

## AUTHENTIC LEADERSHIP AFFECTING WORK ENGAGEMENT OF FINE ARTS INSTRUCTORS IN UNIVERSITIES UNDER LIAONING

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### ABSTRACT

The objectives of this research were: (1) To explore the components of fine art instructors' work engagement in universities under Liaoning Province; and (2) To investigate the effects of authentic leadership on instructors' work engagement in universities under Liaoning Province.

The research was a mixed methodology research consisting qualitative research and quantitative research. The population of this research consisted of 3284 who were instructors and administrators from fine art major in universities under Liaoning Province. The sample size was determined by Krejcie and Morgan's Table (1970), and obtained by a stratified sampling technique sampling method, totaling 362 samples. The key informants were consisted of nine key informants who were art professionals and teaching staff with many years of teaching and scientific research experience, obtained by purposive sampling method. The instruments used for data collection were a semi-structured interviews form and a five-point scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and Exploratory Factor Analysis as well as the content analysis was employed. It can be seen that in the regression model of this research, authentic leadership predictive instructors' work engagement to a degree of 60.6%.

The research findings revealed that: (1) The components of instructors' work engagement in universities under Liaoning province consisted of six components:

motivation for instructors to actively participate in work; positive and optimistic spirit reflected in work; instructor's attitude towards work; the act of instructors engrossed in teaching; the work value reflected in art teaching work; instructors' dedication to the cause of education; and (2) The various dimensions of authentic leadership had effect on instructors' work engagement in universities under Liaoning Province.

**Keywords:** Authentic Leadership, Work Engagement, Liaoning Province

## 1. Introduction

After human society enters the 21st century, science and technology, economy and society are developing more and more rapidly. Informatization, globalization and internationalization have become important themes of today's era. Education is an important factor for a country's prosperity in the future. It can be said that countries with excellent educational resources will dominate in the future international competition. In recent years, China has paid more and more attention to education.

Work engagement refers to a person's psychological recognition of work and regards work performance as a reflection of a person's values. University Instructors' work engagement refers to a mental and behaviour state in which university instructors actively and seriously work in their daily work and feel a sense of pleasure emotionally on the premise of holding a positive attitude towards the daily teaching and scientific research tasks of universities. It is the key to ensure the teaching quality and improve the level of education.

In this context, the research on instructors' working conditions and professional feelings has gradually changed from instructors' negative emotional experience to positive emotional experience, aiming to not only identify instructors' positive emotions, but also cultivate instructors' positive psychological quality, so as to eliminate the negative impact of work, promote instructors' mental health, enhance instructors' work satisfaction and life happiness, improve work performance, and improve the organizational and social atmosphere. Therefore, the concept of instructors' sense of work engagement came into being. Some scholars believe that the sense of instructors' work engagement specifically refers to "the positive attitude and love of instructors' own work" It not only affects instructors' own quality of life and their professional growth, but also affects students' academic achievements and physical and mental growth, as well as the quality of school education and the overall level of national education.

As an important role in higher education, leadership is regarded as the source of university development and professional competitive advantage. At the same time, leadership is also a bridge between instructors and universities. It is one of the key variables affecting instructors' behavior and psychology. It can not only create a working environment that helps to improve teaching quality, but also stimulate instructors' teaching passion and work engagement. With the deepening of educational reform, the bad environment of teaching management is becoming more and more complex, and employees do not trust leaders. Therefore, authentic leadership style has attracted more and more attention.

Instructors shoulder the important task of cultivating high-quality talents for the country. The development of the country, the rise and fall of the nation, social harmony and family happiness are inseparable from active instructors and efficient education (shi, 2016). Instructors' work engagement is directly related to instructors' teaching quality, as well as students' growth, school development, social progress and other important issues. Among all kinds of employees in China, the physical and mental problems of instructors are more prominent, mainly manifested in long working hours, heavy psychological burden, work burnout, anxiety, depression and various physical diseases, and even lose their lives (Pan, 2006). In China, many people in the society think that instructors have a stable income, have weekends, have a better working environment, can be respected by students, as well as winter vacation and summer vacation. But these ideas are only the appearance of instructors' work. Many people do not understand the real burden and work pressure of instructors. In China, the career of college instructors still faces many practical problems.

## **2. Research Questions**

2.1 What are the components of fine art instructors' work engagement in universities under Liaoning Province?

2.2 What are the effects of authentic leadership on fine art instructors' work engagement in universities under Liaoning Province?

