THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP ON ART TEACHERS' PERFORMANCE IN COLLEGES AND UNIVERSITIES IN FUJIAN PROVINCE

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ABSTRACT

In recent years, many scholars in China and abroad have paid attention to the instructional leadership of college administrators and its impact on teachers' performance. The objectives of this research were: (1) To study the effect of instructional leadership on art teachers' performance. (2) To decompose how the identified factors affect art teachers' performance; and (3) To evaluate the hypothetical model fit with empirical data.

This research used a quantitative method. A stratified multi-stage random sampling method was employed to draw 229 samples from the population of art teachers in 13 public undergraduate colleges and universities in Fujian Province. A self-rating questionnaire developed by the researcher was used to collect data, with a 100 percent return rate. The statistics used for data analysis were descriptive, confirmatory factor analysis, and structural equation modeling analysis.

The research findings revealed that: (1) Instructional leadership positively exerted its influence on art teachers' performance in colleges and universities; (2) Instructional leadership had a positive impact on organizational climate and teachers' job satisfaction, while the organizational climate also had a positive impact on teachers' job satisfaction. In addition, instructional leadership

also had positive impacts on art teachers' performance through organizational climate and teachers' job satisfaction, and (3) The model under study fitted well with empirical data.

Keywords: Instructional Leadership, Art Teachers' Performance, Organizational Climate, Teacher's Job Satisfaction, Colleges and Universities in Fujian province

1. Introduction

Higher education in the 21st century was a more comprehensive education, which not only paid attention to the development of science but also paid more attention to the improvement of artistic accomplishment. Whether in the East or the West, art education was an important link in the national education system. It reflected the personality, characteristics, and worldview of a nation, and shaped the personality and worldview of new generations (Wang L., 2020: 77-78). The development of higher art education in the world was inseparable from the leadership of the art major administrators in colleges and universities, and the instructional leadership of art discipline administrators was the core of the development of art education in colleges and universities. Wahyuni et al (2019: 53-61) pointed out that in the era of globalization as it was now, the quality of education became very urgent for a nation to compete in the international arena. China's art education has played a huge role in the development of history. It was a philosophy of beauty, reflecting a high degree of aesthetic connotation and humanistic spirit (Zhao & Ma, 2007: 145).

How to make Chinese art education meet the requirements of the development of the times was the obligatory mission of contemporary colleges and universities. Chinese President Xi Jinping (China Art Daily, 2021) pointed out during his visit to Tsinghua University on April 19 that art, art, science, and technology complement, promote and complement each other. It was necessary to give full play to the important role of art in serving economic and social development, apply more art elements and artistic elements to urban and rural planning and construction, enhance the aesthetic charm and cultural taste of urban and rural areas, and better serve the high-quality life needs of the people with art achievements. It can be seen that the country's emphasis on art has reached an unprecedented height, which also means that China's art education has also ushered in new challenges.

With the continuous deepening of curriculum research, to improve the quality of teachers, teacher professionalization movements have been launched around the world, and this has triggered a debate on teacher instructional leadership (Qin, X., 2011: 75). In 2013, China included "improving the instructional leadership of college teachers" in the "*Second*

Phase Construction of Higher Education Teaching Reform and Teaching Quality Project", which gradually set off a wave of research on the development of teaching quality and teachers' instructional leadership in colleges and universities. Teachers were the main force for the future sustainable development of colleges and universities, and teachers play an important role in teaching. To improving the instructional leadership of colleges and universities was one of the important ways to improve the instructional leadership and teaching performance of college teachers (Wang J., 2020, p7; Dai & Wan, 2016: 59-63). In recent years, Chinese colleges and universities had begun to conduct comprehensive assessments of teachers through the method of performance, in to improve the teaching quality of colleges and universities and the comprehensive ability of teachers.

2. Research Objectives

1. To study the effect of instructional leadership on art teachers' performance.
2. To decompose how the factors affect art teachers' performance.
3. To evaluate the hypothetical model fit the empirical data.

3. Research Hypothesis

H1: Instructional leadership has a positive effect on art teachers' performance.

H2: Organizational climate has a positive effect on art teachers' performance.

H3: Teachers' job satisfaction will affect art teachers' performance.

