

**THE INFLUENCE OF ORGANIZATIONAL IDENTITY AND
IMPROVISATIONAL BEHAVIOR ON EMPLOYEES' WORK
COMPETENCE IN THE ART EDUCATION INDUSTRY**

QINXI ZHANG

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
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FACULTY OF BUSINESS ADMINISTRATION
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ACADEMIC YEAR 2024
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Program	Business Administration (Management)
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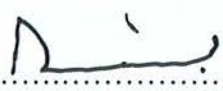

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ABSTRACT

Chinese arts education faces challenges such as low market concentration, small institutions and an unstable supply of teachers. However, competent teachers are the key for to sustainable development. Therefore, sustainable development of art education faculty is essential to improve the growth of the industry and the quality of teaching.

In this study, a total of 507 completed and valid questionnaires from the 10 provinces with the largest number of practitioners in the Chinese arts education industry were collected using quantitative methods and analyzed using structural equation modeling. In addition, 8 heads of educational institutions were randomly selected for qualitative interviews.

The results indicate that teachers' organizational identity directly affects their work performance directly and indirectly through teachers' improvisational behavior, with the direct influence being greater than the indirect influence. This finding indicates that teachers' value integration, professional development, and emotional affiliation play an important role in improving teachers' improvisational behavior and work performance. These research findings not only support the theoretical foundations, but also provide valuable insights for arts education institutions on how to strengthen employees' organizational identity to improve their improvisational behavior and work performance.

Keywords: organizational identity, improvisational behavior, employees' work competence, art education industry

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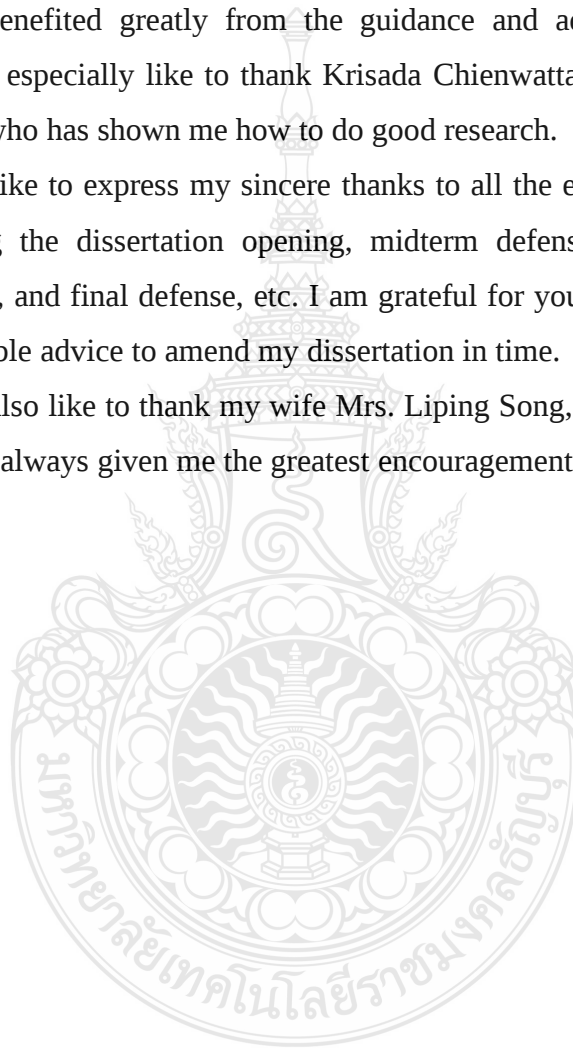


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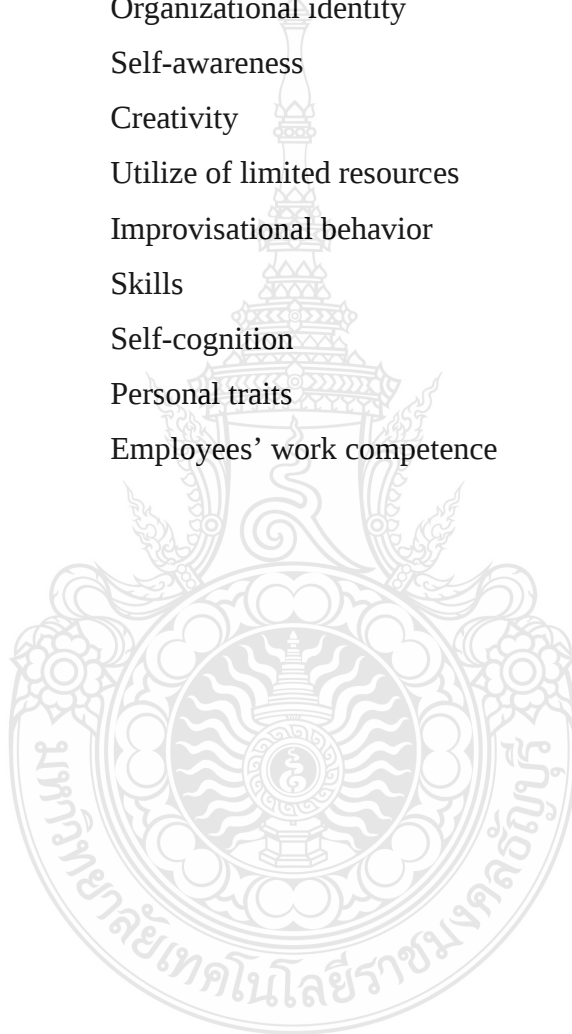
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List of Abbreviations

VI	Value Integration
CD	Career Development
EB	Emotional Belonging
IR	Interpersonal Relationships
OI	Organizational identity
SA	Self-awareness
CT	Creativity
ULR	Utilize of limited resources
IB	Improvisational behavior
SK	Skills
SC	Self-cognition
PT	Personal traits
EWC	Employees' work competence



CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problem

1.1.1 Realistic Background of the Study

For a long time in China, the theme of “reducing the burden” on students has been repeatedly emphasized. Particularly after the official launch of the socialist market economy in 1992, along with economic and social development, the quality of the workforce has increased, and competition has intensified at all levels of education, while competition at the basic education level has continued to soar, even advancing to the early childhood education stage. The intermingling of economic, social, market, school and parental perceptions has made the burden on students heavier and heavier. It was not until the “double reducing” policy was put forward that the burden of schoolwork and extracurricular activities on students was given unprecedented attention, and the phenomenon of excessive homework and training was alleviated for the time being.

The main purpose of the “double reduction” policy is to present the value of students and education as the main subject of meaning in the process of education, and to realize the enlightenment of human nature, the enlightenment of thought and the shaping of the spirit. On the one hand, “double reduction” aims to restore the ecology of education, avoid test-oriented, short-sighted education, cultivate students’ creative ability, spirit and comprehensive quality, and promote the return of education to the essence. On the other hand, pay more attention to the enhancement of the quality of teaching, and promote the role of the teacher from a single teaching to the function of comprehensive education, and pay attention to the teaching of improving the quality of their own teachers and the improvement of work competence, and the improvement of the quality of teachers and work competence.

With the “double reduction” policy of the Chinese Ministry of Education, subject-specific education has been more regulated, and parents have begun to think about developing high-quality education that is more suitable for their children, and some subject-specific education institutions have begun to change their business field, with artistic education becoming more popular and appreciated, and artistic education has

again become a popular place for parents to choose. Arts education has once again become a hot spot for parents. In addition, with policy support economic development, market expansion, increase in disposable income of families, and change in views, more and more parents have begun to emphasize the education and cultivation of their children in the field of arts. Art education, as an important part of quality education, is supported and encouraged by the national industrial policy and continues to standardize the development, especially in the last few years, the introduction of relevant policies. (See Table 1.1 for relevant policies in recent years.)

Table 1.1 Policies Related to Chinese Art Education Industry

Time	File
2014.09	Opinions of the State Council on the Implementation of the Reform of the Examination and Enrollment System of Exploration.
2014.12	Opinions on Strengthening and Improving the Comprehensive Quality Evaluation of Ordinary Senior Secondary School Students.
2017.01	The 13th Five-Year Plan for the Development of the National Education Program.
2018.02	Circular of the General Office of the Ministry of Education on the Enrollment and Enrollment of Students in Ordinary Primary and Secondary Schools in 2018.
2018.03	Notice of the Ministry of Education on Doing a Good work in Enrolling Students in General Colleges and Universities in 2018.
2019.03	Ministry of Education's Circular on Doing a Good work of Enrolling Students in General Colleges and Universities in 2019.
2019.07	Opinions on Deepening Educational and Pedagogical Reforms to Comprehensively Improve the Quality of Compulsory Education.

Note: Obtained through collation of information

Some data show that after the “double reduction”, the number of those who choose art education outside school has increased significantly compared to previous years. According to a recent survey conducted by the the Chinese Academy of Educational Sciences

on the participation of children aged 3 to 6 in interest groups in 12 cities across the country, 65.6% of urban children have participated in interest groups. Many parents feel that they need to teach their children a hobby or specialty in order to develop an additional competitive edge in the future, which is why art schools or institutions are standard for all urban youth. Among the numerous arts education programs, parents mainly want their children to be trained in musical instruments, dance, and drawing, which account for 30.59%, 26.91%, and 21.81%, respectively, representing nearly 80% of all education programs. On October 26, 2021, Chinese Ministry of Education held a press conference and said that for the healthy growth of young children, the “double reduction” will be implemented while promoting the “double increase”, that is, more opportunities for students to play sports, do arts, play outdoor sports, and work; the Ministry of Education has also increased the time and opportunities for extracurricular training in sports, music, and arts, and encourages institutions to run schools and encourage students to participate in sports and esthetic training. In addition, the Ministry of Education has also included courses in music, art, dance, opera, drama and calligraphy, as well as participation in artistic activities organized by schools, in the academic requirements to ensure that compulsory school students basically have an artistic hobby. In its opinions on promoting the development of art education in schools (Ministry of Education, 2014), the Ministry of Education included art courses in the compulsory curriculum and required that the hours devoted to art courses should not be less than 9% of the total teaching time. Esthetic education has also changed from a “soft task” to a “hard goal,” art is no longer a hobby course but a compulsory course, and more children will learn art in the future.

Meanwhile, driven by the growing income of residents, the deepening concept of quality education and the increasing demand for artistic talents in society, Chinese art training market has maintained a high and strong growth in recent years. According to the statistics of CICC, the market size of Chinese art training market is RMB 214.960 billion in 2019. In the future, with the support and encouragement of national policies, changes in the employment structure and consumer demand-oriented drive, the popularization and promotion of art education will be the general trend, and the art education and training industry will usher in good development prospects, with the market size reaching RMB 299.840 billion in 2022. The three-year compound annual growth rate is 11.62 %.

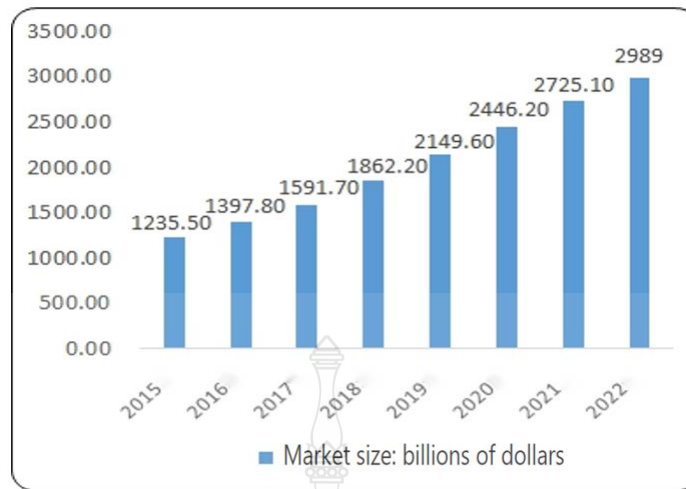


Figure 1.1 China Art Education Training Market Size Analysis, 2015-2022

At present, the art education industry is facing many development problems, such as student loss and enrollment difficulties, teaching quality and teacher services, brand and curriculum building, and institutional management and operation. Arts education institutions need professional management and operations teams that are critical to their long-term development. However, if they lack professional management and teaching skills and experience, it will be difficult to quality assurance of the teaching and services. At the same time, arts education institutions need to constantly update course content, improve teaching quality, and try out new teaching methods to adapt to market changes and users' changing needs. Institutions should be open-minded and innovative and establish internal innovation and experimentation mechanisms to better meet users' needs. But only with the above points is not enough effective promotion of industry development, because these measures need to rely on the excellent business quality of employees to promote. It can be said that human resources are the first resource to help develop the arts education industry. As the market continues to open up and people's diverse needs for education and training increase, competition in the education and training industry is transforming into competition for core competencies and innovation, the key to which is competition for talent. Managers and teachers in the arts education industry have the important task of driving the development of the industry,

and employees attach importance to the ability of implementation, and good or bad implementation directly affects the performance of the education industry.

The development of the art education industry is under great pressure and competition, and the professional quality of many managers and staff is not enough to adapt to the needs of diversified competition. In order to successfully achieve the development goals of the art education industry, employees in their positions must exert the maximum energy, that is, employees must have the appropriate work competence, known as work competence, which refers to a specific competence, organizational environment and cultural atmosphere in which top employees work. However, employees' work competence is determined by several factors, among which, organizational identity and improvisational behavior have direct or indirect influence on employees' work competence. That means, if the degree of organizational identity is high, employees will have higher work competence; in the process of implementing teaching behaviors, if benign and positive improvisational behaviors can be generated, it will be conducive to enhancing teaching influence and thus improving employees' work competence. In addition, organizational identity will also influence employees' work competence through improvisational behaviors. At the same time, organizational identity will also indirectly influence employees' work competence through improvisational behavior, which means that employees with higher organizational identity will also stimulate their positive improvisational behavior and thus improve employees' work competence. Therefore, in the arts education industry, organizational identity and improvisational behaviors are critical to improving employees' work competence.

On the one hand, organizational identity is a driving force in the arts education and training industry for both individual teachers and the industry as a whole. Through shared goals, values, and identity, employees can achieve more in the industry sector and provide a more inspiring and influential educational experience for students. For one thing, it can promote cohesion and sense of identity among employees. A shared identity allows employees to feel that they themselves are part of a team that can support each other, share experiences and work together to address problems. Secondly, it helps to promote knowledge sharing and experience exchange among employees. The field of arts education encompasses a wide range of art forms and skills, and a sense of identity can

be used to bring together each other's best practices, thereby enhancing the quality of teaching and learning. Thirdly, it can enhance the staff's motivation to teach and increase work satisfaction and commitment to education. And on the other, Employee improvisation is an important tool in the arts education and training industry that can enhance teaching and learning, stimulate student creativity, increase interactivity and boost teachers' self-confidence, providing students with a more flexible and emotional learning experience, as well as contributing to the reputation and influence of the entire educational organization. Firstly, teacher improvisational behavior and guidance in the classroom can provide students with practical examples of creativity, encouraging them to try out new ideas and approaches in practice and stimulating their creativity. Secondly, improvisational behavior can help teachers better convey emotions and sentiments so that students can more deeply understand and feel the emotional connotations of artworks. Thirdly, teachers' improvisational behavior can make them more flexible in adjusting their teaching strategies, creating a teaching environment that better suits students' needs and increasing the interactivity of teaching.