## **3. Research Objectives**

3.1 To explore the components of fine art instructors' work engagement in universities under Liaoning Province.

3.2 To investigate the effects of authentic leadership on fine art instructors' work engagement in universities under Liaoning Province.

#### **4. Research Hypothesis**

Administrators' authentic leadership affected fine art instructors' work engagement in universities under Liaoning province.

#### **5. Research Method**

This research adopted a mixed research method combining qualitative research and quantitative research.

The population of this research was about 3615 professional instructors, educational administrators in fine art major in universities under Liaoning Province. The sample size was 362.

The main research instrument used in this research was Literature, Semi-structured Interview, IOC, and a five-point scale questionnaire.

The collection of research data was completed by distributing survey questionnaires to the population through Questionnaire Stars (simple random sampling), with a total of 358 samples collected.

Data analysis mainly consisted of Exploratory Factor Analysis (EFA), and Multiple Regression Analysis. The data analysis instrument used by the researcher was SPSS.

#### **6. Research Results**

##### **6.1 Research findings of objective 1**

To explore objective 1, This questionnaire collected 358 samples information needed for research. For factor extraction, the principal component analysis (PCA) model was used, the criteria used to consider factors were as follows: Firstly, an actual significant factor loading with an absolute value of 0.5 or higher(Chen, K. Y., & Wang, Z. H., 2011, p. 377). Secondly, the characteristic value was greater than 1 and the cumulative contribution rate was not less than 60%(Kaser), and thirdly there were more than 3 variables (Hatcher). Therefore, the final organizational commitment included five components. As shown Figure 1.



No.1	Ytot	X1	.611	1.883	137.622	.000	.376	10.699	.000
		X2					.074	2.491	.013
		X3					.181	5.707	.000
		X4					.060	2.351	.019
No.2	Y1	X1	.435	1.916	67.598	.000	.312	6.010	.000
		X2					.117	2.497	.013
		X3					.311	5.372	.000
		X4					.055	1.046	.296
No.3	Y2	X1	.237	1.613	28.519	.000	.319	5.311	.000
		X4					.129	2.124	.034
No.4	Y3	X1	.329	1.429	44.574	.000	.314	5.590	.000
		X3					.223	3.558	.000
		X4					.118	2.073	.039
No.5	Y4	X1	.247	1.670	30.042	.000	.390	6.553	.000
		X3					.121	1.815	.070
No.6	Y5	X1	.432	1.670	68.504	.000	.353	6.817	.000
		X2					.100	2.129	.034
		X3					.281	4.858	.000
No.7	Y6	X1	.452	1.651	74.206	.000	.382	7.521	.000
		X2					.103	2.249	.025
		X3					.255	4.493	.000

From table 1 No.1: In overview (Ytot) This multiple correlation coefficient when using the authentic leadership in fine art education in universities under Liaoning Province was a predictor of change management of instructors' work engagement. .781 Predictive performance values (R<sup>2</sup>) equal .611 Refers to the authentic leadership in fine art education in universities under Liaoning Province in terms of Self-awareness (X1) Relationship transparency (X2) Internalizing moral values (X3) and Balanced information processing (X4). Able to predict instructors' work engagement in fine art education in universities under Liaoning Province as a whole (Ytot) Percentage .611. It can be seen that in the regression model of this research, authentic leadership predictive instructors' work engagement to a degree of 60.6%.

From table 1 No.2: Motivation for instructors to actively participate in work (Y1) equals.660 Predictive performance values (R2) equal .435 Refers to the authentic leadership in fine art education in universities under Liaoning Province. Motivation for instructors to actively participate in work (Y1) has a percentage. 435. It can be seen that in the regression model of this research, (X1), (X2), (X3) and (X4) have an explanatory degree of 42.9% for (Y1). Motivation for instructors to actively participate in work (Y1) can be written as a regression analysis equation as follows:

$$\hat{Y}_1 = 1.284 + 0.303 * (X1) + 0.106 * (X2) + 0.245 * (X3) + 0.038 * (X4)$$

