

MOTIVATION TO WORK THAT AFFECTING TEACHER WORK ENGAGEMENT IN ART EDUCATION AT UNIVERSITY IN FIELD XIAMEN, CHINA

Jiayi LIU¹, and Sirikawin KRUTKRONGPAN^{2*}

1 Faculty of International Program, Thongsook College, Thailand;
1159703385@qq.com (Corresponding Author)

2 Faculty of Educational Administration, Thongsook College, Thailand

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ABSTRACT

This study examines the work motivations that influence the work engagement of college art teachers in the Xiamen domain, Fujian Province, China. For this research comprised. A questionnaire was employed as the primary research tool. The sample size was 2,000 teachers of highly effective art teachers in the field of Xiamen, selected using non-probability convenience sampling method. Data analysis involved the use of frequencies, percentages, means and standard deviations and hypothesis testing through multiple regression analysis.

The results of the study showed that most of the respondents were female, aged 30 years and below, with bachelor's degree, average monthly income of more than 4,001-5,001 dollars, and work experience of 1-5 years.

Keywords: Motivation to Work, Work Engagement, Art Education

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INTRODUCTION

Motivation is defined as the mental disposition or drive that inspires and sustains an individual to perform an activity and causes that activity to be directed toward a certain goal (Huang, 2007). The structure, direction, intensity, and duration of behavior associated with job performance are all stimulated by job motivation, which is an important factor (Ma, 2021). Managers' attention has been directed toward work motivation. Work motivation is the persistent psychological propensity to meet the demands of educators while motivating them to accomplish their particular goal of instructing and educating others (Sunitha, 2016).

The development of art education is inextricably linked to the most crucial element. In today's social evolution, innovation is frequently directly tied to human personality, and each person possesses both uniqueness and universality. All areas of education serve the development of the human personality (Sosik & Cameron, 2010). University art educators must take into account the diversity of student emotions in the educational process. By allowing students to experience a variety of different emotions, a consensus can be reached. Each person possesses both unique qualities and commonalities, and in the social evolution of today, creativity and personality frequently get tightly associated (Sanford, 2017). Access to all facets of education is necessary for the development of human personality. Consider the range of emotions when teaching art in colleges and universities. Encourage people to experience a wide range of distinct emotions via art education and help them to join the ranks of college and graduate school art educators. That is why the motivation of teachers in art education is crucial (Ulger, 2018).

Gulangyu Island in Xiamen, Fujian Province, is known as the "Island of Pianos" and the "Hometown of Music" and has the highest density of pianos in the country. It has a long cultural history. Therefore, Xiamen has a strong artistic flavor, and Xiamen is also famous for its efficient arts, which is helpful for the conduct and investigation of this study.

LITERATURE REVIEWS

Motivation to work **Motivation** is the inner force that drives human behavior; it is what causes and sustains individual behavior and uses this behavioral orientation to matter a certain goal. Motivation is the enabler of human activity and reflects the stimulating effect of the desired objective on human activity. Motivation has three basic attributes: directionality, intensity and clarity, and the nature of the direction, the degree of positivity and the degree of effectiveness of work motivation are determined by motivation. (Abós et al., 2018)

Amotivation It refers to the psychological process that motivates human behavior. The concept of motivation is used in management to stimulate employees' work motivation, which means using various effective methods to mobilize their enthusiasm and creativity, enabling them to work hard to complete organizational tasks and achieve organizational goals.

Teacher work engagement **Teacher work participation** refers to the degree to which employees recognize their work, are committed to it, and believe that work is important for achieving self-worth. (Perera et al., 2018)

Cognitive-physical engagement Ye Haosheng defines embodied cognition from three aspects, firstly, the steps and the way of carrying out cognitive process are determined by the physiological attributes of the body (Ye, 2011); secondly, the cognitive content is provided by the body; and thirdly, the body, cognition and environment are an organic whole. [Although there are many differences in the translation of the concept of embodied cognition, the conceptual core of scholars at home and abroad is the same, only the starting point and consideration angle are different, but the essence is the same, i.e., it is believed that the mind-body-environment together constitute an interconnected and interactive dynamic system, and the cognition is originated from the body and is also based on the environment.