1.1.2 Theoretical Background of the Study

First formally introduced by Harvard professor David McClelland in 1973, the concept of "competence" refers to the ingrained characteristics of an individual that distinguish a high performer from an average performer in a given job, and can include motivation, traits, self-image, attitudes, and more or It can be motivation, traits, self-image, attitudes or values, domain knowledge, cognitive or behavioral skills, or any other individual characteristic that can be reliably measured or counted and that significantly distinguishes superior performance from average performance. McClelland refers to such personal conditions and behavioral characteristics that directly affect work performance as competencies (McClelland, 1973). However, some scholars define competence from a broader perspective, arguing that competence includes three dimensions: occupational, behavioral, and strategic integration. The occupational dimension refers to skills in handling specific, everyday tasks; the behavioral dimension refers to skills in handling non-specific, arbitrary tasks; and the strategic integration dimension refers to management skills in the context of organizational situations. From this, it can be seen that whether employees can be competent in their positions is a combination of factors,

among them, organizational identity and employee improvisation has a direct impact on work competence, how to maximize the ability of employees to be competent in their positions, the core competitiveness of the industry is to give full play to the potential of employees, enhance the “soft power”, to promote the rapid development of sustainable. This is also a strategic issue that needs urgent attention and solution. So that, it is theoretical value and practical significance to study the influence of organizational identity and improvisational behavior on work competence of employees in the art education industry.

In this paper, we conducted a comprehensive analysis of the literature on employees’ professional competence in the arts education industry and found that many current experts and scholars have conducted a number of studies on factors influencing employees’ professional competence, such as work performance, employee personality type, employee innovative behavior, management model of leadership, employee-work match, work characteristics, etc. Although some previous scholars have researched the influencing factors of professional competence, most of them focus on the field of enterprises and universities, and the influencing factors of professional competence of employees in the art education industry are relatively few and relatively unoccupied, and have the research value of:

1. There is room for more research on organizational identity as a factor that directly influences employees’ professional competence. In recent years, scholars have conducted more research on organizational identity and examined the influence of organizational identity on employees’ work performance in relative detail. For example, He (2021) in his study “Analysis of the impact of organizational identity on employee performance and its enhancement path” investigated the positive impact of organizational identity enhancement on employee performance level in business units; Zhang and Ji (2012) in their study “The influence of organizational identity of new generation employees on work performance” investigation of the important influence of the organizational identity of the new generation of employees on work performance, but both studies lacked the investigation of the influence of competence on employees’ work. Of these studies, there are relatively few studies on whether organizational identity has a direct influence on employees’ work competence.

2. There are some studies that look at the influence of organizational identity on performance in other industries, such as. Yi (2009) “Investigation of the Influence of Employees’ Organizational Identity on Associative Performance in the Chemical Industry”, which examined the current situation of employees’ organizational identity in the chemical industry, predicted the level of employees’ associative performance, and used empirical means to thoroughly investigate the influence of employees’ organizational identity on their associative performance in the chemical industry. Xi (2010) “The Impact of Employee Organizational Identity on Corporate Performance in Chinese Family Businesses” examines the relationship between employee organizational identity and a set of performance variables using structural equation full modeling techniques for 960 employees of family businesses but has not yet covered the arts education industry.

3. Employee improvisational behavior has an influence on performance in other industries, e.g., “A cross-level study on the mechanism of the effect of employees’ improvisational behavior on individual innovation performance-empirical evidence based on new energy startups” by Ruan et al. (2015), examines the impact of startups’ internal social capital on employees’ improvisational behavior. Knowledge creation has a significant positive moderating effect, and knowledge creation plays a partial mediating role in the interactive effect of employee improvisational behavior and internal social capital on innovation performance. However, the influence of improvisational behavior on employees’ professional competence in the arts education industry have not yet been studied. Therefore, this work is of scholarly value as it explores how organizational identity and improvisational behavior influence employees’ work competence.

In summary, it has great theoretical and practical value significance to study the positive influence of organizational identity and improvisational behavior on the work competence of employees in the Chinese art education industry. Theoretically, this study can provide new theoretical perspectives and support for the fields of organizational behavior and educational management. Through in-depth study of the relationship between organizational identity, improvisational behavior and employee work competence, it can provide a more comprehensive and in-depth theoretical framework for the related fields and enrich and improve the related theoretical system. In terms of

practice, the findings can provide practical guidance and suggestions for managers and practitioners in the art education industry. Understanding the influence of organizational identity and improvisational behavior on employee work competence can help managers develop more scientific and effective management strategies to stimulate employees' passion for work and improve their performance. This has positive practical significance to improve the overall level of art education. In addition, this research can also provide reference and inspiration for other industries. Organizational identity and improvisational behavior, as an important employee behavioral trait, also have general applicability in other industries. Therefore, through the study of the art education industry, it can provide relevant management experience and inspiration for other industries.

1.2 Purpose of the Study

This study utilized both quantitative and qualitative research methods to investigate organizational identity, improvisational behavior, and employees' work competence in the arts education industry in order to achieve the following objectives:

Objective1: To study how organizational identity directly influences employee work competence in the arts education industry.

Objective2: To study how organizational identity directly influence improvisational behavior.

Objective3: To study how improvisational behavior directly influences the work competence of employees in the arts education industry.

Objective4: To study the mediating role of improvisational behavior between organizational identity and employee work competence.

This study intends to enhance the organizational identity and stimulate the improvisational behavior of employees in the art education industry through the above goal setting to achieve the goal of improving work competence.

1.3 Research Hypothesis

There are four hypotheses of this dissertation:

H1: Organizational identity has a positive influence on employees' work competence.

H2: Organizational identity has a positive influence on improvisational behavior.

H3: Improvisational behavior has a positive influence on employees' work competence.

H4: Improvisational behavior plays a mediating role between organizational identity and employees' work competence.

1.4 Scope of the Study

This study primarily investigates the relationship between organizational identity, improvisational behavior, and work competence among employees in the art education industry. This is done in order to gain a better understanding of the positive influence of organizational identity on improvisational behavior and work competence, as well as the positive influence of improvisational behavior on work competence.

The study selected schools or training institutions in Chinese 31 provinces, municipalities directly under the central government, and autonomous regions (excluding Hong Kong, Macau, Taiwan) that are affiliated with art education as its research targets. The main participants are teachers in the art education industry who are considered to be the main drivers of the healthy development of the industry as a whole. They were able to provide insights through the questionnaire survey, so their responses were both valid and reliable. The sampling period starts from October 2023 and extends until November 2023. This study utilized the questionnaire method to collect quantitative data as well as conducting the interview method for qualitative research. The sampling method was conducted using random samples. The questionnaires were distributed to teachers in the art education sector to answer the questionnaires. Interviews were conducted with administrators or leaders of schools or organizations belonging to the arts education industry who are well versed in management-related knowledge and skills.

1.5 Research Problem and Questions

1.5.1 Research Problem

In the increasingly fierce competition in the industry, employees' work competence has become the key to promoting the development of the art education industry. The positive development of the art education industry involves rapid and sustainable development in various fields such as management ability, teaching quality and business model. The question of whether the work competence of employees meets the requirements of the work environment became an important factor in the development of the industry and a recognized consensus. How to improve employees' work competence continues to be a topic addressed by academia, but in the short term it is often difficult to reflect the process through concrete practical results. Innovative improvement of the quality of employee capacity has become the consensus, but how to improve organizational identity by improving the direct influence of employees' work competence, as well as improve organizational identity, stimulate improvisational behavior to improve employees' work competence is still the subject of continuous research and exploration by scholars. Since organizational identity is positively related to employees' work competence, organizational identity is positively correlated to improvisational behavior, and improvisational behavior is positively correlated to employees' work competence, so that different degrees of organizational identity led to different degrees of improvisational behavior, which influence employees' work competence and thus influence the industry. So that it is necessary to have a study of the organizational identity and improvisational behavior and find out which elements of these two variables influence work competence and to what extent, in order to provide the arts education industry with a reference point for improving employees' work competence, improving organizational identity, and promoting positive improvisational behavior. As shown in Table 1.2.

Table 1.2 Employee Improvisational Behavior and Work Competence for Different Organizational Identity Levels

Organizational Identity Level	Improvisational behavior	Work Competence
-A-1 level: low identity with the company's values and corporate culture, unable to gain inner resonance; only concerned with their own gains and losses, and do not care about the future development of the company; not a strong sense of mission.	-The company complains about the organization, blames each other, responds negatively to the organization's work arrangements, resists the organization's strategic goal planning, sticks to the rules and does not think about progress.	The staff's business skills and quality do not match the positions, causing the industry to stagnate and lag behind other training institutions.
A-0 level: general recognition of corporate values and corporate culture, less resonance; less autonomy at work, a little sense of ownership, less confidence in the future of the company; passive integration into the team; some sense of mission.	There is a certain degree of resistance and negativity to the work arrangement, passively coping with the work and not being aggressive.	Employees' skills and quality do not fully meet job requirements, they passively follow work arrangements without active thinking, and their work lacks effective progress.

Table 1.2 Employee Improvisational Behavior and Work Competence for Different Organizational Identity Levels (Cont.)

Organizational Identity Level	Improvisational behavior	Work Competence
Grade A: Highly identify with the company's values and corporate culture, proud to be a member of the company; have a sense of ownership, actively involved in the organization and work; full of confidence in the future of the company, able to rapidly integrate into the team and work immediately; have a strong sense of organizational honor, actively participate in corporate activities, and strive for the company's honor; have a strong sense of mission.	Able to adapt to the work needs, with a strong sense of team and enterprising spirit, proactive integration into the team.	Highly competent for the position and good industry development.
A+1 level: high identification with the company's values and corporate culture, proud of being a member of the company; ownership of the organization and the work; confidence in the future of the company; quickly dissolve into the team and can quickly start work; strong sense of organizational honor, actively participate in corporate activities and strive for honor; very strong sense of mission.	Proactive, hard-working, courageous, and fully committed, they see the organization's strategic goals as their own struggle to revolutionize and create amazing wonders.	Industry development is steadily improving towards the pinnacle of similar industries, and at the same time, maximizing the self-worth of employees.

Note: Obtained through collation of information

1.5.2 Research Questions

Under the theme of “Organizational identity of employees in the arts education industry has a positive influence on employees’ work competence, organizational identity has a positive influence on improvisational behavior, and improvisational behavior has a positive influence on employees’ work competence.” this study delves into the following four questions:

Q1. How does organizational identity directly influence employees’ work competence?

Q2. How does organizational identity directly influence improvisational behavior?

Q3. How does improvisational behavior directly influence employees’ work competence?

Q4. How does improvisational behavior play a mediating role between organizational identity and employees’ work competence?

1.6 Definition of Terms

Organizational Identity: “Identity” is a psychological term that refers to a person’s desire to be more successful than he or she is in terms of status or achievement. When a person is unable to achieve success or fulfillment in real life, a superior sense of identity can remove the anxiety that arises from frustration. Organizational identity refers to the fact that organizational members perceive and internalize organizational values and see themselves as one with the organization, thus creating emotional attachments to the organization such as a sense of belonging, pride, and loyalty (Du, 2015).

In addition, Van Dick et al. (2005) research studies have shown that increased identification leads to improved performance, lower absenteeism and turnover rates, more extra-role behaviors, greater job satisfaction, increased motivation, and improved health and physical well-being. Organizational identity level can be used to predict employee engagement and satisfaction, business performance, and autonomous leadership. The high-level of organizational identity, the more willing employees are to think in terms of the organization, resulting in high performance and organizational citizenship.

Improvisational Behavior: In this paper, “Improvisational behavior” refers to the random and free organization of educational and pedagogical activities through “improvisation” in classroom teaching and learning emergencies and situations, i.e., Improvisational teaching behaviors. In light of the practical needs of the study, “improvisational behavior in teaching” is defined as: teachers in dynamic situations and limited time and space, discovering educational moments, utilizing available resources and carrying out timely teaching in a creative and spontaneous manner to promote students’ development. limited time and space, discovering the educational moment, utilizing the available resources, and carrying out timely teaching activities in a creative and spontaneous way to promoting student development. The definition of “improvisational behavior in teaching” is that the teacher finds educational moments in dynamic situations and limited time and space, utilizes available resources, and carries out timely educational activities in a creative and spontaneous way to promote students’ development (Hu et al., 2022).

The “improvisational behavior” mentioned in this study refers to individual-level improvisational behavior, rather than organizational-level. The random appearance of immediate information or unexpected events creates teaching opportunities and guides teachers to organize teaching creatively, which is the art of “improvisation”. As the Biasutti (2017) study found that improvisation is a teaching technique that could give input for renovating current educational methods, and could open new perspectives regarding teaching and learning, proposing a model based on creativity development and a process-oriented teaching approach. Teachers’ “improvisational behavior” helps to cultivate students’ interest in learning, desire for exploration and creative thinking, expand students’ knowledge and enrich their life experience.

Employees’ Work Competence: Work competence are the objectively measurable individual characteristics and the resulting predictable, performance-oriented behavioral characteristics of high performers in a particular occupation, organizational setting, and culture. These characteristics include knowledge, skills, self-image, social motivation, character traits, thought patterns, psychological stereotypes, and ways of thinking, perceiving, and acting. In this thesis defines “competence” as the individual characteristics of knowledge, skills, motivation, social roles, values, and attitudes that

distinguish high performers from average performers and enable them to judge the performance of workers in industry.

Heneman and Mllanowski (2004) argue that teacher competence can be improved through two main strategies, namely human resources, which include the establishment, development and motivation of organizations in the education system, and improvement of teaching methods and approaches, which are mainly reflected in the improvement of teachers' knowledge structures and teaching skills. Hakim's (2015) study showed that, the quality of teaching competence plays an important role in the creation and establishment of the quality of the learning process for students, and also shows the level of professionalism of teachers according to their field and can contribute in improving learning performance.

Arts Education Industry: It refers to training schools and training institutions outside the national school education system, organized by all sectors of the society, and approved by the qualification certification of the local education administrative department, and carried out with pre-school children, primary and secondary school students as the training target, covers a wide range of areas, such as dance, music, drama, and fine arts.

As of 2023, the market size of the art education and training industry is expected to grow at a year-on-year rate of 12.1% (IMedia.com, 2023). From the perspective of industry characteristics, art education is overly limited by the number of people; the art education market is relatively fragmented due to regional resources, teaching models and other factors, the art education industry has weak marketing capabilities, and the market precipitation process is slow and time-consuming. New entrants have weak competitive advantages, and are regionalized, decentralized and non-standardized. From the perspective of industrial status, art education industry is one of the "nine industries" of cultural industry, and its development is related to the prosperity of cultural enterprises and the development of cultural industry. Beijing, Shanghai and other big cities have incorporated art education into the national compulsory education system. In short, whether from the economic point of view or from the point of view of social responsibility, art education industry is a very broad and promising industry category with great significance and value.

Employees: The term “employees” in this study refers specifically to lecturers who are engaged in teaching in the arts education industry (including training schools and organizations). Due to the fact that the attributes of training schools and training organizations in the art education industry are “between the attributes of a school and the attributes of a company, showing the dual characteristics of a school and a company” (Xue, 2012), the characteristics of teachers, as one of the core competencies of the industry, are also dual. Therefore, as one of the core competencies of the industry, the characteristics of teachers in training schools and training organizations are also dual, combining the characteristics of schoolteachers and corporate employees. As such, they are the backbone group that engages in teaching activities and training consulting on the premise of possessing teaching abilities and is able to promote the development of the industry. This group has the main objective of improving the performance of employees and promoting the development of the industry, emphasizing the ability to teach, innovate, express themselves and communicate and coordinate.

1.7 Conceptual Framework

The conceptual framework of this study is shown in Figure 1.2. The independent variable is organizational identity, which includes four elements: value integration, career development, emotional belonging, and interpersonal relationships. The dependent variable is employees’ work competence, which includes three elements: skills, self-perception, and personality traits. There is a mediating variable, improvisational behavior, which includes self-awareness, creativity, and use of limited resources.