H4: Instructional leadership will affect organizational climate.

H5: Instructional leadership will affect art teachers' job satisfaction.

H6: Organizational climate will affect art teachers' job satisfaction.

H7: Instructional leadership affects art teachers' performance via organizational climate.

H8: Instructional leadership affects art teachers' performance via organizational climate and teachers' job satisfaction.

H9: Instructional leadership affects art teachers' performance via teachers' job satisfaction.

4. Research Method

This study used quantitative research methods to help identify the influence of instructional leadership on art teachers' performance. Data collection was carried out using a Likert-typed self-rating questionnaire. Used SPSS software to sort out the collected data, and analyzed the data through AMOS software and structural equation model. The population in

this research was art teachers from 13 public undergraduate colleges and universities in Fujian Province with a total of 845 people. (China Education Online, 2021). This study uses G*power software and adopts a multi-stage random sampling method to select 229 art teachers as a population sample from 13 colleges and universities in Fujian Province. The expert IOC analysis results for this research tool ranged from 0.5 to 1.0, and the Cronbach alpha reliability analysis results for the four variables ranged from 0.902 to 0.973. Based on the results of these analyses, the researchers eliminated projects with low-reliability coefficients and completed the final instrument development. As shown in Table 1.

Table 1: Instrument Measurement Results

Instruments	IOC	Number of items	Cronbach's alpha
1. Instructional Leadership		**31**	**0.973**
a. Vision and Goal Building	0.67-1.00	9	0.916
b. Promote the development of teachers	0.67-1.00	7	0.925
c. Instructional environment creation	0.67-1.00	6	0.891
d. Instructional guidance and management	0.67-1.00	9	0.927
2. Art teachers' performance		**21**	**0.902**
a. Scientific research Performance	0.67-1.00	12	0.842
b. Artistic Creation Performance	1.00-1.00	9	0.841
3. Organizational climate		**25**	**0.959**
a. Leader behaviors	0.50-1.00	9	0.932
b. Management system	1.00-1.00	7	0.921
c. Teachers' behaviors	0.83-1.00	9	0.925
4. Teachers' job satisfaction		**26**	**0.914**
a. Leadership and Management	1.00-1.00	6	0.940
b. Self-actualization and development	0.50-0.83	6	0.743
c. Organizational climate and colleague relationship	0.83-1.00	8	0.768
d. Working Environment	0.67-1.00	6	0.742

5. Research Results

1) Qualitative data analysis

Data analysis results showed an almost equal gender ratio, with 53.3% male and 46.7% female. The proportion of fine arts and design majors was similar, with fine arts accounting for 47.6 percent and art design for 52.4 percent. Among the titles surveyed, Associate Professors (29.7%) and Lecturers (53.3%) accounted for the most, while Professors (4.8%) and Teaching Assistants (12.2%) accounted for the least. 51.5% had more than 10 years of work experience.

2) Quantitative data analysis

Table 2: The Means, Standard Deviations, and The Percent of Coefficient of Variation of All Observed Variables

Observed variables	$\bar{X}$	S.D.	%CV	$\bar{X}$ level
Instructional Leadership				
Vision and Goal Building (x1)	3.635	0.800	22.025	High
Promote the development of teachers (x2)	3.548	0.821	23.142	High
Instructional environment creation (x3)	3.596	0.812	22.596	High
Instructional guidance and management (x4)	3.525	0.831	23.577	High
Art teachers' performance				
Scientific research Performance (y1)	3.516	0.706	20.071	High
Artistic Creation Performance (y2)	3.457	0.805	23.296	High
Organizational climate				
Leader behaviors (x5)	3.393	0.865	25.484	Medium
Management system (x6)	3.321	0.840	25.291	Medium
Teachers' behaviors (x7)	3.467	0.823	23.744	High
Teachers' job satisfaction				
Leadership and Management (x8)	3.486	0.826	23.688	High
Self-actualization and development (x9)	3.801	0.812	21.363	High
Working Environment (x10)	3.566	0.863	24.199	High
Organizational climate and colleague relationship (x11)	3.408	0.854	25.046	High

Results of the descriptive analysis of each variable were shown in Table 2. It can be seen the mean value of each variable was between 3.321-3.801. Çelik & Oral (2016: 6-14)

pointed out that in general, the evaluation criteria for Likert Score Interval (Mean) were: 1.00 - 1.79 meant very low level, 1.80 - 2.59 meant low level, and 2.60 - 3.39 meant medium level, 3.40 - 4.19 meant high level, 4.20 - 5.00 meant very high level. And, in terms of the percentage of deviation coefficient CV, it was concentrated between 20-25, Therefore, the analysis results indicated that the data deviation was relatively concentrated.