Research hypothesis

Main hypothesis: The motivation to work has positive affecting teacher work engagement in art education at university in field Xiamen, China.

H1: Intrinsic motivation has positive affecting teacher work engagement in art education at university in field Xiamen, China.

H2: Identified regulation has positive affecting teacher work engagement in art education at university in field Xiamen, China.

H3: Introjected regulation has positive affecting teacher work engagement in art education at university in field Xiamen, China.

H4: External regulation has positive affecting teacher work engagement in art education at university in field Xiamen, China.

H5: Amotivation has positive affecting teacher work engagement in art education at university in field Xiamen, China.

Conceptual framework

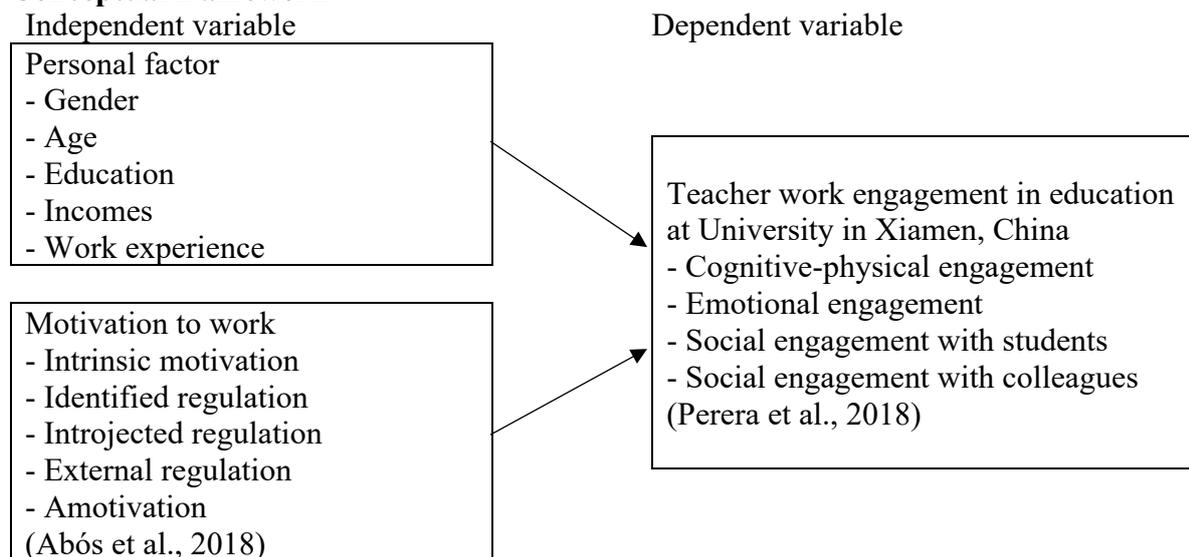


Figure 1 Conceptual framework

RESEARCH METHODOLOGY

The population used in this study consists of the number of faculty members at the University College of Fine Arts in the field of Xiamen, Fujian Province.

The sample group used in this research consists of the number of faculty members at the University College of Fine Arts in the field of Xiamen, Fujian Province. According to the university's database, there are 2,800 faculty members (statistics from the most recent university website).

Research tools used in this study included a questionnaire for data collection, which consisted of the following questions:

The tools used in this research are questionnaires developed from the study of relevant concepts and theories related to the research. The objectives are to collect data related to motivation to work and teacher work engagement. The questionnaire is divided into 4 parts, covering various aspects of the research as follows:

Part 1: Questionnaire about general information of respondents, consisting of 5 questions regarding gender, age, education level, incomes, and work experience.

Part 2: Questionnaire about the motivation to work, which include intrinsic motivation, identified regulation, introjected regulation, external regulation, and Amotivation. The questions are designed as closed-ended questions, using a Likert Scale with 5 levels. This questionnaire is adapted from the research work of (Abós et al., 2018).

Part 3: Questionnaire about teacher work engagement, covering cognitive-physical engagement, emotional engagement, social engagement with students, and social engagement with colleagues. The questions are also closed-ended and use a Likert Scale with 5 levels. This questionnaire is modified from the research of (Perera et al., 2018).

