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## Exploring the Influence of Art Teachers' Core Quality Improvement on Students' Learning Motivation and Educational Policy: Empirical Evidence based on Chinese Universities

Xiaotong Liu <sup>1</sup>, Weixin Zhu <sup>2</sup>, Dongkwon Seong <sup>3\*</sup>

	<b>Abstract</b>
<p><b>Article History</b></p> <p><b>Article Submission</b> 12 December 2022</p> <p><b>Revised Submission</b> 04 January 2023</p> <p><b>Article Accepted</b> 09 March 2023</p>	<p>This study aims to investigate the influence of art teacher core quality improvement on student learning motivation and education policy in Chinese universities. The study also explores the moderating roles of classroom well-being and research-derived knowledge in these relationships. Data was collected through a closed-ended questionnaire from 376 art teachers in Chinese universities using simple random sampling. The findings of the study reveal that art teacher core quality improvement has a significant impact on both student learning motivation and education policy in Chinese universities. Therefore, this study provides evidence for the importance of investing in art teacher core quality improvement to enhance student motivation and shape education policies in Chinese universities. Moreover, the study reveals that classroom well-being moderates the relationship between art teacher core quality improvement and student learning motivation. This implies that creating a positive and supportive learning environment is critical to improve students' motivation. Furthermore, the study shows that research-derived knowledge moderates the relationship between art teacher core quality improvement and education policy. This suggests that teachers who have research-derived knowledge are more likely to implement effective education policies. In conclusion, this study provides valuable insights for art teachers and policymakers to improve student learning motivation and education policy in Chinese universities. However, the study's limitations include the fact that data was collected only from art teachers, and future studies should consider collecting data from other disciplines.</p> <p><b>Keywords:</b> Art Teachers; Core Quality Improvement; Students' Learning Motivation; Educational Policy; Chinese Universities</p>

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<sup>1\*</sup> *Ph.D, Department of X-Cultural Studies, Kookmin University, Seoul, Republic of Korea, liuxiaotong.2022@gmail.com*

<sup>2</sup> *Ph.D, Department of X-Cultural Studies, Kookmin University, Seoul, Republic of Korea, weixin1211@naver.com*

<sup>3</sup> *Assistant Professor, Department of X-Cultural Studies, Graduate School, Kookmin University, Seoul, Republic of Korea, dongkwonseong@kookmin.ac.kr*

## Introduction

Students' overall growth and education are significantly impacted by the contributions made by their art teachers, who equip pupils with the expertise and information needed to achieve success in the disciplines in which they later work (Budiatmi, Hadhienata, & Entang, 2022). The level of art education provided at universities has a considerable impact not only on the general growth of the arts in China but also on the cultural and economic development of the country as a whole. In addition, the standard of art instruction offered at Chinese colleges can have an effect not only on the prestige of such institutions but also on the status of China as a whole (Ou & Zhao, 2022). Therefore, it is necessary to improve the quality of art teachers in Chinese colleges to ensure that students obtain a high-quality education and that the arts in China continue to thrive (Schwab et al., 2022). With the rapid growth of the arts education sector in China, the quality of art teachers has become a critical concern, as it directly impacts education quality and job opportunities for artists while safeguarding the arts (Kanwar & Sanjeeva, 2022). As Chinese universities increasingly offer art courses, cross-sector knowledge-sharing is anticipated to hasten the impact of global trends and technology on the country's educational landscape (Qu, 2022).

The fundamental quality of art teachers has a considerable influence on the learning motivation of pupils and the educational policy that is implemented (Elacqua, Munevar, Sanchez, & Santos, 2021). Students benefit from increased motivation to learn as well as improvements in their overall educational performance when they have access to high-quality art teachers who provide them with engaging and stimulating learning experiences (Goss, 2022). In addition, art educators who are well-versed in their discipline and have a proven track record of success contribute to the improvement of art education in higher education institutions, which in turn impacts the decisions that are made regarding educational policy (Ou & Zhao, 2022). This includes making decisions regarding the funding and resources available for art programs, as well as the development of curricula. In addition, effective art educators serve as positive role models for their pupils, inspiring and motivating them to pursue artistic projects of their while also becoming engaged members of the local arts community (Li, J. & Xue, 2022).

In addition, good art teachers can cultivate a constructive and welcoming classroom climate, one in which every student is made to feel like they have a place and is respected for their contributions (Hanno, 2022). This is particularly important for students who lacked prior exposure to art education or came from underprivileged backgrounds. In summary, improving art teachers' core qualities has a positive impact on students' learning motivation, academic achievements, and education policy (EP) (Zhou, Jiang, & Zhang, 2021). It also contributes to the creation of a more inclusive and fair learning environment, one in which the growth potential exists for all pupils.

The term classroom well-being (CWB) refers to the mental and physical comfort of the students in the classroom as a whole, as well as the creation of a good and encouraging learning environment for the students (Xu, Peng, & Anser, 2021). Students are more likely to be motivated to study, to be interested in the topic, and to be open to new ideas when the classroom environment promotes a high level of well-being (Hornstra, Van Den Bergh, Denissen, Diepstraten, & Bakx, 2022). In a conducive learning environment, students feel at ease, valued, and respected, leading to increased participation and motivation in classroom activities. Conversely, low classroom well-being results in diminished student interest, motivation, and openness to new concepts (Schwab et al., 2022). The fact that they experience discomfort, disdain, and a lack of worth in the classroom contributes to a reduction in their drive to study and take part in classroom activities (Abu, 2022).

The term "knowledge derived through research" refers to the information and comprehension that is obtained through the conduct of detailed and methodical research projects (Aguilar & Castaneda, 2022). Art teachers who possess research-derived knowledge are better equipped to evaluate their student's needs and develop effective teaching strategies that promote student learning, as research is a reliable source of information. Furthermore, they can provide valuable insights into the state of education and inform decisions regarding educational policy (Cárdenas, Lomelí, & Ruelas, 2022). Additionally, art educators with a solid understanding of research-derived knowledge are better positioned to advocate for the importance of art education and the

need for resources and support for art programs.