3) Measurement model

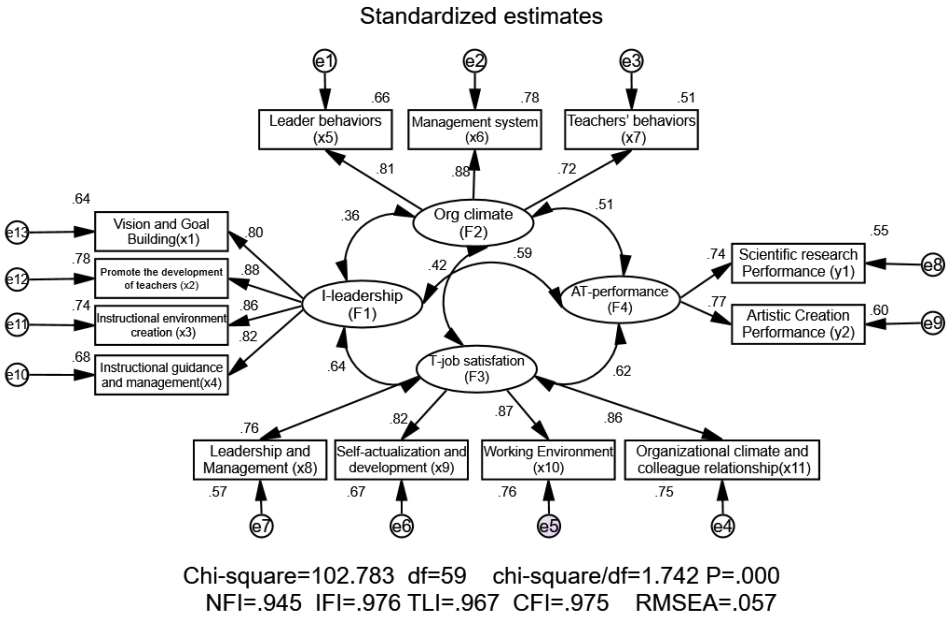

Figure 1: The Measurement Model of Four Latent Variables and Their Intercorrelation in Standardized Format, and The Model Fit Indexes.

4) Model fit evaluation

The fitting degree of the model was verified by confirmatory factor analysis and it was found that all values of the measurement model met the standards, including p=0.000, CMIN/DF=1.742 (less than 3) GFI=0.937 (more than 0.9), NFI=0.945 (more than 0.9), IFI=0.976 (more than 0.9), TLI=0.967 (more than 0.9), CFI=0.975(more than 0.9), RMSEA=0.057 (less than 0.6). It showed that the fitting degree of the model was good.

Factor loading estimation

Table 3: Factor Loading of Four Latent Variables in Unstandardized and Standardized

Latent/Observed variable	Factor loading		S.E.	z-test	P
	Estimate	Standardized			
Instructional leadership(F1)					
Instructional guidance and management (x4)	1.000	0.824			
Instructional environment creation (x3)	1.019	0.859	0.066	15.386	***
Promote the development of teachers (x2)	1.056	0.881	0.066	15.918	***
Vision and Goal Building (x1)	0.932	0.798	0.067	13.84	***
Organizational climate(F2)					
Teachers' behaviors (x7)	1.000	0.717			
Management system (x6)	1.257	0.884	0.11	11.444	***
Leader behaviors (x5)	1.189	0.812	0.107	11.149	***
Teacher's job Satisfaction(F3)					
Organizational climate and colleague relationship (x11)	1.000	0.864			
Working Environment (x10)	1.021	0.872	0.061	16.794	***
Self-actualization and development (x9)	0.904	0.821	0.059	15.277	***
Leadership and Management (x8)	0.846	0.756	0.063	13.439	***
Art teachers' performance(F4)					
Artistic Creation Performance (y2)	1.000	0.774			
Scientific research Performance (y1)	0.837	0.740	0.098	8.548	***

Note: *** $p < 0.001$.