The scoring criteria for the Likert scale used in the questionnaire are as follows:

Score	Meaning
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

The interpretation of the scores is divided into 5 levels based on the principle of classifying and ranking scores. The lowest score is set at 1 and the highest score at 5. The formula is used to calculate the range of each class interval as follows:

$$\text{Class Interval} = \frac{\text{upper limit} - \text{lower limit}}{\text{number of class}} = \frac{5-1}{5} = 0.8$$

From the specified range and Descriptive Scoring, we can interpret the average scores as follows.

Average	Score Meaning
4.21-5.00	Strongly agree
3.41-4.20	Agree
2.61-3.40	Neutral
1.81-2.60	Disagree
1.00-1.80	Strongly disagree

Part 4: Suggestions and Other Comments

For the accuracy of the questionnaire, the researchers presented it to the advisor for verification before use. The advisor helped review the content and provided recommendations for further improvements. After the questionnaire received verification for accuracy, it should be tested with a similar group to the target audience, consisting of 30 individuals, to assess its reliability using Cronbach's alpha coefficient. The coefficient should ideally be greater than 0.70 or 70% to be considered reliable.

Once the questionnaire was analyzed for its reliability using computer software with a sample group of 30 individuals, it was able to assess the reliability based on all factors, as shown in Table 1.

Table 1 The results of the questionnaire's validity testing

Variable	Number of questions	Cronbach's alpha
Motivation to work	19	
- Intrinsic motivation	4	
- Identified regulation	4	
- Introjected regulation	4	
- External regulation	4	
- Amotivation	3	
Teacher work engagement	16	
- Cognitive-physical engagement	4	
- Emotional engagement	4	
- Social engagement with students	4	
- Social engagement with colleagues	4	
Total	35	

Data collection

Data were collected from two different sources: primary and secondary data. Responses from a sample group of 200 faculty members from the university art faculty in the field of Xiamen, using a questionnaire as a data collection tool, directly yielded primary data for this study. In contrast, primary data played a key role in shaping the theoretical framework, facilitating the literature review process, and helping to develop the research instrument.

The data analysis and hypothesis testing in this study, data analysis and hypothesis testing were performed using computer software for both descriptive statistics and inferential statistics. Descriptive statistics were used to examine basic data characteristics of the sample group, including presenting data in tables, frequency distributions, percentages, mean values, and standard deviations. Descriptive statistics provide preliminary information about the sample, aiding in summarizing and detailing data patterns.

Inferential statistics were employed to test hypotheses in the research. Hypothesis testing establishes the statistical significance of research findings. In this study, a significance level of 0.05 was set for hypothesis testing. The inferential statistics used for analysis included t-test, F-test (LSD), and multiple regression analysis using the Enter method. These statistical tests helped draw conclusions and make inferences about the population based on the sample data.

RESEARCH RESULTS

The results showed that the majority of respondents were 121 women (64.02%), and 85 people (44.97%) were under the age of 30 or equivalent. 111 bachelor's degree students (58.73%), below 3000 RMB (32.80%), with work experience. 1-5 years: 62 people (32.80%)

The analysis of the opinions of the respondents found that they have a significant view on the overall work motivation. ($\bar{X} = 3.82$, $SD = 0.63$) Ranked in descending order of mean as follows: Motivation, external control, and emotions. Respondents have the highest overall view of teacher work participation. ($\bar{X} = 4.37$, $SD = 0.51$) Student social participation College, Emotional Participation, and Cognitive Physical Participation

Assuming the test results indicate that work motivation includes internal motivation, identification of regulation, and introduction of regulation. Work of Art Education Teachers at Xiamen University in China 0.05 has the ability to predict the results of the 49.1 hypothesis test, as shown in Table 2.