This study aims to explore the influence of art teacher core quality improvement (TCQI) on student learning motivation (SLM) and educational policy. The study further explored how classroom well-being moderated the relationship between art teacher core quality improvement and student learning motivation. The study also explored the moderating effect of research-derived knowledge on the relationship between art teacher core quality improvement and education policy. The study contributed to the body of literature by exploring the moderating role of classroom well-being and research-derived knowledge.

## **Literature Review**

### **Art Teachers' Core Quality Improvement**

Art teachers can expand their professional knowledge and acquire new abilities to better assist their pupils in developing relationships with the arts. The primary objective is to provide opportunities for educators to develop new ways of thinking about their teaching practice, which can lead to increased confidence and motivation in the creation of innovative learning experiences for all students through increased engagement with the arts. This will be accomplished by offering professional development opportunities for educators. Students at school or in training are typically the primary focus of the integration of art and learning, however, pre-service teachers are also included in this category. Finding teaching strategies and methodologies that can promote effective, efficient, and attractive teaching behaviours and offer students with experience in learning is one of the primary issues that pre-service teachers face. It has been established that the success of pre-service teachers improves while they are participating in student teaching, but that success drops dramatically during the first year of teaching when teachers are adjusting to a new setting (Pharis & Moore, 2019).

Students need to have access to demanding learning opportunities, learning support, and positive social interactions with their teachers for them to be successful academically (Sirait, 2016). The positive interactions that students have with their instructors are beneficial to them while they are enrolled in school (Yang, 2017). At the level of the school, the quality of academic organization and social relations at the school can be gleaned from the combined competence of the teaching staff as well as patterns of interactions between teachers and students (Elacqua et al., 2021). The vast majority of scholars believe that teacher quality is a multifaceted phenomenon, but there is little agreement on what exactly it entails or how it should be evaluated (Vagi, Pivovarova, & Barnard, 2019). According to Al Rasyid, Zainal, Arafah, Subagja and Al Jaffri Saad (2019), definitions can span from the types of information and training teachers should possess to what should be taught to students and how knowledge should be imparted, from what should be taught to students to how classroom performance should be measured. Previous studies have shown that student learning motivation is related to teacher quality, whether that quality is measured by the teacher's content knowledge, experience, training and credentials; general intellectual skills; or classroom effectiveness (Hottua & Satria, 2022), even though the measurement, consistency, size, and sustainability of teacher related (Widayana, 2017).

### **Education Policy**

An evaluation of the value system and the requirements of the educational environment carried out in a planned institution that is general and will serve as a guide in every decision-making process so that educational goals in a country can be easily achieved, is one definition of education policy. Education policy can be understood as an assessment of the value system and the requirements of the educational environment (Wei, 2017). Because the policy can be interpreted in many different ways, it can produce decisions or programs that diverge from the values that the government or the party in power has decided are important. As a result, policies frequently produce values that do not follow what was planned for in terms of achieving the initial goal (Xue, Li, Li, & Shang, 2020). In other words, the policy should supply a concept or idea that is heard and written down that is spoken but is frequently not understood and comprehended, primarily if it is applied successfully and adequately. This is because it is often the case that people do not understand what is said. This is because a policy is not a judgment that is particularly

grounded in common sense, nor is it a choice that is based on genuine requirements (Xue & Li, 2020). This alone is a policy, not because of the results of thoughts or studies of research findings, whether carried out individually or by groups, typically organizations based on common sense that sometimes dominates every decision-making such as education. These can be carried out by anyone, and the findings can come from studies or research. A policy will frequently emphasize unreasonable approaches (Liu, Liu, & Yu, 2017). This indicates that a policy cannot be executed since the fundamental concept is irrational, which suggests that this is nothing more than a pipe dream.

The education policy plays an important part in gaining access to and protecting the oversight of national education activities to ensure that they are carried out following the intended goals (J Li & Xue, 2022). Education policy is considered to be part of the public service despite departing from the traditional characteristics of public policy. These characteristics include the formulation of policies through a legal mechanism, followed by delegation to the executive branch and oversight by the legislative and judicial branches (Jian Li & Xue, 2022). Public policy is a policy that regulates shared life both as individuals and as a society. It does this by regulating normal behavior following already-established norms and rules. This ensures that every decision made by state institutions and approved by the legislature follows the planned vision and mission to make public policy easy to implement in the field.

#### Student's Learning Motivation

According to Yukun Zhao et al. (2018), the concept of learning motivation is an established pattern of pursuing goals, beliefs, and emotions. Students can participate in learning, drive themselves in a certain direction, and continue their own exploration when they are motivated because motivation is something that energizes, directs, and maintains behavior (Wang & Zheng, 2019). Related research can be found here:

Students' levels of learning performance are directly correlated to their levels of motivation. It is not only a factor in determining the level of success in learning but it should also be activated for every activity (Y Zhao et al., 2018). Extrinsic motivation and intrinsic motivation are the two primary categories that fall under the umbrella term "learning motivation." The sort of motivation that is most prevalent in students' learning in blended learning is intrinsic motivation. Students who are intrinsically motivated are more likely to complete activities and demonstrate superior performance than students who are motivated by extrinsic factors. Numerous studies highlight the significance of motivation due to the effects it has on one's level of academic achievement (Cheng, Shu, Zhou, & Lam, 2016).

As a result of the findings of a number of studies (Jiang, Zhang, & May, 2019), it is essential to have an understanding of the level of motivation that students have in a learning environment. These studies have shown that motivation is an essential component of education and plays an important part in the accomplishment of the learning process. According to Zuo, Hu, Luo, Ouyang, & Zhang (2022), motivation is considered to be one of the most essential aspects that drive student performance. This can be backed by the findings of these researchers. In addition to this, (Gan, 2020) found that students' levels of motivation can have an effect on their overall academic performance.