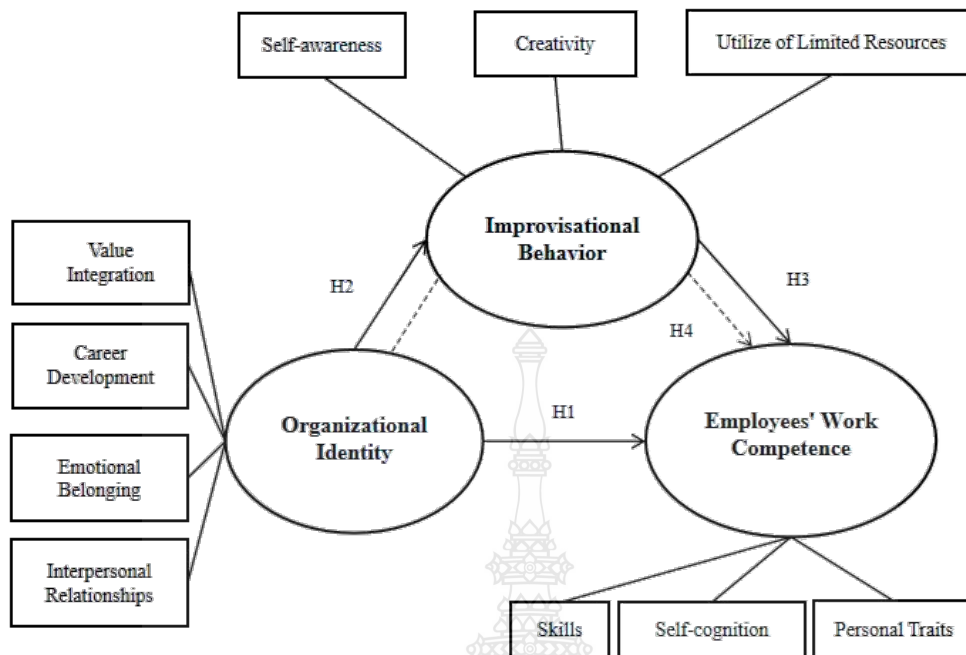


Figure 1.2 Conceptual Framework

1.8 Contribution to Knowledge

1.8.1 Practical Contributions

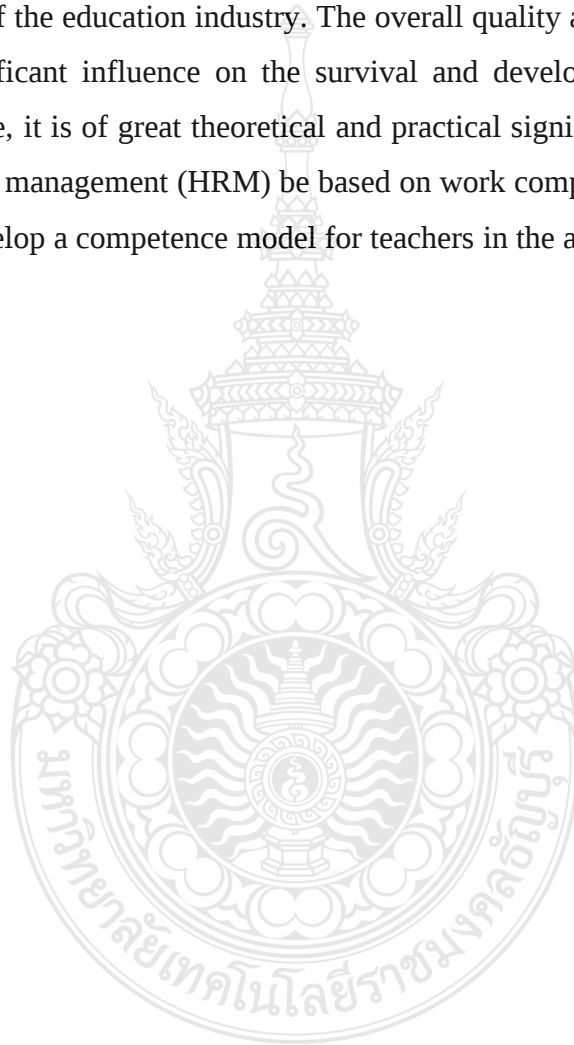
1. The finds of this study can be used to guide the design of training courses on “Improving organizational identity of employees,” which aim to promote true organizational identity. This can help to effectively improve employees’ work competence.
2. The finds of this study can be used as a strategy to activate employees’ improvisational behavior. They can encourage them to use their initiative to the fullest and higher work efficiency.
3. The findings of this study show that effective strengthening of organizational identity and effective activation of improvisational behavior are crucial to the development of human resources to improve work competence.
4. The finds of this study provide a conceptual basis for employees to improve their work competence and enhance their ability to solve problems and creative ability according to the requirements of organizational identity and improvisational behavior.

1.8.2 Academic Contribution

1. The findings of this study contribute to providing a theoretical foundation and methodological support for improving the work competence of employees in the art education industry. For the past few years, due to factors such as policy support, market growth and rising household income, especially after the 2019 Corona virus disease (COVID -19), and with the popularization of “online” training and teaching models, Chinese art education industry has undergone golden age of development. At the same time, the industry is facing unprecedented competitive pressure from its rivals. In order to stand out from the competition, it is necessary to improve the work of employees and strive to benefit from the development. Therefore, the factors influencing the work competence of employees have become an important basis for improving the work competence of employees in the art education industry. There are many factors that influence employees’ work competence, including various factors within the organization and the external environment. Therefore, the researcher would like to investigate which factors influence employees’ work competence based on existing studies by other scholars. He would like to investigate whether organizational identity and improvisational behavior have a positive influence on employees’ work competence and whether organizational identity has a positive influence on improvisational behavior. Through these studies, the researcher hopes to provide theoretical and practical references for promoting employees’ work competence in the art education industry.

2. This study will serve as a reference for the art education industry to improve the teaching level and teaching system. Improving the work competence of employees in the art education industry is an important driving factor to promote development and realize high-quality development. So as to improve the work competence of employees and the competitiveness of the industry in the art education industry, it is necessary to strengthen the organizational identity, promote their improvisation behavior and improve the work competence of employees to achieve the goal of increasing competitiveness. Hence, through studying the factors that influence employees’ work competence, the researchers hope to provide a reference for the art education industry to develop effective strategies.

3. By summarizing the existing literature, the connotation and components of the research variables such as organizational identity, improvisational behavior, and work competence can be further analyzed and enriched to provide a reference point for the research of future scholars and further clarify the targeted measures of the art education industry to adapt to the current development trend. Teaching staff is the most important resource in the education and training industry and is an important factor for the development of the education industry. The overall quality and skills of the teaching staff have a significant influence on the survival and development of the education industry. Therefore, it is of great theoretical and practical significance to apply the idea of human resource management (HRM) be based on work competence in the field of art education and develop a competence model for teachers in the art education industry.



CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Overview

The arts education industry plays a crucial role in nurturing artistic talent and promoting cultural development. In this industry, the competence of employees is most important of all, because it directly impacts the quality of education and the overall success of arts institutions. Effective arts education requires instructors who possess not only the necessary subject matter expertise but also the competence to engage and inspire students, foster creativity, and adapt to evolving educational environments. Therefore, understanding the factors that influence employees' work competence within the arts education industry is vital for organizational success.

Based on a literature review, the researchers found that previous studies on work competence primarily focused on sectors such as petroleum enterprises, chemical industries, nursing and healthcare, and university administration. Within the education and training industry, there have been some studies conducted specifically on language training (e.g., English). Additionally, research has been conducted on the work competence of teachers within educational and training institutions as a whole, yet this hasn't been detailed within the field of art education. Therefore, the researchers aim to explore the positive influence of organizational identity and improvisational behaviors on employees' work competence through this study. They also aim to appropriately allocate human resources within the art education industry to effectively enhance work competence.

This literature review aims to explore the influence of organizational identity and improvisational behavior on employees' work competence in the arts education industry. Organizational identity refers to the unique characteristics, values, and purpose that define an organization's distinctiveness. It provides a sense of belonging and collective understanding among employees, shaping their attitudes and behaviors. Improvisational behavior, on the other hand, refers to the ability to adapt and respond creatively to unexpected situations or challenges. In the dynamic and unpredictable

teaching environments of the arts education industry, improvisation plays a of vital importance role in maintaining high levels of work competence.

Organizational identity has been widely recognized as a significant factor in shaping employees' attitude, behavior, and performance across various industries (Pratt, 2000). In the arts education sector, an organization with a strong and well-defined identity can foster a sense of pride and commitment among employees, leading to enhanced work competence. When employees identify with and internalize the organizational identity, they are more likely to align their behaviors and efforts with the organization's values, mission, and goals (Dutton et al., 1994). This alignment creates a sense of purpose and direction, enabling employees to perform their roles more effectively and contribute to the organization's success. Research has shown that organizational identity positively influences work competence in diverse settings. For instance, in a study by Smith et al. (2018) conducted in the arts education sector, it was found that institutions that effectively communicated their organizational identity to employees experienced higher levels of work competence among their staff.

In addition to organizational identity, improvisational behavior is another crucial aspect that influences employees' work competence in the arts education industry. Given the dynamic nature of arts education, instructors often face unexpected disruptions and challenges in the classroom that require quick thinking and adaptability. Improvisational behavior enables employees to respond creatively to these challenges, think on their feet, and find innovative solutions. Employees who engage in improvisational behavior demonstrate greater flexibility, problem solving skills, and adaptability, all of these contribute to their work competence. In the arts education context, improvisation can involve adjusting lesson plans on the fly, incorporating student input into the learning process, or adapting teaching strategies to accommodate diverse learning styles. A study by Cheng and Fang (2023) found that the implementation of improvisational teaching requires teachers to break away from the constraints of teaching scripts, which is conducive to giving full play to the creative ability of teachers and is also conducive to the construction of an innovative classroom and the cultivation of innovative students with creative spirit and ability.

While organizational identity and improvisational behavior are distinct concepts, they are not mutually exclusive in their influence on work competence. In fact, they can interact and influence each other in the workplace. An organization that fosters a strong organizational identity is more likely to encourage improvisation among its employees, as it values creativity and adaptability. When employees identify with and embrace the organizational identity, they are more likely to engage in improvisational behaviors to align with the organization's values and goals. Conversely, employees who engage in improvisational behavior contribute to the development and strengthening of the identity of the organization. Their ability to adapt and innovate in response to challenges can shape the organization's identity by demonstrating its capacity for flexibility, creativity, and resilience. As Zhang (2017) found that, individual improvisation is the motivation and source of organizational change, innovation, and timely response. Individuals who break the mold, use the first-hand resources at their disposal, solve problems creatively, and respond positively to unexpected events can achieve organizational goals.

Understanding the influence of organizational identity and improvisational behavior on employees' work competence has practical implications for arts education institutions. To promote work competence among employees, organizations should invest in developing a strong organizational identity that aligns with their values and mission. This can be achieved through effective communication, leadership support, and inclusive decision-making processes. Organizations should encourage and support improvisational behavior by providing employees with the autonomy and resources necessary for creative problem-solving and experimentation. Additionally, professional development programs can be designed to enhance employees' improvisational skills and foster a culture of adaptability within the arts education industry.

In conclusion, organizational identity and improvisational behavior play significant roles in shaping employees' work competence in the arts education industry. A strong organizational identity provides employees with a sense of purpose and direction, leading to enhanced work competence. Moreover, Vu (2022) study found that organizational identity will lead to increased job performance. Improvisational behavior enables employees to adapt and respond creatively to the challenges they face in their roles, Mæland and Espeland (2017) findings suggest that disciplined improvisation

should be seen as a professional teaching skill, contributing to their work competence. These factors are interrelated, as a supportive organizational identity can encourage improvisation, and improvisational behavior can shape and reinforce the organizational identity. By cultivating a strong organizational identity and promoting improvisational behavior, arts education institutions can create an environment that nurtures employee competence, adaptability, and creativity, ultimately enhancing the quality of education and the success of the organization.

2.2 Concepts and Theories of Organizational Identity

2.2.1 The Concept of Organizational Identity

Organizational identity is a fundamental concept in understanding the influence of organizational factors on employees' work competence. It refers to the unique characteristics, values, beliefs, and purpose that define an organization's distinctiveness and differentiate it from other organizations (Albert & Whetten, 1985). As found by Dukerich et al. (2002) Organizational identity provides a sense of collective understanding and a shared framework of meaning within the organization, shaping employees' attitudes, behaviors, and perceptions of their work environment. It represents the organization's self-image, which guides its actions, decision-making processes, and relationships with external stakeholders.

Relevant scholars still have not reached a consensus on the connotation of organizational identity. Different scholars have defined the connotation of organizational identity from cognitive, emotional and sociological perspectives respectively. As indicated in Table 2.1.

Table 2.1 Definition Classification of Organizational Identity

Viewpoint	Representative Person
Awareness	Mael, & Ashforth, Dutton, 1994, Pratt, 1998, Xu , & Zheng , 2002
Emotion	O' Reilly, & Chatman, 1986, Wei, 2009
Sociology	Biketta, 2005, Wang, & Zhao, 2009

Note: Obtained through collation of information

The definition of the connotations of organizational identity from cognitive, affective and sociological perspectives can be divided as shown in Table 2.2.

Table 2.2 Summary of Different Perspectives on the Connotation of Organizational Identity

Define angle	Author (year)	Connotation definition
Awareness perspective	Mael, & Ashforth (1992)	The connotation of organizational identity has been defined from a cognitive perspective, which considers organizational identity to be either alignment with the organization or the individual's perception of self-attribution to a group.
	Pratt (1998)	It is believed that organizational identity is the perception of organizational members about the extent to which individual values and organizational values are aligned.
	Xu, & Zheng (2022)	Organizational identity is the process where an individual's self-concept is linked to organizational traits, creating a categorical effect.
Emotion perspective	O'Reilly, & Chatman (1986)	It is believed that organizational identity arises on the basis of an individual's attraction and expectation based on a self-defined relationship that maintains emotional satisfaction with the identity target.
	Wei (2009)	Organizational identity is a subjective feeling formed when employees internalize organizational variables through personal experiences.
Sociology perspective	Riketta (2005)	It is proposed that organizational identity is the self-identification of individuals as one with the organization (sociological perspective), it is the result of individuals' perception and internalization of organizational values (cognitive perspective), and it is expressed as the emotional attachment of individuals to the organization in terms of belonging, pride and loyalty (emotional perspective).
	Wang, & Zhao (2009)	Organizational citizenship behavior is the result of behavior and perception that members are consistent with the organization they join, and that members feel a sense of both rational contract and responsibility to the organization and an irrational sense of belonging and dependence, as well as the result of behavior based on this psychology that demonstrates dedication to the organization's activities.

Note: The information is obtained through organization and compilation

This study defines “organizational identity” as the recognition and internalization of organizational values by organizational members, who perceive themselves and the organization (industry) as one, resulting in an emotional attachment to the organization in terms of emotional belonging, value recognition, interpersonal rapport and professional loyalty.

2.2.2 Relevant Theories of Organizational Identity

Several theories and perspectives have been developed to understand the concept and connotation of organizational identity. Three prominent theories are the social identity theory, social constructionist perspective, and sense-making theory.