Table 2 Shows the hypothesis testing of motivation to work on teacher work engagement in art education at University in field Xiamen, China

Motivation to work	b	Std. Error	β	t	p-value	Tolerance	VIF
Constant	2.389	0.202		11.835	.000*		
- Intrinsic motivation	0.145	0.052	0.237	2.785	.006*	0.374	2.670
- Identified regulation	0.184	0.065	0.241	2.857	.005*	0.381	2.626
- Introjected regulation	0.242	0.051	0.385	4.723	.000*	0.409	2.447
- External regulation	-0.059	0.055	-0.118	-1.078	.283	0.228	4.393
- Amotivation	-0.054	0.041	-0.128	-1.320	.188	0.288	3.474
R = 0.710, R ² = 0.504, Adjusted R ² = 0.491, SE _{EST} = 0.365, F = 37.208, p-value = .000*							

* p-value < .05

DISCUSSION & CONCLUSION

Conclusion

Summarize the analysis results of work motivation and draw a conclusion that the overall opinions and reports of the majority of respondents are in the High. On average, the majority of respondents have the highest opinion on identifying regulations, followed by introductory

ones. Regulatory and minimum emotionalization. Detailed information on each aspect is as follows:

1) Intrinsic motivation: Most respondents have high opinions. On average, most respondents have their own opinions. Teaching is the most interesting, followed by my belief that it is a pleasant activity, and at the very least, I am very interested in teaching.

2) Identify regulation: The majority of respondents have the highest opinion. On average, the majority of respondents have the following opinions: I believe this is the most important goal in my life, and secondly, I believe it is very valuable for me as a person. Teaching helps me learn new things

3) Introduction of regulation: The majority of respondents have high opinions. On average, most respondents have their own opinions. I hope others think I am the best teacher, second only to control. I will feel guilty, at least Contrary, I will disappear with myself.

4) External regulation: The majority of respondents have high opinions. On average, most respondents have their own opinions. It is estimated that I should do this as much as possible after others (colleagues, principals/mistresses, etc.) have put pressure on me. I hope I can achieve this.

5) Emotionalization: The majority of respondents' opinions are moderate. On average, the majority of respondents' opinions are: I do not know; I feel like I wasted a lot of time in class I don't know why I am a teacher; It is used work.

Discussion

The results of the general data analysis of the respondents are summarized. It can be concluded that most of the respondents are female, within 30 years of age, bachelor's degree, work experience is 1-5 years and income is 4,001-5,000 CNY.

Work motivation directly promote people to learn the internal motive, is an important part of the human behavior motivation system. There is always a certain reason for any kind of human action, which may be due to the influence of external situations and things, or may be governed by internal psychological forces, but generally is the result of the interaction of many internal and external forces. Psychology usually refers to the internal motivation that directly drives behavior as motivation, and the external factors that provoke motivational activity as triggers. Although motivation is the expression of mental activity, but it is still the objective social life needs or their own physiological needs in the human brain. As F. Engels pointed out: "As far as the individual is concerned, all the impulses of his action must pass through his mind and must be transformed into the motives of his desire in order to enable him to act. The same is true of the teacher's motivation, the most basic drive that motivates his or her work and thus drives the motivation forward.

Implications of the study

The study showed that factors such as interest in the work, image in the eyes of others and one's own responsibility influenced the motivation of effective art teachers in the field of Xiamen. Firstly, the study was changed to emphasize the importance of a teacher's positive work motivation for the current form of society. Second, effective regulation of these factors is important for college art teachers in Xiamen in an environment of high mental concentration.

The findings of this study emphasize the complex and close relationship between work engagement and work motivation of art teachers in the field of Xiamen work engagement work motivation. Detailed analysis of the survey data provided insights into the individual characteristics and job performance of arts teachers in the Xiamen domain. This provides insights for educational administrators to develop more targeted training and development programs to help improve the overall quality and performance of arts teachers.

Future Research

This study investigates the motivation of art teachers in several sections, including "Intrinsic motivation, intrinsic motivation, Identified regulation, Interjected regulation, External

regulation, and Amotivation”. Through the research to construct out a comprehensive theoretical model, pioneering a path study between coworkers' proactive behavior and employees' control motivation, which has certain theoretical and practical significance. However, this study still has shortcomings in terms of homology bias and the number of data collected, which need to be optimized as well as validated by subsequent in-depth studies. Therefore, this paper has the following suggestions and outlooks in the follow-up related or same field studies:

- 1) The research variables can be divided and data collection can be done through different time points to increase the persuasive power of the results.
- 2) It is possible to expand the data collection channels, collection methods, and to step segmented and conscious control of object-oriented distribution.
- 3) Due to the limited research on the influence relationship between the variables in this study, the influence relationship between the direct and indirect relationship between the variables will be explored more in the subsequent research to realize more effective value.

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