#### Classroom Well-Being

Maintaining a healthy environment in the classroom is an essential component of regular instruction. Researchers from all around the world recognize the need of maintaining a healthy classroom environment (Liang, Liu, & Zhao, 2021). (M. Y.-P. Peng, Anser, & Xu, 2021) note that the call for addressing students' wellbeing is gaining attention and importance, which has led to an increase in research in this significant area (Lv et al., 2016). They also claim that wellbeing has acquired currency and potency in education. (Xie, Xie, Jin, Cheung, & Huang, 2020) also noted that the call for addressing students' wellbeing is gaining

Individuals are said to be in a state of wellbeing when they are able to recognize their own capabilities to respond to change, challenge, and adversity while they are in this frame of mind. Wellness in the classroom fosters an atmosphere of emotional stability, which in turn creates an environment that is optimal for academic and personal growth (Sheu, Liu, & Li, 2017). Love, compassion, and social responsibility are just a few of the elements that are included in the Gross

National Happiness (GNH) principles and values that are emphasized by China's education policies. These policies were created in recognition of the importance of maintaining a positive learning environment in Chinese university classrooms and were designed to promote classroom wellbeing (Bi & Li, 2021). In addition, higher education institutions in China have been recognized as crucial institutional and relational environments for supporting the social and emotional wellbeing of adult learners (Tong, Reynolds, Lee, & Liu, 2019).

Although "well-being" is difficult to define (Ni et al., 2022), several words can be used to describe how students are doing in school on various levels, including their physical, mental, intellectual, social, and financial health (Zhai, Gao, & Wang, 2018). The World Health Organization (2004) defines wellbeing as "the degree to which an individual experiences their own potential, is able to deal with the typical adversities of life, is engaged in satisfying and useful employment, and is able to make a positive contribution to his or her community." According to research by Yu, Zhou, Fan, Yu and Peng (2016), a classroom where students feel safe and cared for is more likely to foster academic and personal growth. Xu et al. (2021) also defined happiness as the capacity to bounce back mentally from stress, trauma, and setbacks. In light of the foregoing, this research defines a healthy classroom as one that gives students a voice in their education and fosters an atmosphere that is both safe and productive for learning.

#### Research Derived Knowledge

The application of research data in order to develop new insights and understandings is the definition of research-derived knowledge. In contrast to the common knowledge that is acquired via day-to-day experience, the knowledge that is obtained through research is a compilation of the findings of research. Knowledge gained through study is the result of researchers carrying out an organized investigation in order to gain a better understanding of human behavior. It begins with observation, measurement, and evaluation and continues on to discovery, interpretation, and theory construction before culminating in the testing of hypotheses, which results in fresh data and ultimately more information about people. Information that has been proven or validated by study is referred to as knowledge that is based on research. A claim must be backed by empirical evidence collected in a systematic manner in order for it to be regarded as having a basis in research. In other words, assertions need to be supported by actual scientific facts and not just hypotheses or personal beliefs.

Research skills, such as the knowledge and abilities necessary to formulate clear (scientific) questions, to critically study the literature, and to gather, analyze, and interpret data, are crucial to have in order to traverse the complexity of day-to-day life. These talents include: This is also true for educators, who increasingly value research skills as crucial components of professionalism (Ramy et al., 2018), as well as the development of evidence-based teaching techniques (Geiger, 2017). The purpose of this paper is to give case studies of a pedagogical strategy that aids in raising the perceived relevance of discussing methodological concerns within the context of teacher education.

#### Art Teachers' Core Quality Improvement and Students' Learning Motivation

According to the findings of a study that was carried out by (Nilsen, Scherer, & Blömeke, 2018), the core quality of art teachers has a substantial impact on the learning motivation of their students. According to the findings of the study, there is a correlation between the level of academic success achieved by students, their level of engagement with their instructors, and their desire to learn new things. The findings indicate that when educators participate in activities designed to increase their professional competence, their pupils demonstrate greater interest in participating in art lessons and achieve higher levels of academic success. Another study carried out by (Burić & Kim, 2020) came to the conclusion that a positive attitude on the part of teachers can boost students' learning motivation. This was found to be especially true for students who had a poor level of academic success. This research also discovered that students with higher levels of achievement have different influences on the learning motivation of other students compared to students with lower levels of achievement. It is the responsibility of teachers to make every effort to comprehend the qualities of their pupils and to inspire them to realize their full academic potential.

(Yin, Wang, & Han, 2016) conducted research to investigate the effect that Art Teachers' Core

Quality Improvement has on the Learning Motivation of Students. According to the findings, pupils who have a more constructive mentality toward the process of learning have a tendency to have more constructive judgments of the educators who instruct them. They also reported that their teachers were successful in motivating them in their learning process. On the other hand, there was a significant difference between students in terms of the quality of teaching provided by these teachers, according to both self-reported assessment from parents and peer-assessed assessment from peers. The negative aspect of this was that there was a significant difference between students. Research was carried out by (Zuo et al., 2022) with the intention of determining the impact that core quality development in art teachers has on the degree to which students are motivated to participate in art. 220 students were chosen at random from fifteen different secondary schools in Seoul using a quantitative correlation methodology. The study was conducted in Seoul. After getting authorization from the administrators and school headmasters, data was collected through the use of a questionnaire that was self-administered by the participants.

H1: Art teachers' core quality improvement has a significant impact on students' learning motivation

#### Art Teachers' Core Quality Improvement and Educational Policy

The Art Teachers' Core Quality Improvement has an effect on education policy because it focuses on the enhancement of learning and instruction in art classrooms. This is an important aspect of art education. In addition to this, it aims to promote the professional development of teachers by collaborating with them to determine how many of their pupils have the potential to do well in high school, college, or technical programs (Cochran-Smith et al., 2017). The Art Instructors' Core Quality Improvement initiative has had an effect on education policy by raising the overall quality of art teachers, who in turn are better able to raise the overall quality of the students in their classrooms. Art educators are now more prepared to take on leadership roles in the field of education and to pass on their skills and expertise to others in their immediate environment. As a result of the Art Teachers' Core Quality Improvement, there has been an increase in the number of students who are interested in arts and visual learning (Barnes, Education, & 2021, 2018).