1. Social Identity Theory

The social identity theory, developed by Tajfel (1979), posits that individuals derive part of their self-concept from their identification with social groups. In the organizational context, employees’ identification with the organization becomes an integral part of their self-identity. Social identity theory suggests that when employees identify strongly with their organization, they are more likely to internalize and align themselves with the organization’s goals, values, and norms (Ashforth & Mael, 1989). This alignment creates a sense of pride, belonging, and commitment among employees, leading to higher levels of work competence (Dutton et al., 1994).

According to social identity theory, employees with a high level of work values will define themselves as members of the organization, which helps to build an emotional bond between employees and the organization, make them feel respected by the organization, guide their behavior toward achieving organizational goals, then motivate them to improve their job performance (task performance and relationship performance) to give back to the organization (Miao et al., 2022). In the arts education industry, employees who identify strongly with their institution’s organizational identity are more likely to be motivated, engaged, and dedicated to providing high-quality education to students.

2. Social Constructionist Perspective

The social constructionist perspective emphasizes that organizational identity is not an inherent or fixed attribute but is socially constructed through interactions and meaning-making processes among organizational members (Hatch & Schultz, 2000). According to this perspective, organizational identity is co-created and negotiated

through ongoing dialogue, stories, symbols, rituals, and shared experiences within the organization. It is a dynamic and evolving concept that is influenced by external environmental factors and internal organizational processes. In addition, the Social Constructionist Perspective also involves the idea of co-creation. Meanwhile, imagination and co-creation play a role in organizational development, creating a space for dialogical conversations by making use of imagination increases the process of change through co-creation of new possibilities (Camargo-Borges & Rasera, 2013).

Social constructionists are concerned with the ways in which knowledge is historically situated and embedded in cultural values and practices (Galbin, 2014). In the arts education industry, organizational identity can be constructed and reinforced through artistic performances, exhibitions, collaborative projects, and interactions between instructors, students, and other stakeholders. Individuals in organizations need a situated identity to guide their actions (Ashforth & Schinoff, 2016). By actively participating in the construction of the organizational identity, employees contribute to a sense of collective purpose and meaning, enhancing their work competence.

3. Sense-making Theory

Sense-making theory, developed by Weick (1995), explores how individuals make sense of their experiences in ambiguous and uncertain situations. Organizational identity plays a critical role in this sense-making process. Sense-making involves creating coherence and meaning by interpreting cues and events based on the existing organizational identity. When employees encounter unexpected or ambiguous situations, they draw upon the organizational identity to guide their actions and decisions. In the arts education industry, instructors often face dynamic and unpredictable teaching environments where improvisation and adaptability are crucial. Sense-making theory suggests that a strong and well-defined organizational identity provides employees with a sense of stability and guidance, enabling them to navigate these situations effectively, enhance their work competence, and deliver high-quality education.

These theories and perspectives provide valuable insights into the concept of organizational identity and its influence on employees' work competence in the arts education industry. A strong and well-defined organizational identity fosters a sense of purpose, commitment, and alignment among employees, which positively impacts their

work competence. Moreover, understanding the dynamic and socially constructed nature of organizational identity emphasizes the importance of ongoing dialogue, communication, and shared experiences in shaping and reinforcing the organizational identity. One's identity strongly shapes the way one perceives a situation and acts (Ashforth & Schinoff, 2016), an individual's identity is made up of a combination of factors, including cultural, social, psychological and personal experiences. These factors are intertwined and influence the way a person views the world and approaches different situations. Organizational support is necessary, and Organizational support connotes a good work environment (Arasanmi & Krishna, 2019). By actively engaging in the construction and maintenance of the organizational identity, arts education institutions can create a supportive environment that enhances employees' work competence and contributes to the overall success of the organization.

2.2.3 The Component of Organizational Identity

Organizational identity is a vital construct that shapes employees' attitudes, behaviors, and sense of belonging within an organization. It encompasses various dimensions that contribute to employees' identity with the organization and influence their work competence.

In the study of organizational identity structure dimensions, scholars have come up with one, two, three, four and nine dimensions. As shown in Table 2.3.

Table 2.3 Organizational Identity Structure Dimensions

Researcher	Dimension	Element
Meal, & Ashforth (1992)	One-dimensionality	Organizational identity
Patchen (1970)	Three-dimensionality	Similarity, Membership, Loyalty
Cheney (1983)	Three-dimensionality	Emotional attachment, loyalty to the organization and similarity of organization members to the organization
Wang (2004)	Three-dimensionality	Beneficence, Belonging and Success

Table 2.3 Organizational Identity Structure Dimensions (Cont.)

Researcher	Dimension	Element
Van Dick et al. (2004)	Four-dimensional	Cognitive, affective, behavioral, evaluative
Guo et al. (2007)	Four-dimensional	Organizational Cognition, Affective Attribution, Positive Appraisal, and Autonomous Behavior
Sun, & Jiang (2009)	Nine-dimensional	Organizational Belonging, Organizational Attractiveness, Member Similarity, Individual-Organizational Congruence, Individual Identity Perception, Organizational Involvement, Gratitude and Allegiance, Interpersonal and Contractual Relationships

Note: Obtained through collation of information

As can be seen from the above table, it is difficult to achieve unity as different researchers classify organizational climate into different dimensions according to their own research needs. According to the research needs, this paper defines organizational identity dimensions as four aspects of value integration, career development, emotional belonging and interpersonal relationship for research.

This literature review provides an overview of the components of organizational identity and delves into four key dimensions: value integration, career development, emotional belonging, and interpersonal relationships. By examining relevant scholarly research, this review aims to shed light on how these dimensions influence employees' engagement, satisfaction, and performance within the organization.

Organizational identity refers to the unique characteristics, values, beliefs, and purpose that define an organization's distinctiveness (Albert & Whetten, 1985). It represents the organization's self-image and guides its actions, decision-making processes, and relationships with internal and external stakeholders. Organizational identity is shaped by a combination of factors, including leadership, organizational

culture, mission, and vision. It plays a crucial role in fostering a sense of collective identity and shaping employees' identification with the organization. Weisman et al. (2022) argued that Organizational identity develops when organizational characteristics attract employees to form a cognitive connection with the organization, thereby facilitating their self-enhancement, differentiating them from others, showing their positive values, or maintaining a coherent sense of self.

These four dimensions of organizational identity value integration, career development, emotional belonging, and interpersonal relationships play crucial roles in shaping employees' identification with the organization and their work competence. When organizations prioritize these dimensions, they create an environment that fosters employees' engagement, satisfaction, and performance.

1. Value Integration

Value integration is a key dimension of organizational identity, focusing on the alignment between an individual's personal values and the values espoused by the organization. When employees perceive a strong congruence between their personal values and the organization's values, they are more likely to identify with and internalize the organizational identity (Prat & Foreman, 2000). This alignment enhances employees' sense of meaning, purpose, and commitment to their work. For example, an arts education institution that promotes creativity, diversity, and cultural enrichment as core values will attract employees who share these values. When the organization has the same values as the individual, the individual can behave in ways that align with their own self-definition, maintain a coherent sense of self, and validate their self-image (Weisman et al., 2022). Organizations can build a value-driven culture that inspires employees' passion and commitment to their work and improves their performance and satisfaction. By shaping and communicating the organization's core values with employees, it can promote a close connection between employees and the organization and achieve the organic integration of employees' personal development and organizational goals. The value integration dimension emphasizes the importance of fostering a value-driven culture that resonates with employees' personal beliefs, thereby enhancing their work competence and satisfaction.

2. Career Development

The dimension of career development refers to the opportunities, support, and resources provided by the organization to facilitate employees' professional growth and advancement. Career development created to improve a employees' ability or status in the company for a long period of time (Setyawati et al., 2022). Career development is a comprehensive program that involves learning, planning, leadership, interpersonal relationships and self-awareness. Through active participation in career development, individuals can continue to improve their position and capabilities in the company to achieve a successful and sustainable career. Organizational identity is an important cognitive variable that not only affects how one feels about his or her membership in the organization but also determines the participant's behavior within the organizational environment (Prati et al., 2009). In the arts education industry, career development can involve training programs, mentorship opportunities, performance evaluations, and pathways for advancement. A supportive organizational identity that values employees' professional growth fosters a sense of competence, motivation, and commitment to the organization.

3. Emotional Belonging

Emotional belonging reflects employees' sense of attachment, connection, and emotional resonance with the organization. It encompasses feelings of pride, loyalty, and commitment to the organization's mission and goals. When employees experience a sense of emotional belonging, they are more likely to identify with the organizational identity and invest their energy and efforts into their work (Ashforth & Mael, 1989). In the arts education industry, emotional belonging can be fostered through shared experiences, recognition of accomplishments, and a supportive and inclusive work environment. Increasing emotional attachment of the employees leads towards higher organizational commitment (Bihani et al., 2018). When employees become emotionally attached to an organization, they are more inclined to have a long-term positive relationship with the organization and show higher levels of commitment and dedication. This emotional connection contributes to the development of a lasting, positive employee-organization relationship, which promotes employee commitment and loyalty to the organization and contributes to the organization's growth and success. Therefore,

organizations can enhance employees' organizational commitment by promoting the development of their affective attachments to achieve improved organizational performance. Employees who feel emotionally connected to the organization are more likely to exhibit higher levels of work competence, engagement, and work satisfaction.

4. Interpersonal Relationships

The dimension of interpersonal relationships highlights the importance of social connections and interactions within the organization. Positive relationships with colleagues, supervisors, and other organizational members contribute to employees' sense of belonging and identification with the organizational identity (Dukerich et al., 2002). Organizations consist of a group of people with similar aims, employees' cooperative efforts coupled with their level of interpersonal relationship tend to influence the entire work-group performance (Oyadiran et al., 2022). Organizational success relies heavily on the cooperation between employees and their interpersonal relationships. Supportive and collaborative relationships foster a sense of trust, teamwork, and shared goals, enhancing employees' work competence. In the arts education industry, strong interpersonal relationships can be cultivated through team-building activities, open communication, and a supportive work culture that values cooperation and mutual respect. In addition, supportive and collaborative relationships are effective in fostering a sense of trust, promoting teamwork, and achieving common goals, thereby enhancing the ability of employees to do their jobs, which not only benefits the individual employee, but also significantly improves the overall performance of the team and the organization.

This literature review has provided an overview and detailed exploration of the components of organizational identity, including value integration, career development, emotional belonging, and interpersonal relationships. Each dimension contributes to employees' identification with the organization and influences their work competence. By aligning personal values with organizational values, providing career development opportunities, fostering emotional belonging, and nurturing positive interpersonal relationships, organizations in the arts education industry can enhance employees' engagement, satisfaction, and overall performance.

2.2.4 Antecedents of Organizational Identity

Organizational identity plays a significant role in shaping employees' attitudes, behaviors, and overall experiences within an organization. This literature review explores the consequences of organizational identity, shedding light on the outcomes and effects it has on individuals and the organization as a whole. By examining relevant scholarly research, the purpose of this review is to provide insight into the implications and benefits of fostering a strong and well-defined organizational identity.

1. Enhanced Employee Engagement

One of the primary consequences of a strong organizational identity is enhanced employee engagement. Organizational identity provides employees with a sense of purpose, meaning, and connection to the organization's mission and values (Dutton et al., 1994). When employees identify with and internalize the organizational identity, they are more likely to feel a sense of pride, loyalty, and commitment to their work. This heightened engagement leads to increased effort, dedication, and discretionary behavior, ultimately contributing to improved work performance and organizational outcomes (Bartels et al., 2019). In the context of the arts education industry, employees who strongly identify with the organizational identity are more likely to be passionate about their work, exhibit enthusiasm in their teaching, and go above and beyond to provide high-quality education to students.

2. Positive Organizational Culture

Organizational identity also influences the culture within an organization. A well-defined and shared organizational identity serves as a foundation for a positive organizational culture that aligns with the organization's values and goals (Prat & Foreman, 2000). A positive organizational culture fosters a supportive and inclusive work environment, promotes collaboration and teamwork, and encourages innovation and creativity. When employees identify with and embrace the organizational identity, they will can feel a sense of support from the organization. Yusliza et al. (2021) result shows that the employees' values are aligned with the organization's values when they are provided with a supportive organizational culture. Weisman et al. (2022) claimed that there is congruence between personal values and organizational culture. Sun's (2019) research shows that sense of organizational support had a positive impact on employees'

performance outside the role and organizational citizenship behavior, at the same time, could reduce employee negative behaviors, such as negative absenteeism, being late, absence. Stinglhamber et al. (2015) research indicates that the employees' identification with the organization plays an important role in the relationship between their work experiences and the emotional attachment they develop toward the organization. In the arts education industry, a positive organizational culture can enhance collaboration among instructors, inspire creativity in teaching methods, and create a nurturing environment for artistic expression and growth.

3. Improved Employee Satisfaction and Retention

Employees who strongly identify with the organizational identity are more likely to experience higher levels of work satisfaction. Organizational identity provides employees with a sense of belonging, pride, and fulfillment (Ashforth & Mael, 1989). When employees feel a strong connection to the organization and its values, they are more satisfied with their work and are more likely to experience a sense of meaning and fulfillment in their roles. Furthermore, a strong organizational identity contributes to employee retention by fostering a sense of loyalty and commitment. Organizational commitment might enhance or inhibit employees' willingness to do the job, as such it affects their job productivity and quality (Loan, 2020). Organizational commitment increases employee loyalty, Tang et al. (2022) indicated that a high level of employee loyalty plays an unrivaled role in the development of an organization. Employees are less likely to leave if they identify strongly with the organization's identity, reducing turnover costs and maintaining continuity and stability within the arts education institution.

4. Enhanced Organizational Reputation and Image

Organizational identity also has consequences for the organization's reputation and image. A strong and well-defined organizational identity that aligns with the organization's mission, values, and goals enhances its reputation among stakeholders, including students, parents, funders, and the broader community (Albert & Whetten, 1985). An organization with a positive and distinctive identity is more likely to be perceived as credible, trustworthy, and competent. Qian et al. (2021) found that organizational reputation and image as an invisible resource, its goodness or badness will affect employees' sense of belonging to the organization. Organizational identity

generates a good organizational identity and reputation, making it easy for the organization's main stakeholders to deal with all matters related to the organization (Gao, 2007). Weisman et al. (2022) claimed that the prestige and reputation of the organization, that signal an organization's status have been identified as key factors shaping employees' organizational identity. This favorable reputation can attract talented employees, students, and collaborators, contributing to the organization's success and growth in the arts education industry.

5. Organizational Cohesion and Alignment

Organizational identity fosters cohesion and alignment among employees, as it provides a shared framework of meaning and a sense of collective identity (Dutton et al., 1994). When employees identify with and internalize the organizational identity, they are more likely to work towards shared goals and objectives, enhancing coordination, collaboration, and cooperation within the organization. Organizational identity can be viewed as an organizational membership perception of oneness with or belonging to an organization, just as (Greco et al., 2022) argued using employee cognitive alignment to motivate employees to confirm their organizational identity. Wang's (2016) study suggests that cohesion within an organization is easily formed when the organization's highest goals and fundamental beliefs become shared values and common guidelines for action to be followed by the organization's members. This cohesion and alignment lead to improved communication, decision-making, and problem-solving processes. In the arts education industry, organizational cohesion and alignment can facilitate a cohesive curriculum, consistent teaching approaches, and a shared commitment to delivering high-quality education.

This literature review has explored the consequences of organizational identity within the context of the arts education industry. A strong and well-defined organizational identity leads to enhanced employee engagement, a positive organizational culture, improved employee satisfaction and retention, an enhanced organizational reputation, and increased organizational cohesion and alignment. By understanding and leveraging the consequences of organizational identity, arts education institutions can create a supportive and engaging work environment that fosters employee commitment, satisfaction, and high-quality educational outcomes.