The analysis results in Table 3 showed that the standardized factor loading values of 13 dimensions of the four variables in this study were all more than 0.5 and reach a significant level, indicating that the four potential variables were highly correlated with the constituent indexes.

Intercorrelation of factors in models

Table 4: The Square Matrix of Intercorrelation -Between Latent Variables

Latent variables	(F2)	(F3)	(F1)	(F4)
Org-climate (F2)	1.000			
T-job-satisfaction (F3)	0.414	1.000		
I-leadership (F1)	0.353	0.641	1.000	
AT-performance (F4)	0.510	0.627	0.580	1.000

The correlation matrix analysis results of all variables in Table 4 showed that the correlation coefficients between variables F3 and F2, variables F2 and F1, variables F1 and F4, and variables F1 and F4 ranged from 0.353 to 0.641, indicating that there was a strong correlation between variables (Patrick Schober, el al., 2018: 1763-1768).

Quality of the measurement model

Table 5: The composite reliability (CR), the average variance extracted (AVE) the maximum shared variance (MSV), the Maximum reliability (MaxR(H)), and the latent variables intercorrelation with the square root of AVE at the diagonal.

Latent variables	CR	AVE	MSV	MaxR(H)	F2	F3	F1	F4
Org-climate (F2)	0.848	0.651	0.257	0.868	**0.807**			
T-job-satisfaction (F3)	0.898	0.688	0.412	0.905	0.416	**0.829**		
I-leadership (F1)	0.906	0.708	0.412	0.910	0.359	0.642	**0.841**	
AT-performance (F4)	0.729	0.574	0.389	0.730	0.507	0.623	0.588	**0.757**

Note: in order to identify the latent variable reliability, the CR≥.70, MSV less than CR, and the MaxR(H) >CR, in order to identify the convergent validity of the AVE≥.50, to identify the discriminant validity by the method of Fornell & Larcker (1981: 39-51), the square root of the latent variables must be more than its correlations to the others latent variables.

Table6: Discriminant Validity Using Heterotrait-Monotrait Ratio of Correlations (HTMT)

Latent variables	(F2)	(F3)	(F1)	(F4)
Org-climate (F2)				
T-job-satisfaction (F3)	0.414			
I-leadership (F1)	0.353	0.641		
AT-performance (F4)	0.510	0.627	0.580	

The discriminant validity assessment by using the Heterotrait-Monotrait (HTMT) method which was offered as a better approach to determine discriminant validity between constructs. Hair Jr, Hult, Ringle, & Sarstedt (2021) pointed out that in the HTMT analysis method, the HTMT between the two constructs needs to be less than 0.85, and the bootstrap confidence interval of the HTMT in all construct combinations cannot contain 1. It can be found from Table 7 that the range from 0.353 to 0.627HTMT values between the variables was all below 0.85, which also indicates that the discriminant validity of the constructs was good. As shown in Table 6.