H2: Art teachers' core quality improvement has a significant impact on educational policy

#### Moderating Role of Classroom Well-being

According to studies (Freire, Ferradás, Núñez, Valle, & Vallejo, 2019), a classroom where students feel safe and cared for is more likely to have students who are motivated to learn (Liang et al., 2021). Similarly, prior research has demonstrated that instructors' and students' emotional well-being directly impacts their own educational experiences and outcomes (Ni et al., 2022). Findings from studies in this area suggest that instructors' and students' ability to deal with challenging classroom conditions is influenced by characteristics such as the quality of their connections with themselves, their teachers, their friends, and their peers (Hornstra et al., 2022). Students' sense of self, academic performance, and behavioral patterns could be negatively impacted when teachers were unable to handle the social and emotional demands of the classroom (Tong et al., 2019). However, classrooms where there was an atmosphere of mutual respect where kids felt safe to express themselves were conducive to the kind of in-depth learning and healthy social and emotional development that was essential to their success and growth (Lv et al., 2016). According to (Liang et al., 2021), teachers should create efficient classroom rules to manage students' behavior and boost their academic performance. According to research by (M. Y.-P. Peng et al., 2021), a good classroom has low levels of conflict and disruptive behavior, easy transitions between activities, appropriate expressions of emotion, respectful communication and problem solving, high levels of interest and focus on the task at hand, as well as an atmosphere that is accepting of and responsive to students' unique qualities and needs. Teachers need to learn how to communicate their own emotions in class and help their pupils do the same if they want to build and maintain positive relationships with their students (Fives, Lone, Anatomy, & 2022, 2021). Similarly, (Evans, Bira, Gastelum, Weiss, & Vanderford, 2018) claimed that classroom environments affected students' learning motivation.

H3: Classroom well-being moderated the relationship between art teachers' core quality

improvement and students' learning motivation

Moderating Role of Research Derived Knowledge (RDK)

Research has the ability to continue to improve the efficiency of educational institutions as more is learnt through it about practices that are desired and practices that should be avoided. The new information that is discovered through research is not always accurate, and it is subject to revision as more time passes; however, in our opinion, it still offers both good grounds for many practices and, just as importantly, can be a counterbalance to the emphasis that is placed on practitioner knowledge or conventional wisdom, both of which are frequently found to be incorrect or even harmful based on systematic inquiry. For instance, research has indicated that there are desirable practices in the teaching of literacy (for instance, in a special issue of Educational Researcher in 2010), that there are effective ways to engage and motivate students (Akhavan, Ebrahim, Fetрати, & Pezeshkan, 2016), and that there are practices of assessment for learning (Sergeeva & Andreeva, 2016) that can improve student outcomes. Recent research by (Aguilar & Castaneda, 2022) provide very valuable descriptions of some of this knowledge.

When art teachers have knowledge that was generated from research, they are more equipped to assess the requirements of their students and to build successful teaching practices that enhance student learning. This is because research is the best source of knowledge. In addition to this, they offer insightful perspectives on the current status of education, which helps judgments regarding educational policy (Akhavan et al., 2016). In addition, art educators who are well-versed in the knowledge that has been gleaned from research are better able to advocate for the significance of art education as well as the necessity of providing resources and support to art programs (Aguilar & Castaneda, 2022). On the other hand, art teachers who do not have knowledge that has been derived from research may not have a clear understanding of the requirements of their pupils and may not be able to devise instructional methods that are successful. In addition to this, they are unable to offer insightful commentary on the current condition of art education or argue persuasively for the significance of art education.

In conclusion, when art teachers have access to knowledge that has been derived from research, they are able to offer invaluable insights into the current state of art education and advocate for the significance of art education. These contributions help to inform decisions regarding educational policy and support the growth of art programs (Sergeeva & Andreeva, 2016).

H4: Research derived knowledge moderated the relationship between art teachers' core quality improvement and educational policy

As a result, the author established the following conceptual framework, which is illustrated in Figure 1, based on the literature and debate that was presented earlier.

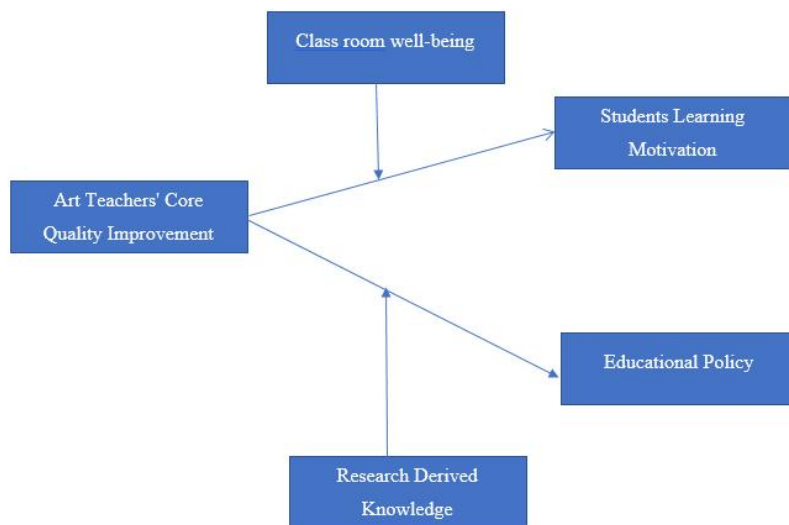


Figure 1. Conceptual Framework



## Methodology

A descriptive research strategy was employed for the inquiry since gathering the data and information necessary for the study required the use of a structured questionnaire. This questionnaire was distributed to respondents who are currently teach in art disciplines at Chinese universities. The data collection process utilized a method of random sampling. A questionnaire was given out to 750 art teachers attending various Chinese universities, and 376 of those teachers eventually filled up and submitted the questionnaire, which was then used for future research. I used some inclusion and exclusion criteria for my research respondents. Inclusion criterions were as follows. Participants must currently teach in an art discipline at a Chinese university. Participants must have sufficient knowledge and experience to answer the questionnaire. Participants must have voluntarily agreed to participate in the study. Participants must have provided complete and accurate responses in the questionnaire. Whereas for exclusion the criteria were based on following points. Participants who do not teach in an art discipline at a Chinese university. Participants who do not have the necessary knowledge and experience to answer the questionnaire. Participants who are not willing to voluntarily participate in the study. Participants who provide incomplete or inaccurate responses in the questionnaire.