2.2.5 Outcome Factors of Organizational Identity

Employees having a high level of identification in an organization can have many positive effects and contribute significantly to the development and performance of the organization.

1. A Strong Organizational Identity Contributes to Enhanced Employee Motivation and Engagement

When employees identify with and internalize the organizational identity, they develop a sense of pride, loyalty, and commitment to the organization (Ashforth & Mael, 1989). This emotional connection and sense of belonging inspire employees to go above and beyond their role expectations, exhibit discretionary effort, and actively contribute to the organization's goals. Kurtessis et al. (2015) found, when the level of perceived organizational support is high, employees find the work environment more pleasant, feel their work is more appreciated, and take a greater interest in their jobs. Higher level of organizational support, contributing to a higher organizational profile. In the arts education industry, a strong organizational identity can motivate instructors to deliver high-quality education, inspire students, and contribute to the overall success of the institution.

2. Organizational Identity Significantly Influences Employees' Commitment to the Organization

When employees identify with the organizational identity, they are more likely to align their goals and values with those of the organization (Dutton et al., 1994). This alignment fosters a sense of shared purpose and commitment, leading to increased organizational commitment. Just as Han (2007) study found, the higher the organizational commitment of employees, the more significant their corresponding job performance. Committed employees are more likely to stay with the organization, exhibit greater loyalty, and contribute to a positive work environment. In the arts education industry, a strong organizational identity can foster a sense of commitment among employees, leading to a stable and dedicated workforce.

3. Organizational Identity Contributes to the Development of a Cohesive Organizational Culture.

A shared organizational identity provides a common framework of meaning, values, and norms that guide employees' behaviors and interactions (Dutton et al., 1994). A cohesive organizational culture fosters collaboration, teamwork, and a sense of belonging, which positively impacts organizational performance. In the arts education industry, a cohesive organizational culture created through a strong organizational identity can promote a supportive and collaborative work environment, encouraging knowledge sharing, open communication, and mutual respect among employees. It also helps to increase employee job satisfaction; if job satisfaction may be upgraded, it will encourage teachers to improve their performance (Arifin, 2015).

This literature review has explored the contribution of organizational identity to various aspects of organizational functioning within the arts education industry. A strong and well-defined organizational identity enhances employee motivation, organizational commitment, innovation, organizational reputation, and fosters a cohesive organizational culture. By understanding and leveraging the contribution of organizational identity, arts education institutions can create a positive work environment that inspires employees, drives innovation, and promotes organizational success.

2.3 Concept and Theories of Improvisational Behavior

2.3.1 Concept of Improvisational Behavior

Improvisation first appeared in the fields of music and performance, and later in education and sports. Mæland and Espeland (2017) argue that improvisation should be part of teacher education. The use of "improvisation" as a research perspective is not only a personal interest of the researcher, but also a positive exploration to solve the dilemma caused by "order" and "control" in modernity. Order and "control" in modernity (Hu et al., 2022). Cheng (2017) defines improvisation as an educational activity in which pedagogical actors in an interactive classroom respond instantly and spontaneously to situations that promote their "survival and growth", resulting in the planning and realization of the actors' life possibilities.

Maeland and Espeland (2017) think of improvisation as an everyday activity, i.e. intuitive and spontaneous actions in a challenging situation. Since the term “improvisational behavior” can be used in different contexts, the concept of “improvisation” has subtle meanings in different contexts, as shown in Table 2.4.

Table 2.4 Summary of Definitions of Improvisational Behavior

Period	Scholars	Meaning
1998	Weick	Improvisation is a behavior of thinking and acting at the same time, it is different from traditional or even habitual behavior, it is real-time, novelty, and originality of adaptive behavior.
1998	Barrett	Improvisation is reacting to new situations without a plan and as the action unfolds to explore unknown situations
1998	Moorman, & Miner	Improvisation is the process of reacting to a dynamic change environment without a clear plan and using existing resources to achieve a certain goal. resources available to respond to achieve a certain goal. The extent to which new creations and performances are focused in time. The extent to which the behavior is focused in time.
1999	Cunha, & Kamoche	Improvisation is the process by which an organization or its members think and act without a preconceived plan, using existing resources. resources available to them to think while they are acting.
2001	Miner, Bassoff, & Moorman	Improvisation is the process of blending planning and execution in order to produce innovative results. The aim is to produce innovative results.
2005	Vera, & Crossan	Improvisation is a new approach to the current situation in which an individual, without preparation, combines personal knowledge, feelings, and experiences with the organization's situation. It is the process of combining one's knowledge, feelings and experience with the organization's situation without preparation. It is a creative and spontaneous process to achieve a goal and is a conscious choice rather than a random act. It is a creative and spontaneous process of achieving goals and is a conscious choice rather than a random act.
2006	Leybourne, & Sadler-Smith	Improvisation is a mixture of intuition, creativity, and skillful use of available resources (essentially, solving unforeseen situations) under time pressure. (essentially solving unforeseen situations).
2009	Magni	The ability to improvise is the ability to spontaneously and creatively deal with events that are planned in advance. events that are planned in advance

Note: Obtained through collation of information

From Table 2.4, it can be seen that improvisational behavior is the ability to respond adaptively and creatively to unexpected situations or challenges. Improvisation is a spontaneous action in response to unexpected events, characterized by the convergence of planning and execution (Mannucci, et al., 2021). Improvisation is often associated with spontaneity, flexibility and the ability to think independently. In organizational settings, improvisational behaviors are critical for navigating dynamic and unpredictable environments, fostering innovation, and driving organizational adaptability.

Individual improvisation, as a type of behavior, is constrained by one's own attitudes and abilities. Just as Pamela (2002) delineates, whether an individual's talents and knowledge can support the emergence of improvisation, and whether their vision and attitudes lean towards improvisation, can significantly impact their improvisational behavior. Yanow (2001) points out that experience and skills are essential elements for oneself when improvisation occurs.

2.3.2 Theories Related to Improvisational Behavior

Several theories and perspectives provide insights into the concept of improvisational behavior and its implications for individuals and organizations. Notable theories in this area include the Improvisation theory, Sense-making theory, and Complexity theory.

1. Improvisation Theory

Improvisation theory posits that improvisational behavior involves the generation of novel responses based on existing knowledge, skills, and experiences (Weick, 1998). It emphasizes the importance of "bricolage," a term referring to the ability to use available resources in creative and unconventional ways to solve problems (Cunha et al., 1999). Mateus and Sarkar (2005) advocate for an organizational culture that celebrates and institutionalizes bricolage, recognizing it as a powerful catalyst for innovation and problem-solving within the constraints of available resources. It is worth noting that managers can operationalize bricolage by fostering an environment where employees are not just permitted but encouraged to experiment and repurpose resources creatively (Baker & Nelson, 2005). When a businessperson is improvising they are under time pressure to create something innovative (Ratten & Hodge, 2016). Meanwhile,

improvisation often contains creativity, in that the improvisation process can produce novel developments (Hodge & Ratten, 2015). According to improvisation theory, individuals who engage in improvisational behavior possess a repertoire of skills, techniques, and strategies that enable them to adapt to new and unforeseen situations. In the organizational context, improvisation theory suggests that organizations should encourage experimentation, provide autonomy, and promote a culture that values and rewards improvisational behavior to foster innovation and adaptability.

2. Sense-making Theory

Sense-making theory explores how individuals make sense of complex and ambiguous situations (Weick, 1995). According to this perspective, improvisational behavior is a cognitive process through which individuals create meaning and understanding in uncertain contexts. John Robert Turner et al. (2023) argued that the Sense-making assumes humans live in an ever-changing reality and necessitates a perpetual process of bridging information gaps while informing humans actions. Improvisation is driven by individuals' interpretation of cues, events, and information in real-time, leading to actions and decisions that are not pre-determined but emerge from ongoing sense-making processes. Zhang and Soergel (2019) think that sense-making may be carried out by an individual or by a group or organization collectively, and need to build on their previous knowledge, understand the pieces of interrelated new information they find, and identify patterns to create an updated understanding. Sense-making theory suggests that organizations should promote a sense of collective sense-making, create an environment that encourages information sharing, and provide the necessary resources and support for employees to engage in improvisational behavior effectively.

3. Complexity Theory

Complexity theory focuses on the effect of interacting parts on the system as a whole, and complexity theory suggests that those groups that perform best at complex tasks have a moderate degree of interdependency, and thus operate near the edge of chaos (Carroll & Burton, 2000). In other words, one of the key ideas in complexity theory is that the most effective systems or groups usually operate at the "edge of chaos". This means that they are in a critical state between order and chaos. This state allows the system to be flexible enough to adapt to change and innovation while maintaining a

certain level of stability. The most effective way for an organization to complete such complex tasks is breaking up the task into simpler activities, i.e. differentiation (Carroll & Burton, 2000). Improvisational behavior is seen as a response to the complexity and unpredictability of the environment. Improvisational behavior is often accompanied by creative thinking, and creative thought is marked by the active search for phenomena that destabilize order, that puzzle cognitive schemata and cannot be immediately understood, which integrates complex, disorganized phenomena (Montuori, 2003). Complexity theory emphasizes the importance of self-organization, emergence, and the ability to adapt in real-time. In this view, improvisation is not solely an individual behavior but can occur at various levels within an organization, such as teams or even the entire organizational system. Organizations that embrace complexity theory understand the need for flexibility, adaptability, and improvisation as essential capabilities to thrive in complex environments.

These theories provide valuable insights into the concept of improvisational behavior and its implications for individuals and organizations. Alfonso Montuori (2003) belief that there is an important and potentially fruitful connection between improvisation and the lived experience of complexity, and that improvisation and creativity are capacities people would do well to develop in an increasingly unpredictable, complex, and at times chaotic existence. Improvisation involves the generation of novel responses, making quick decisions, and adapting to uncertain and dynamic situations. It is a cognitive process that relies on sense-making, the use of available resources, and the ability to navigate complexity and uncertainty. Organizations that embrace improvisational behavior and provide the necessary support and resources can enhance their adaptive capacity, foster innovation, and effectively respond to changing circumstances in the arts education industry.

2.3.3 The component of Improvisational Behavior

These components of improvisational behavior-self-awareness, creativity, and the utilization of limited resources-contribute to an individual's ability to adapt and respond creatively in the arts education industry. Individuals who possess a high level of self-awareness are better equipped to recognize the need for improvisation and adapt their behaviors accordingly. Creative individuals can generate novel ideas and approaches to

address unexpected situations. Moreover, individuals who can effectively utilize limited resources demonstrate resourcefulness and adaptability, enabling them to overcome challenges and deliver quality education.

1. Self-awareness

Self-awareness is a crucial component of improvisational behavior. It involves having a deep understanding of one's own strengths, limitations, emotions, and values (Carmeli, 2007). Self-aware individuals are more attuned to their thoughts, feelings, and reactions in various situations, enabling them to make conscious choices and adapt their behaviors accordingly. In the context of improvisational behavior, self-awareness allows individuals to assess their current knowledge, skills, and experiences, and recognize areas where improvisation may be necessary. Self-awareness also involves recognizing one's own biases and assumptions, which can influence decision-making and problem-solving processes. Teaching in practice was a certain self-awareness, an aptitude to reflect on one's own thinking and emotions (Stenberg & Maaranen, 2022). For teachers, practical teaching is not only about imparting knowledge, but also a process of constantly reviewing and improving their teaching methods and concepts through interactions with students and actual practice in teaching activities. By being self-aware, individuals can be more open to new ideas, perspectives, and possibilities, enhancing their improvisational capabilities in the arts education industry.

2. Creativity

Creativity is a core component of improvisational behavior. It involves the generation of new ideas, connections, and solutions in response to unexpected situations (Madjar et al., 2002). Creative individuals are able to think divergently, break away from conventional patterns, and approach problems from unique perspectives. In improvisational behavior, creativity allows individuals to generate novel responses and adapt their actions in real-time. It involves connecting existing knowledge and experiences in innovative ways to address the challenges at hand. Improvisation is thus core to creativity (Leach & Stevens, 2020). Improvisation is not just an art form, it is a way of thinking. Through improvisation, one can break the boundaries of conventional thinking and explore new ideas and possibilities. It encourages people to experiment in the face of the unknown and uncertainty, develops flexibility and adaptability, and thus

inspires more creativity. In the arts education industry, creativity is particularly important as instructors often encounter dynamic teaching environments that require innovative approaches to engage students and foster their artistic development. Individuals with a high degree of creativity are more likely to exhibit effective improvisational behavior in such contexts.

3. Utilization of Limited Resources

The utilization of limited resources is a critical component of improvisational behavior. It involves the ability to make the most of available resources, even when they are scarce or unexpected (Crossan et al., 1999). Improvisation often occurs in situations where individuals do not have access to ideal or abundant resources. Therefore, individuals who are skilled at improvisation can creatively leverage limited resources to find solutions and achieve desired outcomes. In the arts education industry, instructors may need to adapt their teaching materials, methods, or environments based on the available resources. Those who can effectively utilize limited resources demonstrate resourcefulness, flexibility, and adaptability, enhancing their improvisational capabilities. Employees are given the autonomy to repurpose existing resources in novel ways, thus catalyzing the generation of creative solutions to pressing challenges (Mateus & Sarkar, 2024). This approach not only provides an effective response to limited resources, but also enhances the overall innovation and flexibility of the team.

This literature review has examined the components of improvisational behavior in the context of the arts education industry. Self-awareness, creativity, and the utilization of limited resources are key components that influence an individual's improvisational capabilities. By developing self-awareness, fostering creativity, and enhancing resourcefulness, individuals can enhance their improvisational behavior and adapt to dynamic and unpredictable teaching environments effectively. These components are essential for instructors in the arts education industry to provide high-quality education, engage students, and navigate challenges successfully.

2.3.4 Antecedents of Improvisational Behavior

Improvisational behavior is a dynamic and adaptive response to unexpected situations, characterized by creative problem-solving, flexibility, and the ability to think

on one's feet. This literature review explores the effects of improvisational behavior in the context of the arts education industry. By examining relevant scholarly research, this review aims to provide insights into the positive outcomes and benefits of fostering improvisational behavior among educators, students, and organizations.

1. Enhanced Adaptability and Resilience

Improvisational behavior enhances adaptability and resilience in individuals and organizations. When educators possess improvisational skills, they can quickly adapt their teaching methods, content, and approaches to suit the needs of diverse learners and dynamic teaching environments (Madjar et al., 2002). Rego et al. (2022) study found that the employees' improvisational behavior facilitates organizational adaptability and resilience. Improvisation could be considered an adaptive behavior to a real-time unpredicted event (Biasutti, 2017). This adaptability allows them to navigate unexpected challenges, such as disruptions in schedules, technological issues, or changes in student needs. By embracing improvisational behavior, educators become more resilient in the face of adversity and are better equipped to maintain the quality of education delivery.

2. Promotion of Innovation and Creativity

Improvisational behavior is closely associated with innovation and creativity. Improvisation encourages individuals to think outside the box, generate new ideas, and experiment with different approaches (Hargadon & Bechky, 2006). Improvisation might be seen as a method of responsible innovation in organizations, due to its potential to be more responsive and enable bottom-up initiative (Gojny-Zbierowska & Zbierowski, 2021). Educators who engage in improvisational behavior can develop innovative teaching methods, adapt curriculum content to engage students effectively, and encourage creative expression in the arts education industry. By promoting improvisational behavior, organizations create an environment that fosters a culture of innovation, encourages experimentation, and inspires creativity among educators and students.