5) Hypothesis testing

SEM Model Fit Evaluation

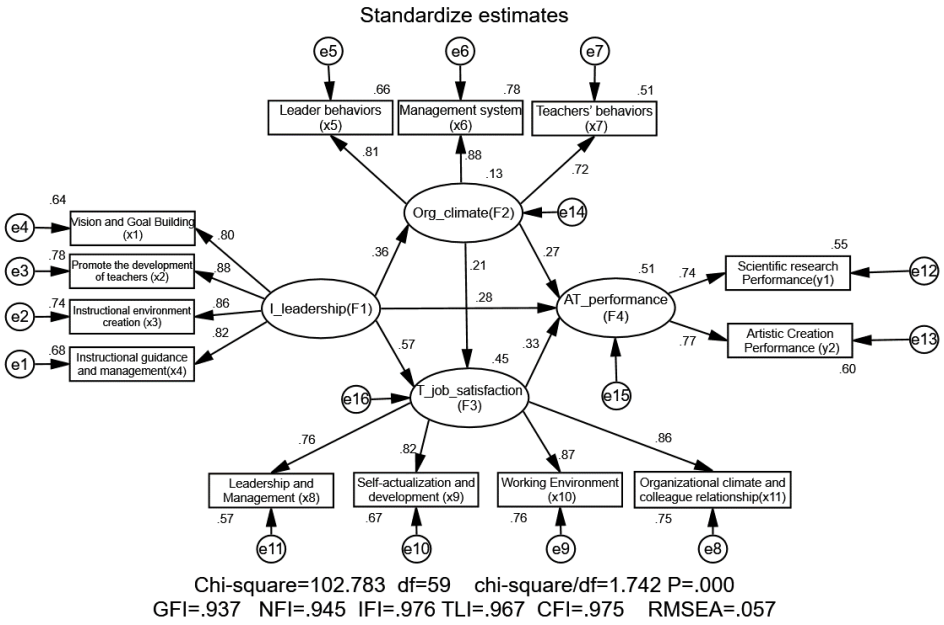

Figure 2: Structural Equation Models and model evaluation

The researcher tested the fitting of the structural model and found that the fitting degree of the structural model was as Figure 2, indicating that the fitting degree of the structural model in this study was good.

Table 7: The Results of the Model Fit Evaluation for Each Indicator

Measure	Estimate	Threshold	Interpretation
CMIN	102.783	--	--
DF	59	--	--
CMIN/DF	1.742	Between 1 and 3	Excellent
CFI	0.975	>0.95	Excellent
SRMR	0.042	<0.08	Excellent
PMSEA	0.057	<0.06	Excellent

PClose	0.251	>0.05	Excellent

Note: Hu and Bentler (1999: 1-55) recommend combinations of measures. Personally, I prefer a combination of CFI>0.95 and SRMR<0.08. To further solidify evidence, add the RMSEA <0.06.

The validity analysis result of the structural equation model of this study was excellent, which indicated that the structural equation model of this study was reasonable and can be analyzed. As shown in Table 7.

Verification of Research Hypotheses

(1) Direct effects analysis

Table 8: The Hypotheses Testing

Effects	Estimate	Standardized	S.E.	z-test	P-value	Hypothesis
I-leadership⟶ AT-performance	0.211	0.277	0.073	2.872	0.004	H1
Org-climate⟶ AT-performance	0.200	0.269	0.059	3.416	***	H2
T-job-satisfaction⟶ AT-performance	0.236	0.334	0.069	3.426	***	H3
I-leadership⟶ Org-climate	0.368	0.359	0.078	4.695	***	H4
I-leadership⟶ T-job-satisfaction	0.608	0.565	0.076	8.010	***	H5
Org-climate⟶ T-job-satisfaction	0.224	0.213	0.070	3.187	0.001	H6

Note: *** $p < 0.001$.

According to the analysis results in Table 8, the significance results (P values) of the six direct hypotheses in this study were all less than 0.05, indicating that the six direct hypotheses in this study were all valid.

(2) Indirect effects analysis

Table 9: The effect decomposition in the indirect effects

Hypothesis	Indirect path	Estimate	Lower	Upper	P
H7	I-leadership⟶Org-climate⟶AT-performance	0.074	0.013	0.195	0.020
H8	I-leadership⟶Org-climate⟶AT-job-satisfaction⟶T-performance	0.019	0.002	0.068	0.024
H9	I-leadership⟶T-job-satisfaction⟶AT-performance	0.144	0.012	0.346	0.032

The bootstrap method was used to test the mediating effect of the model. As can be seen from Table 9, the significance results (P values) of H7, H8, and H9 in this study were all less than 0.05. The highest and lowest values of H7, H8, and H9 do not include 0 in the 95% confidence interval, indicating that the three indirect hypotheses were valid.

6. Conclusions, Discussions and Recommendations

6.1 Conclusions

Through the analysis of the data, this study mainly draws the following conclusions: (1) Instructional leadership positively exerted its influence on art teachers' performance in colleges and universities in Fujian province; (2) Instructional leadership had a positive impact on organizational climate and teachers' job satisfaction, while the organizational climate also had a positive impact on teachers' job satisfaction. In addition, instructional leadership also had positive impacts on art teachers' performance through organizational climate and teachers' job satisfaction. (3) The influences of instructional leadership on art teachers in colleges and universities significantly differences among different groups of professional titles; and (4) The model under study fitted well with empirical data.