From table 1 No.3: Positive and optimistic spirit reflected in work (Y2) equals.495. Predictive performance values (R2) equal .245 Refers to the authentic leadership in fine art education in universities under Liaoning Province. Positive and optimistic spirit reflected in work (Y2) has a percentage .245. It can be seen that in the regression model of this research, (X1) and (X4) have an explanatory degree of 23.7% for (Y2). Positive and optimistic spirit reflected in work (Y2) can be written as a regression analysis equation as follows:

$$\hat{Y}_2 = 1.290 + 0.387 * (X1) + 0.113 * (X4)$$

From table 1 No.4: Instructor's attitude towards work (Y3) equals.580 Predictive performance values (R2) equal .337 Refers to the authentic leadership in fine art education in universities under Liaoning Province. Instructor's attitude towards work (Y3) has a percentage. 337. It can be seen that in the regression model of this research, (X1), (X3) and (X4) have an explanatory degree of 32.9% for (Y3). Instructor's attitude towards work (Y3) can be written as a regression analysis equation as follows:

$$\hat{Y}_3 = 1.402 + 0.329 * (X1) + 0.189 * (X3) + 0.089 * (X4)$$

From table 1 No.5: Instructors engrossed in teaching (Y4) equals.505 Predictive performance values (R2) equal .255 Refers to the authentic leadership in fine art education in universities under Liaoning Province. It can be seen that in the regression model of this research, (X1) and (X3) have an explanatory degree of 24.7% for (Y4). Instructors engrossed in teaching (Y4) can be written as a regression analysis equation as follows:

$$\hat{Y}_4 = 1.189 + 0.483 * (X1) + 0.121 * (X3)$$

From table 1 No.6: The work value reflected in art teaching work (Y5) equals.662 Predictive performance values (R2) equal .438 Refers to the authentic leadership in fine art education in universities under Liaoning Province. The work value reflected in art teaching work (Y5) has a percentage. 438. It can be seen that in the regression model of

this research, (X1) , (X2) and (X3) have an explanatory degree of 43.2% for (Y5). The work value reflected in art teaching work (Y5) can be written as a regression analysis equation as follows:

$$\hat{Y}_5 = 1.221 + 0.348*(X1) + 0.092*(X2) + 0.224*(X3)$$

From table 1 No.7: Instructors ' dedication to the cause of education (Y6) equals.677 Predictive performance values (R2) equal .458 Refers to the authentic leadership in fine art education in universities under Liaoning Province. Instructors ' dedication to the cause of education (Y6) has a percentage. 458. It can be seen that in the regression model of this research, (X1), (X2) and (X3) have an explanatory degree of 45.2% for (Y6). Instructors ' dedication to the cause of education (Y6) can be written as a regression analysis equation as follows:

$$\hat{Y}_6 = 0.960 + 0.404*(X1) + 0.102*(X2) + 0.218*(X3)$$

## 7. Discussion

The work of instructors in universities includes teaching, research, and interaction with colleagues and students, so teaching engagement will also be reflected from various perspectives. The work engagement of instructors is mainly reflected in various aspects of the teaching process. Firstly, instructors need to fully prepare for classroom teaching, including designing teaching objectives, preparing teaching materials and aids, arranging teaching activities, and evaluating methods. Secondly, instructors need to actively participate in students' learning and growth, establish good instructors-student relationships with students, pay attention to their individual development and emotional needs, and guide students to actively participate in learning and practice. Finally, instructors also need to constantly reflect and improve their teaching methods and strategies, actively learn and explore new teaching ideas and methods, and continuously improve their teaching level and professional literacy. Only those who truly love the teaching profession can fully devote themselves and actively contribute to their work.

### 7.1 Discussion about Major Findings of Objective 1

There were six components of instructors' work engagement in fine art education in universities under Liaoning Province which consisted of Motivation for instructors to actively participate in work, Positive and optimistic spirit reflected in work, Instructor's

attitude towards work, The act of instructors engrossed in teaching. The work value reflected in art teaching work and Instructors ' dedication to the cause of education.

Component 1: Motivation for instructors to actively participate in work. the findings were in the same direction with Researcher Cheryl L. Dyson (2021: 87-89) Moreover, From the research of Wei Guanling (2010:43-48) it was found that the work motivation of instructors is manifested as not being satisfied with the current situation in teaching, constantly improving their teaching level, diligently researching new teaching methods, and summarizing and reflecting on their own teaching shortcomings.

Component 2: Positive and optimistic spirit reflected in work. This research finding was in accordance with the theories or research of Li Min(2015:229-231) which was found that optimism is an important personal resource, which has a significant positive impact on instructors ' work engagement. People with optimism are more likely to adhere to a positive way of thinking and have a positive mental attitude, and avoid being affected by negative energy.