3. Enhanced Problem-Solving and Decision-Making

Improvisational behavior enhances problem-solving and decision-making capabilities. Improvisation is characterized by a high degree of novelty since actions lie

outside routines and new solutions are required (Zenk et al., 2022). Mæland and Espeland (2017) indicate that the improvisation was associated with spontaneity, variety and creativity. Improvisation method led to teachers' responsiveness is strengthened (Seppänen et al., 2020), improvisation methods can significantly strengthen teachers' responsiveness by promoting flexibility, engagement, problem-solving, a positive learning environment, stronger relationships, and creativity in the classroom. Educators who engage in improvisational behavior are better equipped to handle complex teaching scenarios, adapt instructional strategies on the spot, and find creative solutions to address students' needs. The ability to think critically, make informed decisions, and adapt in the moment contributes to effective problem-solving in the arts education industry.

4. Positive Learning Environment and Student Engagement

Improvisational behavior has a positive impact on the learning environment and student engagement. Educators who employ improvisational techniques create an interactive and dynamic learning environment that promotes active student participation (Crossan et al., 1999). Improvisation in the teaching process is a form of "creative teaching", Jeffrey and Craft (2004) found that teaching for creativity could involve generating a 'learner inclusive' pedagogy, where the learner is encouraged to engage in identifying and exploring knowledge. Improvisational behavior encourages open communication, collaboration, and the exploration of diverse perspectives. This fosters a supportive and engaging learning atmosphere where students feel empowered to contribute, express their creativity, and take ownership of their learning. By incorporating improvisational behavior into teaching practices, educators can enhance student engagement, motivation, and overall learning outcomes.

5. Promotion of Collaboration and Teamwork

Improvisational behavior promotes collaboration and teamwork among educators and students. Improvisation not only enhances creators' adaptability, but also promotes teamwork and innovation, emphasize mutual support and collaboration among team members, everyone needs to be focused on the overall goals of the team and be willing to contribute to its success. Improvisation is used in the area of social interaction and collaboration (Seppänen et al., 2020). For teachers and students, since the classroom situation is dependent on mutual agreement and interactivity to function satisfactorily

(Holdhus et al., 2016). Educators who engage in improvisational behavior model collaboration and teamwork, fostering a culture of shared responsibility and mutual support. Students who are exposed to improvisational teaching approaches learn the value of collaboration, communication, and adaptability, preparing them for future collaborative endeavors in the arts education industry and beyond.

This literature review has explored the effects of improvisational behavior in the arts education industry. Improvisational behavior enhances adaptability, resilience, innovation, problem-solving, and decision-making skills among educators. It creates a positive learning environment, enhances student engagement, and promotes collaboration and teamwork. By fostering improvisational behavior, educators and organizations in the arts education industry can effectively respond to unexpected challenges, promote creativity and innovation, and create a dynamic and engaging learning experience for students.

2.3.5 Outcome Factors of Improvisational Behavior

First, people with high levels of improvisational behavior also tend to have a higher ability to perform effectively in high-pressure situations, improvisers must develop, protect, and sustain psychological resources that make them able to face those pressures and challenges (Rego et al., 2022). In teaching, teachers should reinforce improvisation training, that improvisation training cultivates a specific mindset related to connections and communications, this mindset may enhance student teachers' ability to tune in to the social environment with a greater intensity, possibly promoting responsive and situation-oriented teaching (Seppänen et al., 2020). Improvisational behaviors enable individuals to respond more comfortably and efficiently when faced with high-pressure situations, thus demonstrating greater effectiveness and executive capacity.

Second, people with improvisational behaviors tend to be more creative and innovative than others, and they are able to integrate a variety of behaviors (Hmielecki et al., 2013). They are able to integrate limited resources and utilize them efficiently to solve problems and create opportunities. This ability is invaluable in real life and work, especially in resource-constrained and stressful environments. Efficiently to solve problems and create opportunities (Hmielecki et al., 2013). Organizations can stay ahead

of the curve in a competitive environment by fostering and motivating improvisational behaviors in their employees to promote creativity and innovation.

Finally, people with improvisational behaviors tend to have high levels of perseverance. Perseverance encourages improvisational behaviorists not to give up easily when they encounter any problems or failures. This usually happens when they encounter any problems or failures due to the absence of heuristic processes or methods to guide them. Datu (2021) study demonstrates that combining perseverance and passion is linked to higher levels of work-related and academic performance. Improvisation holds the potential for rapid learning and the development of expertise (Hmieleski et al., 2013). Through improvisation, individuals can experiment, adjust and refine their skills in practice and improve their ability to cope with a variety of situations, thus realizing the overall development of their personal and professional knowledge.

2.4 Concepts and Theories of Employees' Work Competence

2.4.1 The Concept of Employees' Work Competence

Employees' work competence refers to the knowledge, skills, abilities, and attributes that enable individuals to perform their work tasks effectively and achieve desired outcomes. This literature review explores the concept and theories surrounding employees' work competence, shedding light on the various dimensions and factors that contribute to it. By examining relevant scholarly research, this review aims to provide insights into the understanding and measurement of employees' work competence in the arts education industry.

Employees' work competence is a multidimensional construct that encompasses various aspects of work performance. Competence shows skills or knowledge where an attitude of professionalism is attached to a particular field (Wijayanto & Riani, 2021). It includes both technical and non-technical capabilities. Technical competencies refer to the specific knowledge, skills, and expertise required to perform work-related tasks, such as subject matter expertise, instructional techniques, and assessment methods in the context of arts education. Non-technical competencies, on the other hand, encompass broader skills and attributes, such as communication, teamwork, problem-solving, and

adaptability, which are essential for effective performance across various work roles and contexts.

Since Harvard professor McClelland formally introduced the concept of competence in 1973, many scholars have begun to use the concept to make their own interpretations. I have summarized the representative definitions as shown in Table 2.5.

Table 2.5 Representative Definitions of Competencies

Scholars	Competence Definition
McClelland (1973)	Competencies are knowledge, skills, abilities, traits, or motivations that are directly similar or related to work performance or other important outcomes in life, and that can differentiate between high performers and average performers in a given work and organizational context.
Boyatzis (1982)	Competencies are the underlying characteristics that a person possesses that lead to outstanding performance in a work, which may be personal motivation, traits, skills, self-image or social roles and knowledge that he or she possesses.
Spencer (1993)	competence is the individual potential that distinguishes high achievers from mediocre performers in a work (or organization or culture), and it can be motivation, traits, self-image, attitudes or values, knowledge of a domain, cognitive or behavioral skills - any individual characteristic that can be reliably measured or counted and that can significantly differentiate between excellent and average performance.
Nordhaug (1998)	Competencies are combinations of knowledge, skills, and abilities that produce work performance.

Note: Obtained through collation of information

As can be seen from the above chart summary, scholars agree that the definition of competence includes elements such as knowledge, skills, motivation and traits, meanwhile, competence has a close relationship with work performance, through which it can predict the future work performance of the employee and link it to the employee's

work tasks. Finally, competence is a decisive tool to predict the success of a person working in a certain position (Hakim, 2015).

2.4.2 Theories of Employees' Work Competence

1. Competence-Based Theory

Competence-based theory emphasizes the identification and development of specific competencies required for successful work performance. This theory posits that employees' work competence can be defined by a set of specific, observable behaviors, skills, and attributes that are directly related to work performance (Boyatzis, 1982). Meanwhile, the competence-based view, representing a theory of sustaining competitive advantage (Freiling, 2004). Organizations can develop and manage talent more effectively, improve overall performance, and provide employees with clear career paths. This not only helps employees grow personally, but also enhances the competitiveness and resilience of the organization. Competence -based approaches focus on defining the core competencies needed for a particular work or role, assessing individuals' competence levels, and developing targeted training and development programs to enhance those competencies. Competences are a set of desired behaviors, defined through outcomes to which desired behaviors are directed (Skrinjaric, 2022). In the arts education industry, competence -based approaches can help identify the essential skills and attributes for effective teaching and provide a framework for evaluating and developing educators' work competence.

2. Social Cognitive Theory

Social cognitive theory emphasizes the role of observational learning and self-efficacy in developing and demonstrating work competence. According to this theory, individuals learn by observing others and modeling their behaviors (Bandura, 1986). Work competence is influenced by the social context in which individuals operate, including the observation and imitation of competent role models. Self-efficacy, which refers to individuals' beliefs in their own abilities to perform tasks successfully, plays a crucial role in work competence. Individuals with higher self-efficacy are more likely to engage in tasks, persist in the face of challenges, and exhibit higher levels of competence. The higher levels of competence lead to the presence of employees' promotion and development opportunities. Meanwhile that having benefited from promotion and

development opportunities and associated career possibilities, employees' status and self-efficacy increases (Frenkela & Bednall, 2016). Self-efficacy positive impact on work performance, and makes a contribution to work motivation (Stajkovic & Luthans, 2003). In the arts education industry, social cognitive theory suggests that providing opportunities for educators to observe and learn from expert instructors and building their self-efficacy can enhance their work competence.

3. Work Demands-Resources (JD-R) Model

The work Demands-Resources (JD-R) model focuses on the interaction between work demands and work resources in influencing employees' work competence and well-being (Bakker & Demerouti, 2007). Work demands refer to the physical, psychological, social, and organizational aspects of work that require effort and can potentially lead to stress and burnout. work resources, on the other hand, are the aspects of work that facilitate goal achievement, reduce work demands, and enhance well-being. Bakker and Demerouti (2014) research have shown that job resources become salient and have the strongest positive impact on work engagement when job demands are high. In particular, when a worker is confronted with challenging job demands, job resources become valuable and foster dedication to the tasks at hand. Adequate work resources can help employees enhance their motivation and dedication to their work, enable them to complete their work more efficiently, improve their overall performance, and thus achieve their personal and organizational goals. When the job becomes more stressful, stable resources become more important (Bakker & Vries, 2021), and resources can help employees better cope with stress, increase productivity, reduce burnout and improve job satisfaction. In the context of employees' work competence, the JD-R model suggests that providing adequate work resources, such as training, support, feedback, and autonomy, can enhance employees' work competence by reducing work demands and increasing their motivation and engagement. This model highlights the importance of creating a positive work environment and providing the necessary resources to support employees' work competence in the arts education industry.

4. Theory of Performance

The theory used in this approach is a basic theory of weights and measures. A person's performance is highest when his or her abilities or talents are aligned with the

requirements of the work and the needs of the organizational environment (Boyatzis, 1982). A person's talents can be described in terms of his or her values, vision and personal philosophy, knowledge, abilities, life and career stage, interests and style. Dahyani et al. (2023) stated that competence has a significant and positive effect on teacher's performance. In addition, pedagogic competence gives a meaningful contribution to the performance (Novebri et al., 2018). Teaching competencies play a key role in enhancing individual and organizational performance. Effective teaching and training enhance learners' knowledge, skills and overall competencies, thereby improving their performance in the real world of work, which in turn contributes to the overall performance and development of the organization. In the arts education industry, when the competencies or skills possessed by the employees are in line with the requirements of the organization, then the more they will be able to perform at a higher level.

This literature review has explored the concept and theories of employees' work competence in the arts education industry. Employees' work competence encompasses both technical and non-technical competencies that enable effective work performance. Competence-based theory emphasizes the identification and development of specific competencies, while social cognitive theory highlights the role of observational learning and self-efficacy. The JD-R model emphasizes the interaction between work demands and resources in influencing employees' work competence. By understanding the concept and theories of employees' work competence, organizations in the arts education industry can identify the essential competencies, provide the necessary training and resources, and create a supportive work environment to enhance employees' work competence and overall performance.

2.4.3 The Component of Employees' Work Competence

Employees' work competence is influenced by several key components that contribute to their ability to perform effectively in their work roles. This literature review explores three fundamental components of employees' work competence: skills, self-cognition, and personal traits. By examining relevant scholarly research, this review aims to provide insights into how these components shape employees' work competence in the arts education industry.

1. Skills

Skills are a crucial component of employees' work competence. They refer to the specific capabilities and proficiencies that individuals develop through education, training, and experience (Rynes et al., 2002). In the context of the arts education industry, skills relevant to employees' work competence may include subject matter expertise, pedagogical knowledge, instructional techniques, assessment methods, classroom management, and communication skills. For the industry, it is important not only to prepare and train teachers' skills, but also to disseminate them (Kim et al., 2019). These skills enable educators to effectively plan and deliver instruction, engage with students, and create a conducive learning environment. Competence in these specific skills is essential for educators to perform their work tasks successfully and achieve desired educational outcomes.

2. Self-cognition

Self-cognition also referred to as self-awareness or self-reflection, is another critical component of employees' work competence. It involves individuals' ability to recognize and understand their own thoughts, emotions, strengths, limitations, and values (Greenberg, 2013). Self-cognition enables employees to assess their own competence levels, identify areas for improvement, and take proactive steps to enhance their performance. Art education industry needs innovative employees to thrive, and it is important for organizations to provide positive social recognition for innovative employees and to increase their level of self-awareness (Yuan & Woodman, 2010). In the arts education industry, self-cognition allows educators to reflect on their instructional practices, adapt their approaches based on student feedback, and continually strive for professional growth. By being self-aware, educators can engage in lifelong learning, seek opportunities for development, and continuously enhance their work competence.

3. Personal Traits

Personal traits also known as personal qualities or characteristics, contribute significantly to employees' work competence. These traits encompass a range of attributes that individuals possess, including motivation, adaptability, resilience, empathy, creativity, and interpersonal skills (Barrick & Mount, 1991). Personal traits influence employees' behaviors, attitudes, and interactions with others, shaping their

ability to perform effectively in their work roles. Indicators used to measure the personal competence of teachers include steady and stable personality (Hakim, 2015). In the arts education industry, educators with positive personal traits such as passion for teaching, a growth mindset, flexibility, and effective communication skills are more likely to exhibit high levels of work competence. At the same time, the positive personal traits of educators able to enhance their competency and motivation, As Dahyani et al. (2023) claimed that to have good performance the teacher must be supported by good competence. These traits enable educators to connect with students, foster a positive learning environment, and adapt to the diverse needs of learners.

This literature review has explored the components of employees' work competence in the arts education industry. Skills, self-cognition, and personal traits play vital roles in shaping employees' work competence. Skills provide the necessary expertise and capabilities to perform specific work tasks effectively. Self-cognition enables individuals to assess their competence levels, reflect on their practices, and proactively enhance their performance. Personal traits influence employees' behaviors, attitudes, and interactions, contributing to their overall work competence. By recognizing the importance of these components, organizations in the arts education industry can focus on developing and leveraging employees' skills, fostering self-cognition, and nurturing positive personal traits to enhance work competence and promote excellence in teaching and learning.

2.4.4 Antecedents Employees' Work Competence

Employees' work competence is influenced by various factors that can impact their knowledge, skills, abilities, and performance in the workplace. This literature review explores the key factors that affect employees' work competence in the arts education industry. By examining relevant scholarly research, this review aims to provide insights into the factors that organizations should consider to enhance employees' work competence and improve overall performance.

1. Training and Development

Training and development programs are a critical part of the employee development process. Providing opportunities for employees to acquire new knowledge, learn new skills, and improve existing competencies can significantly impact their work

performance (García-Morales et al., 2012). In the arts education industry, organizations that invest in relevant and effective training programs can equip educators with the necessary instructional techniques, curriculum knowledge, technological skills, and pedagogical approaches. Bhat (2013) claimed that organizational performance is significantly determined by training imparted to the employees i.e. training is an important antecedent of performance. Ongoing professional development opportunities can enhance educators' work competence, keep them updated with the latest educational trends, and improve their overall effectiveness in delivering high-quality education.