### Measures

With the aid of a standardized questionnaire, a quantitative survey was conducted. The questionnaire was broken down into six sections: a section for demographic information which includes gender, age, education, experience, designation etc., next section was about teacher quality improvement, third section for student learning motivation, fourth was for classroom well-being, and fifth section for research derived knowledge and last for education policy. Except for the respondents' basic personal information, each item was scored on a Likert scale with a maximum of five points. They were altered from past studies to make sure the artifacts' content was authentic. Teacher quality improvement was measured by using 7-item scale adapted from He et al. (2019). 11 item scale was used to measure the student learning motivation which was developed by Pintrich and De Groot (1990). 5-item scale developed by Hascher (2007) was used to measure classroom well-being. 4 item scale adopted from Zhang and Wang (2022) to measure research derived knowledge. 6 item scale was to use to measure education policy which was adopted from Sah (2020)

## Results

Initially we have analyzed the demographic information of our respondents. Table 1 displays the respondents' demographic profile. Results from Table 1 that out of the 376 art teachers who participated in the research, (60%) were male and (40%) were female. In terms of age, (19%) of the participants were between the ages of 21-30 years, (35%) were between 31-40 years, (40%) were between 41-50 years, and (6%) were 51 years and above. In regards to position/designation, (63%) of the participants were lecturers and (37%) were professors. Additionally, in terms of level of education, (30%) had a bachelor's degree, (45%) had a master's degree, and (25%) had a PhD. Finally, with regards to years of serving in their current university, 25% had been serving for 1-2 years, (35%) had been serving for 3-5 years, and (40%) had been serving for more than 5 years.

Table 1. Demographic Profile of the Respondents

Demographic item		Frequency	%
Gender	Male	226	60
	Female	150	40
Age	21-30 Years	71	19
	31- 40 years	132	35
	41-50 years	150	40
	51 years and above	23	6
Position / Designation	Lecturer	237	63
	Professors	139	37

Demographic item		Frequency	%
Level of Education	Bachelors	113	30
	Master	169	45
	PhD	94	25
Years of serving in current university	1-2 years	94	25
	3-5 years	132	35
	more than 5 years	150	40

When carrying out a PLS-SEM study, it was essential to assess not only the validity and reliability of the instruments, but also each individual component that went into the construction of the construct. In light of this, Table 2 provides information regarding composite reliability, outer loadings, Cronbach's alpha, and the average variance extracted. The outer loading can tell you how much each element is accountable for the variation in the variable by providing information about the degree of responsibility. Meanwhile, according to Al-Marouf and Al-Emran (2018), a factor loading should have a value that is more than 0.7 in order for it to be considered for inclusion in the model. This is a prerequisite for the inclusion of the factor in question. On the other hand, believe that a factor should not be disregarded from the modelling process if there is even a remote possibility that it might play a significant role unless and until it has a significant level of more than 0.5 (Ismail et al., 2020) (Figure 2). To put it another way, a factor should not be eliminated from consideration for use in the model until it has a value that is more than 0.5. In a manner comparable to that described in the preceding sentence, Table 2 summarizes the findings of the investigation into the exterior loadings. Except for one factor, every component has a value that is greater than 0.7, but one factor has a value that is less than 0.7. On the other hand, given that no factor has a value that is less than 0.5, the investigation has not omitted any factors from consideration. Both Cronbach's alpha and composite reliability have been utilized in the process of determining the instrument's level of trustworthiness. The findings of Fan et al. (2016) indicate that the value of Cronbach's alpha should not be less than 0.7, and the same is true for composite reliability, which is also interchangeably used for Cronbach's alpha.

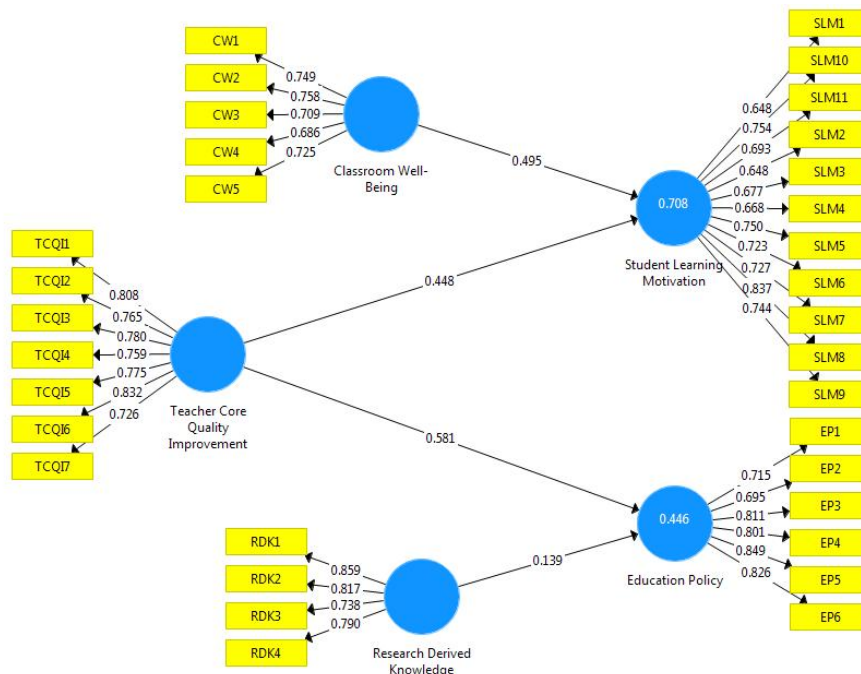


Figure 2. Measurement Model

In addition, both Cronbach's alpha and Composite dependability have values that are less than 0.7, which is considered to be a poor level. This suggests that the instruments that were used in the research were reliable, which means that they gave the same results multiple times in a manner that was consistent with themselves. In addition to this, the average variance extracted