Component 3: Instructor's attitude towards work. This research finding was in accordance with the theories or research of Sheng Jiansen (2009:110-112) which was found that instructors who consider 'teaching' as their ideal profession have significantly higher work engagement than those who choose to teach for other reasons, and those who have no other choice but to become instructors have the lowest work engagement.

Component 4: The act of instructors engrossed in teaching. This research finding was in accordance with the theories or research of Zang He (2021:43-45) which was found that work focus includes constant reflection and wholehearted dedication. Instructors repeatedly ponder over educational issues, fully immerse themselves in educational work, and focus on their own job, which is a reflection of their work engagement.

Component 5: The work value reflected in art teaching work. This research finding was in accordance with the theories or research of Wei Guan ling(2010:50-51) which was found that instructors are said to be the most beautiful profession under the sun. People generally expect instructors to have higher social expectations, and they expect instructors to really play the role of "preaching, imparting, and dispelling doubts".

Component 6: Instructors ' dedication to the cause of education. This research finding was in accordance with the theories or research of Zhang He(2021:74-75) which was found

that work dedication refers to the willingness of instructors to work tirelessly and willingly. Instructor dedication is one of the core spirits of education.

## **7.2 Discussion about Major Findings of Objective 2**

The various dimensions of authentic leadership have effect on fine art instructors' work engagement in universities under Liaoning Province. Through the multiple regression analysis, it is found that the four dimensions of authentic leadership have a positive impact on instructors' work engagement. The major findings were received as such because authentic leaders follow established rules and norms in their work, show sincerity and selflessness towards subordinates, and exhibit excellent leadership traits such as integrity and selflessness. If leaders feel confident and satisfied with their abilities and values, they may be more motivated and enthusiastic to engage in their work, which may have a positive impact on instructors' work engagement. Huang Liqing (2016:57-59) When leaders can reflect moral values through their own actions and attitudes, instructors will be more likely to understand and accept these moral standards, and more likely to apply them to their own work. Kang Zhengxiao(2019:60-61) In addition, managers with self-awareness may be more capable of handling difficult situations, such as conflicts or misunderstandings, in a constructive and professional manner. This helps prevent teachers from developing negative attitudes and promotes a culture of open communication and cooperation. Chen Xiaojuan(2018:38-40) Fine art instructors need to handle relationships with leaders, students, parents, colleagues, etc., coupled with the pressure of performance evaluation. Authentic leaders can create a sincere and relaxed work atmosphere for them, allowing them to handle teaching and various relationships more solidly, and demonstrate higher work engagement behavior.

## **8. Recommendation for policy formulation**

### **8.1 Recommendation for Policies Formulation**

Authentic leadership can affect instructors' work engagement and provide important insights for future policies formulation. Policy makers need to establish a good leadership system, establish effective incentive mechanisms, focus on the professional qualities of leaders, and strengthen leadership training and development in order to improve the abilities and qualities of leaders and promote the development and progress of education.

1. Policy makers need to establish an effective leadership system to provide schools with leaders with genuine leadership skills. Authentic leaders can provide effective support

and guidance, enhance instructors' professional identity and sense of mission, and thus promote their engagement in the education industry.

2. Policy makers need to focus on enhancing the professional qualities of leaders and providing schools with leaders with professional literacy and abilities. Leaders need to possess rich educational experience, management skills, and teamwork abilities in order to better guide and support instructors and promote the development of education.

3. The construction of leadership has a significant impact on the management and educational practice of universities, and is also an important area that university policy formulation should pay attention to. University policy makers should integrate leadership theory into school art management and educational practices.

## **8.2 Recommendation for Practical Application**

University policy makers should focus on the practical application of leadership and integrate leadership theory into school management and educational practice. This requires policy makers to develop specific leadership plans and implementation plans based on actual situations, encourage leaders to exercise genuine leadership, and increase instructors' work engagement.

1. Strengthening leadership training and development: Policy makers need to strengthen leadership training and development, providing schools with more training and support opportunities, in order to cultivate more leaders with genuine leadership skills. These training and support opportunities can include various forms such as professional training, seminars, communication activities, etc., in order to enhance the abilities and qualities of leaders.

2. Policy makers can establish effective incentive mechanisms to encourage leaders to exercise genuine leadership. These incentive mechanisms can include various forms such as salary, promotion, honors, etc., to motivate leaders to make more contributions to the education industry.

3. Policy makers in universities can take the following measures to strengthen communication and cooperation between leaders and instructors, so that leaders can understand the needs and problems of instructors, solve problems in a timely manner, and improve instructors' work efficiency and satisfaction.

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