2. Supportive Work Environment

A supportive work environment has a significant influence on employees' work competence. When employees feel valued, respected, and supported, they are more likely to demonstrate higher levels of engagement, motivation, and work satisfaction (Eisenberger et al., 2010). In the arts education industry, organizations can foster a supportive work environment by providing clear expectations, offering constructive feedback, recognizing and rewarding employee contributions, and promoting a culture of collaboration and teamwork. When employees are provided with organizational support, they will be more engaged with the organization and tend to remain with the same organization for a long run (Kundu & Lata, 2017). A supportive work environment enhances employees' work competence by facilitating knowledge sharing, promoting learning opportunities, and fostering a positive attitude towards continuous improvement.

3. Leadership and Management Practices

Leadership and management practices have a substantial impact on employees' work competence. Effective leaders inspire and motivate employees, provide clear direction and guidance, and create an environment conducive to professional growth (Bruce et al., 2009). Yusliza et al. (2021) found, when employees feel that an organizational value is aligned with their value, such as organizational support and conducive work environment, they become committed towards the organization and retain their jobs. In other words, consistency of values can enhance employees' sense of belonging and identity, thus increasing their job satisfaction and loyalty. In the arts education industry, leaders and managers who demonstrate transformational leadership behaviors, such as providing support, fostering innovation, and promoting a shared

vision, can enhance employees' work competence. They can create a positive organizational culture that values continuous learning, encourages open communication, and supports employees' professional development.

4. Feedback and Performance Evaluation

Providing regular feedback and evaluating performance are critical to improving employee performance. Constructive feedback provides employees with valuable insights into their strengths, areas for improvement, and developmental opportunities (Kluger & DeNisi, 1996). Bakker and Demerouti indicated that proper feedback can foster learning and increasing job competence. Judge (2004) argued and shown that such positive self-evaluations predict goal setting, motivation, performance, job and life satisfaction, and other desirable outcomes. In the arts education industry, providing educators with timely and specific feedback on their teaching practices, student outcomes, and professional growth can enhance their work competence. Performance evaluation processes that are fair, transparent, and focused on developmental goals can provide educators with the necessary guidance and support to improve their skills and enhance their overall performance.

5. Organizational Culture and Values

Organizational culture and values influence employees' work competence. A positive organizational culture that emphasizes continuous learning, collaboration, and innovation can foster employees' engagement, creativity, and commitment (Denison et al., 2004). In addition, the organizational culture and values that can generate a supportive climate, that the employees' values are aligned with the organization's values when they are provided with a supportive organizational culture (Yusliza et al., 2021). In the arts education industry, organizations that promote a culture of creativity, openness to new ideas, and a commitment to excellence can enhance employees' work competence. Aligning organizational values with educational goals and providing a supportive and inclusive culture can inspire educators to strive for continuous improvement and deliver high-quality education.

6. Organizational Identity

Organizational identity refers to the collective understanding and perception of an organization's values, goals, and purpose (Ashforth & Mael, 1989). The

strength and clarity of organizational identity can influence employees' work competence by providing a sense of direction, meaning, and belonging. When employees identify with and internalize the organizational identity, it can shape their attitudes, behaviors, and performance in alignment with the organization's goals (Dukerich et al., 2002). Employees who strongly identify with the organizational identity are more likely to exhibit higher levels of work competence. They are motivated to contribute to the organization's mission and are aligned with its values, leading to a sense of purpose and commitment in their work. In the arts education industry, organizations that cultivate a strong and positive organizational identity can enhance employees' work competence by fostering a shared sense of purpose and creating a supportive environment for professional growth.

7. Improvisational Behavior

Improvisational behavior, characterized by adaptability, creativity, and the ability to respond effectively to unexpected situations, also plays a crucial role in employees' work competence. The ability to improvise allows employees to navigate dynamic teaching environments, adapt their instructional approaches, and respond creatively to challenges (Madjar et al., 2002). By fostering improvisational behavior, organizations in the arts education industry can positively impact employees' work competence. Shem-Tov (2011) claimed that improvisation is shaped by flexibility and by transformative and equal relations among the participants. Improvisation encourages innovative thinking, experimentation, and the exploration of new teaching methods and approaches. Improvisation is part of any moment in teaching (Maheux & Lajoie, 2021), employees who feel empowered to improvise are more likely to take ownership of their work, seek creative solutions to challenges, and exhibit higher levels of work competence.

8. Interplay and Synergy

The interplay between organizational identity and improvisational behavior is essential in shaping employees' work competence. A strong and well-defined organizational identity provides a framework and common understanding for improvisational behavior. When employees have a clear sense of the organization's values, goals, and purpose, it enables them to improvise within the boundaries of the organizational identity, fostering a sense of alignment and congruence. Miao et al. (2022)

found that employees with a high sense of organizational identity will have a sense of ownership for the organization and believe that everything they do at work is their responsibility, so they are willing to give back to the organization with high performance. Organizations enhance the sense of ownership and responsibility of their employees by building a positive corporate culture, providing development opportunities, and recognizing their contributions. Because of psychological ownership given to employees by the sense of belonging to the organization, employee performs well, and this will terminally end with better organizational performance (Javed, 2017).

On the other hand, improvisational behavior can influence and shape the organizational identity. When employees engage in improvisation and exhibit creative problem-solving, it can contribute to organizational learning, innovation, and the evolution of the organizational identity. Improvisation can produce innovation in that the acquisition, dissemination and implementation of novel ideas can be performed in real time without the reliance on planning (Hodge & Ratten, 2015). Improvisation can challenge existing practices, spark new ideas, and help organizations adapt to changing circumstances, leading to a more dynamic and resilient organizational identity.

The combined effects of organizational identity and improvisational behavior on employees' work competence create a synergistic relationship. A strong organizational identity provides a foundation for employees' work competence. Chughtai and Buckley (2010) found that employees who strongly identify with a particular organization tend to exert extra effort on its behalf and are likely to exhibit relatively higher levels of performance.

While improvisational behavior enhances their ability to adapt, innovate, and perform effectively. Improvisation suggests being able to be innovative and open to change, alongside being reflective and open to learning, and this learning feature facilitates adaptability and flexibility allowing the organization to be more agile (Eden & Ackermann, 2021). This synergy fosters a culture of continuous learning, growth, and excellence in the arts education industry.

This literature review has explored the factors affecting employees' work competence in the arts education industry. Training and development programs, a supportive work environment, leadership and management practices, feedback and

performance evaluation, and organizational culture and values all contribute to employees' work competence. By considering these factors, organizations can create an environment that nurtures employees' learning, supports their professional growth, and enhances their overall work competence. These factors play a critical role in improving organizational performance, ensuring the delivery of high-quality education, and fostering excellence in the arts education industry. The effects of organizational identity and improvisational behavior on employees' work competence are significant in the arts education industry. A strong organizational identity provides employees with a sense of purpose and alignment, enhancing their work competence. Improvisational behavior enables employees to adapt, innovate, and respond creatively to challenges, further enhancing their work competence. The interplay between organizational identity and improvisational behavior creates a synergistic relationship that fosters a culture of learning, growth, and excellence. Organizations that prioritize and nurture both organizational identity and improvisational behavior can effectively enhance employees' work competence, leading to improved individual and organizational performance in the arts education industry.

2.5 Related Research and Hypothesis Development

2.5.1 The Influence of Organizational Identity on Employees' Work Competence

Organizational identity has a significant influence on work competence, and organizational identity improves employees' work competence. The influence of organizational identity on Employees' work competence includes several aspects of work motivation and engagement, learning and development opportunities, teamwork and support, ability to adapt to change, maintaining long-term stability, and mental health and well-being. Higher organizational identification leads to improved performance, lower absenteeism and turnover rates, more additional role behaviors, higher work satisfaction, increased motivation, and improved health and physical well-being (Dick et al., 2005). Organizational identification is a kind of employees' psychological or emotional bond with company and work engagement embodies the action which employees take to achieve innovative behavior (Zhang & Wang, 2022). Employees who are engaged in their

work typically demonstrate higher productivity and innovation, and when employees develop a high level of identification with the organization, they are more likely to be fully engaged in their work and to take positive action to achieve the organization's goals and innovative behaviors. Employees with a low willingness to leave have a positive affective orientation toward their jobs, so that they have a high level of job satisfaction. Organizational identification is positively related to employee satisfaction (Wilkins et al., 2017). The enhancement of organizational identity can bring about an increase in employee satisfaction, which is due to the fact that employees find their self-worth and sense of belonging in the organization, feel the recognition and support of the organization, and gain positive emotional experience and psychological satisfaction in their work.

Miao (2022) found that organizational identity has a significant positive impact on knowledge employees' job performance and work values. Employees with a high sense of organizational identity feel a sense of ownership of the organization and believe that everything they do at work is their responsibility, so they are willing to reward the organization with high performance. Organizational identity positively influences job performance (Vu, 2022). Work competence is the prerequisite and foundation for achieving high job performance, employees with a high level of job competence are usually able to complete their work tasks more efficiently and with higher quality, thus demonstrating excellent job performance, high job performance can further enhance work competency. Employees who have competency will find it relatively easier to do their work and will be easier to develop because basically they already have good skills to complete assigned tasks effectively, efficiently and competitively (Wijayanti & Sari, 2023), they are already equipped with the key skills needed to accomplish their tasks and are able to adapt quickly and respond effectively to challenges. Their efficient work style allows them to accomplish more tasks in a relatively short period of time, thus increasing productivity. Meanwhile, capable employees usually possess strong learning and adaptive abilities and are able to quickly grasp new knowledge and technologies to cope with the ever-changing work environment. The level of work competence can distinguish between good and average employees and can determine their work performance. Therefore, The researcher proposed the following hypotheses in this study:

H1: The organizational identity has a positive influence on employees' work competence.

2.5.2 The Influence of Organizational Identity on Improvisational Behavior

The effects of organizational identity on improvisational behavior include decision-making speed and quality, creativity and innovation, risk attitudes, organizational support and trust, and emotional and affective responses, etc. According to Taifel et al. (1979), when people identify with a certain group, they will feel a sense of common destiny and depersonalization of the group, which can be manifested in the form of a greater willingness to stay close to the organization, a greater willingness to cooperate with colleagues, and a greater motivation to compete with organizational opponents. Swann et al. (2004), through an experimental study of subgroups from different organizations, found that higher levels of organizational identification lead to lower overall cooperation and higher cooperation within subgroups. Bergami and Bagozzi (2000) argued that organizational identification is mediated by organizational commitment to "happy" and "happy-go-lucky" and "happy-go-lucky". Ashford and Barton (2007) found that employees with high organizational identity are more likely to act in ways that benefit the organization and help its members of the organization. Cheney (1983) argued that organizational identity affects work attitudes, motivation to make decisions within the organization, work performance, work satisfaction, and goal attainment. Van Knippenberg (2000) showed that organizational identity plays an important role for individuals, groups, and organizations, and Bamber and Iyer (2002) argued that employees' organizational identity significantly reduces organizational-occupational conflict (OPC) and the tendency to leave a work. Dick et al. (2004) also showed that the affective dimension of employees' identification with their team is a significant factor of reduces their intention to retire. Kwon et al. (2010) found that organizational identification affects work satisfaction and organizational commitment, and that work satisfaction also affects organizational commitment in a survey of 156 professional female dancers from six different dance teams in Korea.

Many previous scholars of improvisation have pointed to the importance of creating a culture that supports improvisation or a culture of experimentation in order to encourage "out-of-the-box thinking" (Brown & Eisenhardt, 1997) and to foster an attitude

of risk-taking. Ostroff and Bowen (2000a) argue that a flexible and adaptable workforce is able to respond quickly to changing technology, customer needs or other organizational needs, adaptable workforce is able to respond quickly to changing technology, customer demands, or other organizational needs, which can be enhanced by human resource practices such as formal and informal training and development, the use of teams, and skill- and work-based enrichment, which encourage employees to have a broader range of skills, perspectives, and ideas, and which can improve the effectiveness of an organization through flexibility and adaptation. Structure's effectiveness. In view of this, it is possible to influence employee behavior and competence through both climate and culture factors included in organizational identity. Therefore, the researcher predicted the following:

H2: Organizational identity has a positive influence on employees' improvisational behavior.

2.5.3 The Influence of Improvisational Behavior on Work Competence

The influence of improvisational behavior on employees' work competence includes several aspects such as problem-solving ability, creativity and innovation, resilience, self-confidence, teamwork and so on. Through previous combining of literature, it is known that improvisational behavior has a positive impact on employees' creativity and innovation, improvisational behavior can improve employees' innovation performance (Ruan et al., 2015), and innovation performance can improve employees' work competence, innovation is often accompanied by problems and challenges, and employees improve their analytical and problem-solving skills as they work through these problems.

In addition, employees' improvisational behavior requires a high degree of work autonomy to play environment, and work autonomy enables employees to think, perceive, and act more freely, which in turn will proactively respond to threats, pressures, or challenging work tasks (Li & Lin, 2013), which is conducive to enhancing work competence. When employees find themselves able to make autonomous decisions about the ways or methods of performing productive work, their competence, creativity, self-confidence, and sense of work fulfillment are enhanced. These positive psychological states brought about by a high degree of work autonomy promote a healthy mental model

at work, buffer the effects of stress brought about by intense or challenging work, and enable employees to proactively engage in creative work activities. Only employees with a positive psychological state are more willing to put forward practical and creative opinions and ideas to deal with problems (Su et al., 2022). A positive state of mind makes employees more resilient and adaptable in the face of difficulties and challenges, and they are able to view problems from different perspectives and come up with innovative ideas. Learning also tends to be enhanced when employees engage in knowledge and skill acquisition activities with a high degree of autonomy and positivity (Langfred & Moyer, 2004). Improvisational behavior helps to stimulate an individual's intrinsic work processes thereby enabling employees to demonstrate higher levels of work involvement and execution, enhancing work competence. Therefore, the researcher predicted the following:

H3: Improvisational behavior has a positive influence on employees' work competence.

2.5.4 The Mediating Role of Improvisational Behavior

Improvisational behavior plays a mediating role between organizational identity and employee work competence, mainly through positive emotional expression, self-confidence and creativity enhancement, interpersonal relationship enhancement, and coping ability enhancement, which builds a positive work environment that promotes employees' identification with the organization and enhances their competence and competence in their work. Improvisational behaviors may enhance employees' flexibility and adaptability at work, thereby increasing their identification with the organization. If employees perform well in dealing with various situations, they may feel that they are an integral part of the organization, which in turn strengthens their identity with the organization. Improvisational behavior may require employees to quickly apply existing knowledge and skills to solve problems, which may help to improve their work competence. By constantly tackling new challenges in real-world situations, employees may gain more experience and become better at their work.

Zhang (2021) found that employee improvisation behavior plays a mediating role between innovation self-efficacy, intrinsic work motivation, perceived innovation climate and employee innovation performance. Improvisation is regarded as a method of

responsible innovation in organizations, due to its potential to be more responsive and enable bottom-up initiative (Gojny-Zbierowska & Zbierowski, 2021). Employees are more confident in their ability to innovate when they have high innovation self-efficacy, dare to try new approaches and improvise to meet challenges, and the performance of improvisational behaviors validates and strengthens their self-efficacy, which promotes more innovative behaviors. Intrinsic motivation is an individual level construct, but are often influenced by experiences and experiences in particular situations or interactions, the experiences gained in momentary interactions often shape its formation (Hargadon & Bechky, 2006). Employees with strong intrinsic work motivation are passionate about their work and are more willing to try improvisational problem solving and innovation at work. Improvisational behavior can make employees feel the fun and sense of accomplishment at work, further enhancing their intrinsic motivation. Speed is an important element needed for improvisation (Parida et al., 2013), improvisational behavior can help employees respond quickly to change and uncertainty, so that they can implement innovative ideas in practice and improve innovative performance. In addition, it not only improves the individual's innovative ability, but also stimulates the innovative atmosphere and performance of the team and organization through the demonstration effect. Organizational innovative climate thus helps bring about individual improvisation by releasing a signal that supports proactive and risk-taking idea and behavior (Su et al., 2022).