(AVE) has been utilized in the process of determining whether the constructs have validity or convergent validity. This necessitates that the constructs be measured for what they were designed to measure, which indicates that if two of the constructs are related theoretically, then they should also be related in practice. Additionally, if the constructs are related in practice, then this necessitates the constructs (Hair et al., 2014). In addition to this, the validity of the convergent validity of the constructs has been evaluated with the assistance of the AVE. According to Hair et al. (2014), if the value of AVE is more than 0.5, it demonstrates that the instrument is valid and that it is following convergent validity. Convergent validity refers to the fact that the instrument produces consistent results. As a consequence of this, it has been determined that the methods and resources that were applied to the research described in this article are reliable and authoritative.

Table 2. Construct Reliability and Validity

<b>Variables</b>	<b>Items</b>	<b>Factor Loadings</b>	<b>Alpha</b>	<b>CR</b>	<b>AVE</b>
Classroom Well-Being	CW1	0.749	0.778	0.848	0.527
	CW2	0.758			
	CW3	0.709			
	CW4	0.686			
	CW5	0.725			
Education Policy	EP1	0.715	0.874	0.905	0.616
	EP2	0.695			
	EP3	0.811			
	EP4	0.801			
	EP5	0.849			
	EP6	0.826			
Research Derived Knowledge	RDK1	0.859	0.814	0.878	0.643
	RDK2	0.817			
	RDK3	0.738			
	RDK4	0.790			
Student Learning Motivation	SLM1	0.648	0.905	0.921	0.515
	SLM10	0.754			
	SLM11	0.693			
	SLM2	0.648			
	SLM3	0.677			
	SLM4	0.668			
	SLM5	0.750			
	SLM6	0.723			
	SLM7	0.727			
	SLM8	0.837			
SLM9	0.744				
Teacher Core Quality Improvement	TCQI1	0.808	0.891	0.915	0.606
	TCQI2	0.765			
	TCQI3	0.780			
	TCQI4	0.759			
	TCQI5	0.775			
	TCQI6	0.832			
	TCQI7	0.726			

In addition, when discussing the discriminant validity of the instruments, it is important to note that discriminant validity refers to the uniqueness of the instrument when it is used for measurement. The fundamental idea behind discriminant validity is that there is no connection

between two different concepts that need not to be linked together in any way. It indicates that if there are two instruments that measure two different concepts and are theoretically distinct from one another, then those instruments should not be coupled with one another. Additionally, it means that each of the instruments should measure a distinct notion (Hamid Al Khalil, 2017). The Heterotrait-Monotrait ratio (HTMT) has been used to assure discriminant validity. In accordance with Franke and Sarstedt (2019), the HTMT ratio should be smaller than 0.9 in order to assess the presence of discriminant validity. In the meantime, the HTMT ratio of all constructs is lower than 0.9; as a result, discriminant validity can be established as shown in Table 3.

Table 3. Discriminant Validity (HTMT)

	<b>CW</b>	<b>EP</b>	<b>RDK</b>	<b>SLM</b>	<b>TCQI</b>
Classroom Well-Being					
Education Policy	0.557				
Research Derived Knowledge	0.810	0.540			
Student Learning Motivation	0.882	0.782	0.852		
Teacher Core Quality Improvement	0.703	0.743	0.644	0.828	

Table 4 displays the coefficients of determination that were calculated using the PLS model. The coefficient of determination, which can also be referred to as R-Squared, is a statistical metric that reflects the degree to which the independent variables contribute to the explanation of regress. Another name for the coefficient of determination is the square root of the correlation. In the meantime, the R-Square of the PLS model for student learning motivation and education policy are 0.708 and 0.446 respectively.

Table 4. Coefficient of Determination

	<b>R Square</b>	<b>R Square Adjusted</b>
Education Policy	0.446	0.443
Student Learning Motivation	0.708	0.706

According to the findings of the path coefficient analysis, there is a significant and favourable association between the growth of art teachers' core quality and the motivation of students to learn. Therefore, hypothesis 1 is accepted. In addition, the results of the structural model demonstrated that there is a large and favourable association between the enhancement of the core quality of art teachers and the implementation of education policy. This substantiates claim H2. The findings of the route coefficient study are presented in Table 5 and Figure 3.