6.2 Discussions

1) Discussion about major findings of objective 1

The important founding of this study was that college art teachers evaluate managers' instructional leadership by perceiving and observing the four factors of instructional leadership (vision and goal building, promoting the development of teachers, instructional environment creation, and instructional guidance and management.), which in turn directly affect their

performance. The analysis results showed that the standardized coefficient of the influence of instructional leadership on the performance of art teachers was 0.28, and P<0.05. Wahab, Mansor, Hussin, & Kumarasamy (2020: 97-98) pointed out that there was a significant relationship between instructional leadership and teacher performance; The findings of Bafadal, Nurabadi, & Gunawan (2018: 224-247) also showed that instructional leadership, transformational leadership, and spiritual leadership all had a significant impact on the quality of teachers' performance.

2) Discussion about major findings of objective 2

From the results of the sample data analysis, the factors that affected the performance of art teachers in public undergraduate colleges and universities in Fujian Province included the instructional leadership, organizational climate, and teacher job satisfaction of the college administrators. All three factors have a positive impact on the performance of art teachers. Among them, the standardized coefficient of the influence of instructional leadership on the performance of art teachers was 0.28. The research of Tatlah et al. (2019: 133) also proved that there was a positive relationship between the two. The standardized coefficient of organizational climate on the performance of art teachers was 0.27. Selamat, et al. (2013: 71) also pointed out that organizational climate was a significant factor affecting teachers' work performance. The research of Raza (2010: 47) also proved that the organizational climate of open universities was highly positively correlated with teacher performance. The standardized coefficient of teacher job satisfaction on the performance of art teachers was 0.33. Usikalu et al. (2015: 1-10) pointed out that job satisfaction significantly affected teacher job performance. The findings of Riyadi (2015: 52-57) also pointed out that teacher performance can be improved by increasing job satisfaction.

3) Discussion about major findings of objective 3

The analysis results showed that the hypothetical model of this study was fitted with the experimental data, and the fitting degree was good. The researcher also verified the hypotheses in the model. The results of the analysis showed that the 6 direct hypotheses (H1-H6) and the 3 indirect hypotheses (H7-H9) in this study were all valid. Among them, the standardized path coefficients of the 6 direct hypotheses were all above 0.2; The highest and lowest values of the 3 indirect hypotheses do not contain 0 within the 95% confidence interval. The conclusions of Edith (2019: 97) were almost consistent with the three hypotheses of H1, H2, and H4 in this study. The findings of Harahap & Suriansyah (2019, pp. 260-270) were almost consistent with the three hypothesized results of H4, H5, and H6 in this study. The

conclusion of Griffith (2006: 1818-1880) also proved the existence of three hypothetical results of H2, H3, and H6 in this study.

6.3 Recommendations

Based on the conclusions of this study, the researchers made the following recommendations:

1) Administrators of the Academy of Fine Arts should Strengthen the instructional leadership awareness of the administrators of colleges and universities of fine arts, incorporate the theoretical level and practical ability of instructional leadership into the criteria for their job evaluation, and carry out corresponding reforms to the performance evaluation system of art teachers, and increase the proportion of artistic creation achievements in the performance evaluation system of teachers.

2) Administrators of the Academy of Fine Arts should take the initiative to participate in professional training of instructional leadership to improve their instructional leadership level; at the same time they need to improve their ability to build an organizational climate and create a positive and harmonious working climate for fine arts teachers, to improve teachers' job satisfaction and their sense of belonging, and should pay attention to guiding the fine arts teachers to constantly improve their artistic creation performance and scientific research performance and enhance their comprehensive ability.

3) In terms of research objects, a similar comparative study can be conducted with the eight major art academies in China and art colleges in other comprehensive universities. In terms of the research area, a similar comparative study can be carried out according to the provinces to which schools of the same category belong, and the research results can be compared and analyzed to determine the differences, to effectively improve the instructional leadership of the administrators of fine arts colleges and universities in China and the performance of fine arts teachers. In terms of analysis methods, researchers can try to use the structural equation model (SEM) to analyze the influence of different dimensions or a single dimension of instructional leadership on the performance of art teachers.

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