplified activities that are suitable for freshmen, enhancing their participation. At the same time, timely encouragement and praise should be given to make everybody enjoy team activities. If sufficient innovation space and exercise opportunities are provided for freshmen, they will actively participate and receive good activity results, thereby improving the team.

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