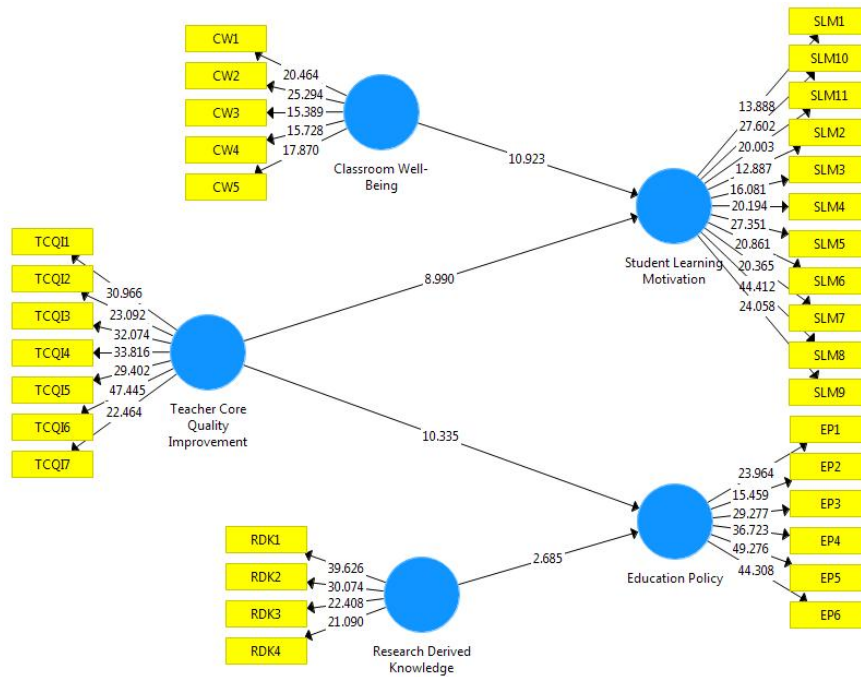


Figure 3. Structural Model

Table 5. Path Coefficient

	Beta	T value	P Value	Decision
Teacher Core Quality Improvement -> Student Learning Motivation	0.448	8.990	0.0001	Accepted
Teacher Core Quality Improvement -> Education Policy	0.581	10.335	0.0001	Accepted

The use of product indicator technique was employed to make the interplay between corporate image and entrepreneur profitability more manageable (Hair et al., 2014). The findings indicated that the level of well-being in the classroom had a substantial moderating effect on the relationship between the fundamental quality of art teachers and the degree to which students were motivated to learn. Therefore, H3 is permitted. In a similar vein, the findings indicate that the knowledge acquired from the research also regulated the relationship between the fundamental qualities of art educators and educational policy. As a result, H4 is likewise acceptable. The findings of the examination of moderation are presented in Table 6 and Figure 4 & 5.

Table 6. Moderation Analysis

	Beta	T values	P Value	Decision
CW x TCQI -> Student Learning Motivation	0.068	2.468	0.007	Accepted
RDK x TCQI -> Education Policy	0.133	4.315	0.000	Accepted

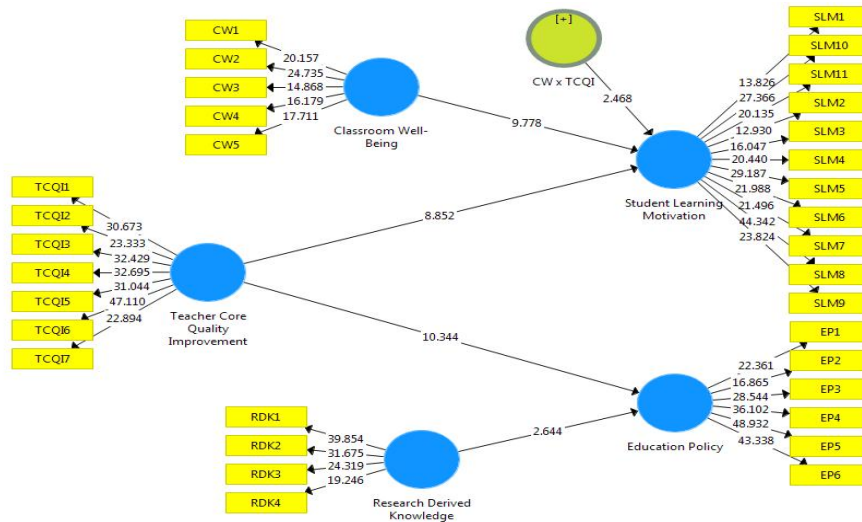


Figure 4. Classroom Well-being as a Moderator between TCQI and SLM

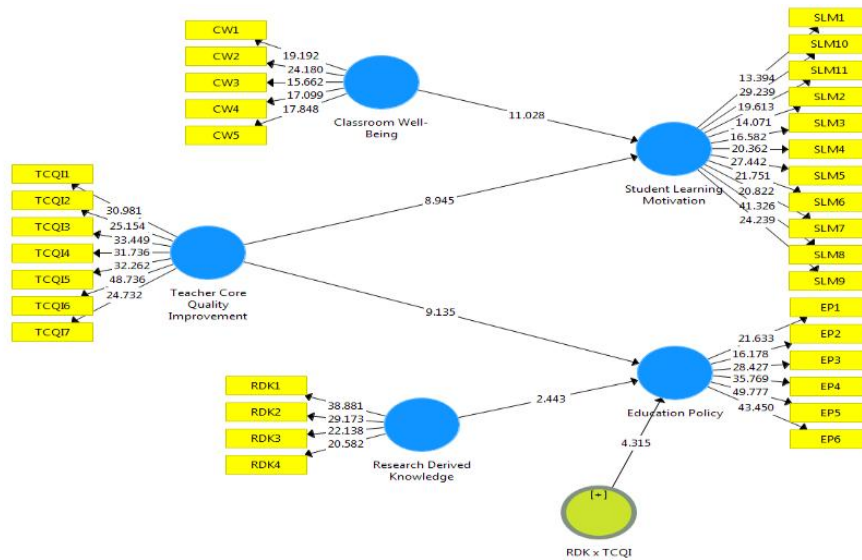


Figure 5. Research Derived Knowledge as a Moderator between TCQI and EP

## Discussion

The purpose of the research was to evaluate the connection between art teacher's core quality improvement and student learning motivation. The results of the study indicate that there is a strong and favourable association between the enhancement of art teachers' core levels of quality and the motivation of students to learn. These findings are consistent with those of a previous study that was carried out by Hottua and Satria (2022), and Peng R. and Fu (2021). That study found that when teachers place a high value on the process of improving their teaching and actively participate in that process, the lessons they teach become more deeply ingrained in the minds of their students. Because of this, children are better able to recall what they have learned, and many teachers claim that this change has led to increased retention, engagement, and motivation for learning in their pupils. The findings of the study also align with the study of Closs, Mahat and Imms (2022) who stated that Students reap the benefits of their instructors' efforts to cultivate their own professional learning communities when those efforts are focused on the students. Together, they work toward achieving their teaching goals and construct increasingly creative lesson plans that adapt to their growing expertise.

The second objective of the study was to examine the relationship between art teacher core

quality improvement and educational policy. The findings of the study showed that there is a significant and positive relationship between the art teacher's core quality improvement and educational policy. These findings align with the previous studies conducted by Budiatmi et al. (2022) which stated that there is a direct correlation between the calibre of the teaching staff and the standard of the institution as a whole. Enhancing the qualifications of educators as well as their capacity to impart knowledge in an engaging manner results in better outcomes for students. It would be possible to address this issue by making it less difficult for teachers to further their education and provide assistance to them when they have questions or concerns.

The third objective of the study was to examine the moderating effect of classroom well-being on the relationship between art teacher core quality improvement and student's learning motivation. The findings of the study showed that classroom well-being significantly moderated the relationship between art teacher core quality improvement and student's learning motivation. A suitable classroom is one in which the requirements of each student are met (M. Peng, Anser, & Xu, 2021). For a classroom to be productive, it needs to provide its students with opportunities to take a break from their assignments and unwind in the company of their peers. In order for instructors to achieve this goal, specialized instructional strategies, such as art projects and role-playing, may be implemented in the classroom (Hornstra et al., 2022). Because of the positive culture at the school, teachers are able to create an inclusive classroom environment for their students. This environment enables students to succeed at higher levels with fewer obstacles, such as illness or distraction. As a result, students are not limited by what they are unable to do. If teachers are willing to provide their pupils with these possibilities, they will be able to engage their students and give them the impression that they are important to the classroom (González-Gallardo, Henriques, Marcenaro-Gutierrez, & Luque, 2022).

The fourth objective of the study was to examine the moderating effect of research-derived knowledge on the relationship between art teacher core quality improvement and education policy. The findings of the study showed that research-derived knowledge significantly moderated the relationship between art teacher core quality improvement and education policy. It was discovered that in order to bring about meaningful change in the field of art education, it is necessary to recognize and accept the limitations of the knowledge that is now available (Zhang & Wang, 2022). The results of the research have an impact on education because they may be used as a source of information to guide people in making well-informed decisions about the subjects that should be taught and the topics that should be covered (Li, J. & Xue, 2022). It also affects the ways in which students are presented with a variety of experiences throughout the course of their normal academic routine.

### **Limitations and Recommendations**

The research findings discovered that the impact of art teacher core quality improvement on student learning motivation and education policy is significant. Furthermore, the research is also significant as it has introduced the significant moderating role of classroom well-being between art teacher core quality improvement and student learning motivation and moderating role of research-derived knowledge between art teacher core quality improvement and education policy. In this way, the theoretical and practical implications of this research work are significant because the study has introduced new variables in the model to extend the literature on student learning motivation and education policy. However, there are some limitations to this research. Firstly, the study focuses on the core quality improvement of art teachers only. Future studies can focus on teacher quality improvement in other disciplines. Secondly, the study used only two moderating variables, future studies can use other variables which affect student learning motivation and education policy. Last but not least, this study collected data from teachers only, future studies can collect data from both students and teachers and can also do a comparative study.

### **Conclusion**

The results of this study provided empirical evidence to support the positive influence of art teachers' core quality improvement on students' learning motivation and educational policy in the

Chinese education sector. The findings demonstrated that improving the fundamental qualities of art teachers, such as their knowledge and skills, has a constructive impact on student learning motivation and educational policy. Furthermore, classroom well-being was found to be a significant moderator of the relationship between art teachers' core quality improvement and students' learning motivation. This suggests that creating a positive and supportive classroom environment can enhance the impact of art teachers' core quality improvement on student motivation. Similarly, research-derived knowledge was found to moderate the relationship between art teachers' core quality improvement and educational policy, indicating that being well-versed in research can better equip art teachers to advocate for the significance of art education and to provide support to art programs. In conclusion, this study highlights the importance of art teachers' core quality improvement in enhancing student learning motivation and educational policy in the Chinese education sector. The findings of this research suggest that policies aimed at improving the quality of art education in China should prioritize the development of art teachers' core competencies, as well as promoting classroom well-being and research-based knowledge.

### **Theoretical and Managerial Implications**

Art teachers need to adopt the appropriate teaching and learning strategies in order to increase the overall quality of the instruction they provide. It is expected of them that they will meaningfully engage pupils and they will promote their learning through professional development. This research was carried out to evaluate if professional experience or participation in education is connected with the learning motivation and educational policy concerns of students. This was done by mitigating the influence of classroom well-being and research-driven knowledge. Additionally, art educators need a strategy to enhance their teaching, meet practice requirements in addition to art curriculum standards, and integrate technology into their lessons.

A classroom setting that is upbeat and encouraging is conducive to increased student engagement and motivation, all of which contribute to improved academic performance. Students who have the perception that they are safe, respected, and appreciated in the classroom are more likely to be engaged in the content being taught, to be receptive to the presentation of new ideas, and to have a positive attitude about the process of acquiring new knowledge. Because of this, students' academic performance improved, and they had a larger chance of graduating from their respective programs. Students from poor backgrounds or students who are new to the university may find a sense of community and belonging among their peers to be especially essential. A positive classroom environment can encourage this sense of community and belong among students. This sense of community has the potential to help alleviate feelings of loneliness and to offer students a support network that can be helpful to them throughout their time spent in higher education.

When instructors have knowledge that has been generated from research, they are better equipped to assess the needs of their students and to build successful teaching practices that encourage student learning. This is because research is the best source of knowledge. This has the potential to result in improved educational outcomes for students as well as an overall improvement in the quality of education given by the university. The findings of the study have the potential to influence decisions about educational policy and lend support to the creation of art programs. When teachers have access to knowledge that has been derived from research, they are better equipped to provide insightful criticism of the current state of art education and to advocate for the significance of art education. This, in turn, can help to ensure that resources and support are made available for art programs.

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