The research of Men (2015) shows that in maintaining the equilibrium state when suddenly encountering unpredictable and important events, the equilibrium state is very likely to be broken, relying on intuition to quickly solve problems with new methods to obtain a new equilibrium in this process, improvisation ability is essential and important skills. Ding and Chen (2017) believe that when the environment in which the organization is constantly changing, the improvisational behavior of employees is the behavior that does not have to strictly follow the original rules, creatively use the existing resources and reasonably play the personal autonomy to achieve an effective solution to the unexpected events. Su (2024) study found Improvisational behavior, including the creativity factor, plays a crucial mediating role in transforming passion into performance in entrepreneurship. It can be seen that improvisational behavior requires the rapid use of

existing knowledge and skills to cope with the situation, which may improve the flexibility and adaptability of employees in the workplace, which in turn enhances work competence. Jeffrey and Craft (2004) claimed teachers teach creatively and teach for creativity according to the circumstances they consider appropriate and sometimes they do both at the same time. When unexpected situations are encountered during the implementation of teaching, improvisational behavior prompts employees to use their personal knowledge, feelings, and experiences to try to creatively solve the problems that occur in a new way of teaching based on the actual situation they are facing, thus enabling the process of achieving the goals of the teaching objectives.

H4: Improvisational behavior plays a mediating role between organizational identification and employees' work competence.

2.6 Definition, Scope and Development of the Arts Education Industry

2.6.1 Definition and Scope of the Arts Education Industry

The arts education industry refers to the field of education that aims to develop students' artistic skills, aesthetic literacy, and creativity. This industry encompasses a variety of art forms, including visual arts, performing arts, music, dance, theater, and filmmaking. Art education not only helps students develop their individual artistic talents, but also fosters creativity, communication skills, teamwork, and critical thinking.

In the arts education industry, educators need to have a wealth of knowledge and expertise in the arts, as well as knowledge of educational methods and psychology. At the same time, the industry needs to focus on innovation in educational content in order to adapt to changing art forms and trends. Specific definitions have been elaborated in chapter I.

Chinese art education industry is wide-ranging, covering a number of artistic fields and students of different ages. Below are some of the main ranges of Chinese art training industry:

Table 2.6 Scope of Chinese art Training Industry

Scope		Direction
Children's art training		A key area in Chinese art training industry, offering children and adolescents courses in painting, music, dance, and drama to foster creativity and artistic abilities.
Art Training		Offers courses in drawing, sketching, oil painting, and watercolor, helping students learn various techniques and styles to enhance their artistic expression.
Music training		Covers training in instrumental performance, vocal music, and music theory, with piano, violin, and guzheng being particularly popular in China.
Dance training		Specializes in developing students' dance skills and stage presence, offering training in styles like jazz, folk dance, and ballet.
Drama Training		Designed to develop students' acting abilities, role-playing skills, and playwriting skills. Offers courses in drama, acting techniques, and dramatic writing.
Art Exam Training		To help students prepare for all kinds of art exams, such as music, dance, drama and other directions.
Training for the Advanced Placement Examination in the Arts		For students who are preparing to take the Advanced Placement Examination in the Arts at the high school level, specialized training is provided to help them prepare for the entrance examination.
Adult Art Training	Art	Aimed at adults and amateurs, offering a wide range of art courses that allow them to pursue their artistic interests in their spare time.
Online art training	art	With the development of the Internet, more and more Internet on-line platforms offer art training courses so that students can learn at home.
International Art Exchange Programs		Some art training institutions also organize international exchange programs, giving students the opportunity to interact and learn from the international art community.
Art Competition Training		Help students prepare for various art competitions, such as painting competitions and music competitions.

Note: Obtained through collation of information

2.6.2 Development of the Arts Education Industry

1. Development of the Market Size of the Arts Education Industry

The market size of Chinese art education industry has experienced rapid growth over the past few decades, becoming a large and expanding market.

Art education is currently a relatively common and popular form of education for all relevant groups of students. Similar to adult education and basic education, art education and training is an important part of social education in the new era. The art education market continues to heat up, and active participation in social art education and training is an important means to most people to learn art knowledge and skills and cultivate their emotions.

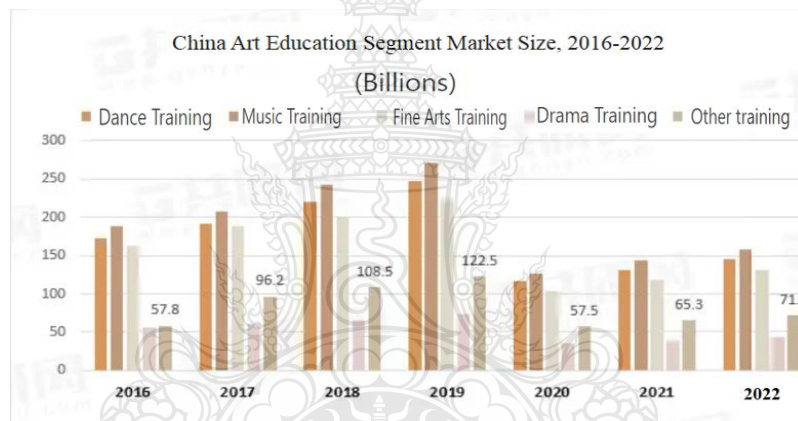


Figure 2.1 China Art Education Category Market Size 2016-2022(CO-RN, 2023)

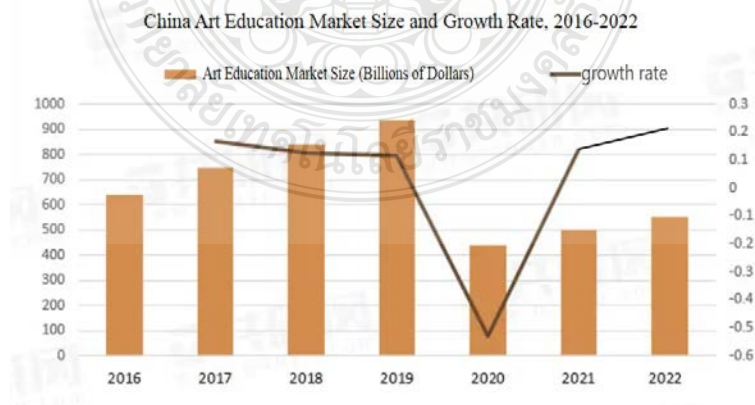


Figure 2.2 China Art Education Market Size and Growth Rate, 2016-2022(CO-RN, 2023)

As can be seen from the figure, due to the impact of the Corona Virus Disease 2019 (COVID-19), 2020 the category market size and overall market size and growth rate of training programs in the arts education market have shrunk, and have started to gradually rebound from 2021 onwards, with the overall situation steadily improving.

In recent years the Chinese people's demand for art and culture has been increasing, and the art training market has continued to heat up. In the last few years, the Chinese art training market has already shown rapid growth and diversification, and as technology continues to advance, digital and online education will become even more important in the art training industry, with a greater focus on meeting the individual needs of each student. Particularly during the COVID-19 pandemic, Chinese art training organizations commonly launched online courses to ensure that students could continue their studies. This trend is likely to continue to grow, enabling more students to access quality arts education.

Chinese art education industry is expected to face faster growth in the next few years due to technology-driven, shifting consumer attitudes, and positive competition in the industry. With the increasing emphasis on art education, development of Chinese art education industry will be vibrant and promising.

2. The Growing Number of Employees in the Arts Education Industry

The number of employees continues to increase in the arts education industry is a positive trend, indicating growing demand for the arts education industry and reflecting the growing importance society places on arts education. The number of employed populations may imply an growth in the size of the industry, an increase in students' interest in arts education, coupled with rising support for arts education from the government, schools and social organizations. As the number of staff increases, more educational resources, training and management are required to ensure quality arts education services. In addition, this may also lead to more employment opportunities in the arts education industry and contribute to professional development and innovation within the industry. This trend is likely to have a positive impact on promoting the heritage and development of culture and the arts and nurturing more artistic talents. However, the sustainable development of the industry must be ensured, including improving the quality of education, broadening education channels and adapting to the changing needs of arts education.

CHAPTER 3

RESEARCH METHODOLOGY

There are six parts to this chapter. The first part deals with the theoretical framework, including the conceptual framework and the development of measurement procedures for the factors. The second part is the sampling technique. The third part is research instrumentation. The fourth part is the procedure of data collection. The fifth part is data processing and analysis. The last part is the statistical analysis.

3.1 Theoretical Framework

3.1.1 The Theoretical Foundation

1. Social Identity Theory

In this study, the researchers used Social Identity Theory, which is concerned with how individuals understand and interpret the thoughts, feelings, and behaviors of others. It focuses on how individuals make sense of the social world through observation, speculation, and interpretation. This theory emphasizes factors such as speculation about mental states, emotional empathy, and the influence of context. Thus, a person's identity with an organization can be influenced by its social cognitive processes, while Social Identity Theory can influence a person's performance in the work environment. When employees identify strongly with an organization's values, culture, goals, and mission, they are more likely to exert effort and show higher levels of commitment and loyalty to the organization. Identity with the organization has a positive influence on employee satisfaction, retention, and overall work performance. Organizations can promote two-way organizational identity and professional competence among their employees by fostering a positive organizational culture and values and providing appropriate opportunities for training and development. This will help create a more positive and productive work environment that improves overall employee performance and organizational success (Figure 3.1)

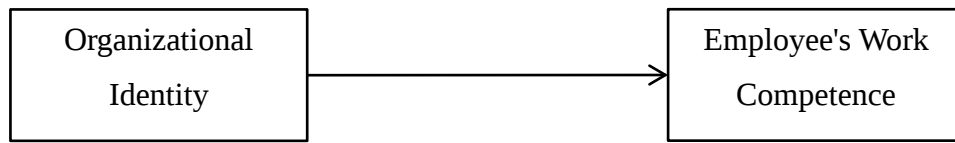


Figure 3.1 The Framework of Social Identity Theory

2. Social Constructivism Theory

The social constructivism perspective states that both organizational identity and improvisational behavior are influenced by social interactions. The interactions and shared practices between individuals and organizational members can shape their sense of identity and influence their willingness to engage in improvisational behavior in the organization. When individuals identify strongly with an organization's values, goals, and culture, they are more likely to exert positive improvisational behavior.

A sense of identity can motivate individuals to be more actively engaged in the organization and thus more likely to exert proactive and innovative improvisational behavior when needed. Individuals' improvisational behavior can be recognized and appreciated by organizational members, strengthening their sense of identity in the organization. This recognition can strengthen the emotional bond between the individual and the organization and facilitate the formation of an organizational identity (Figure 3.2).



Figure 3.2 Theoretical Framework of Social Constructivism

3. Theory of Sense-making

Improvisational behavior is evidence of a person's adaptability and flexibility in the face of uncertainty and change. In nowadays's rapidly constantly changing business environment, this skill is vital to a successful career. Adaptability and flexibility allow individuals to quickly adjust, innovate, and respond to new challenges, which increases their competence in their role. Individuals with improvisational skills are more likely to find innovative solutions to difficult situations, demonstrating a higher level of competence in their position.



Figure 3.3 Theoretical Framework of Sense-making Theory

The basic frameworks of the three theories above provide an significant foundation for understanding the relationships among the variables of “Organizational Identity” “Improvisational Behavior” and “Employees’ Work Competence”.

3.1.2 Conceptual Framework

Based on the above-mentioned theories, The researcher has summarized and formed the conceptual framework. Figure3.4 depicts the conceptual framework of this study. The independent variable is Organizational Identity, which includes four elements: Value Integration, Career Development, Emotional Belonging, and Interpersonal Relationships. The dependent variable is Employees’ Work Competence, which includes three elements: Skills, Self-perception, and Personality traits. There is a mediating variable Improvisational Behavior, which includes Self-awareness, Creativity, and Utilize of Limited Resources.

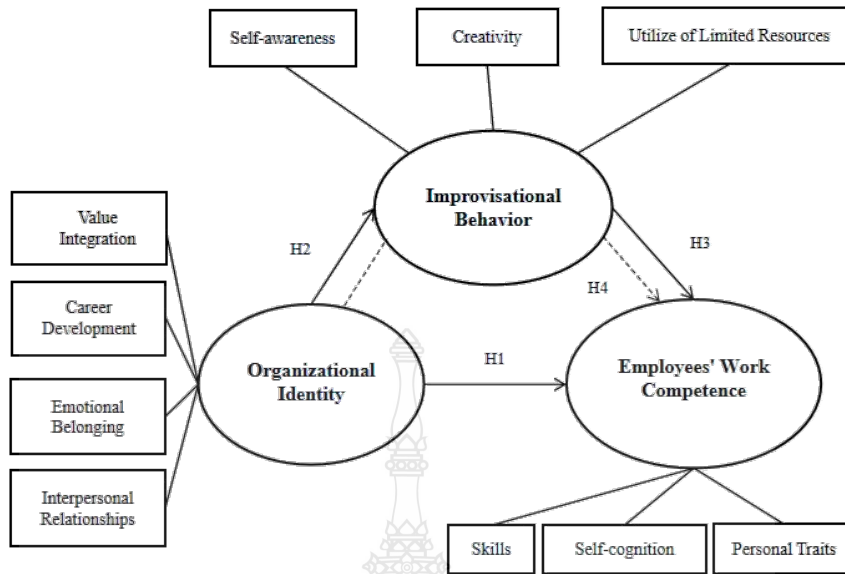


Figure 3.4 Conceptual Framework

3.2 Sampling Technique

3.2.1 Population

According to the “Guidelines for Classification and Identification of Extracurricular Education Programs for Compulsory Education” issued by the Ministry of Education of China in November 2021, art education is classified as “non-disciplinary” programs. According to the above definition, the researcher searched for the attributes of education category and “non-discipline” through the National Comprehensive Platform for Supervision and Service of Out-of-School Education and Training under the supervision of the Ministry of Education of China, and found that as of December 2022, the total number of schools or organizations related to the art education industry in mainland China was 82,553 (this data changes dynamically), but the distribution is not uniform.

Judging by the number of schools or organizations in the field of art education in each region, they are mainly concentrated in Shandong, Zhejiang, Liaoning, Sichuan, Hunan, Hebei, Jiangxi, Guangdong, Shaanxi and Gansu provinces. (See Table 3.1).

Table 3.1 Regional Spread and Number of Schools or Institutions in the National Arts Education Industry (Except Hong Kong, Macao and Taiwan)

No.	Area (Province/Region/Municipality Name)	Amount
1	Shandong	13,636
2	Zhejiang	6,555
3	Liaoning	5,567
4	Sichuan	5,324
5	Hunan	5,108
6	Hebei	4,537
7	Jiangxi	4,319
8	Guangdong	4,265
9	Shanxi(Shan)	3,186
10	Gansu	2,432
11	Neimengu	2,331
12	Hubei	2,291
13	Shanxi(Jin)	2,165
14	Chongqing	1,942
15	Tianjin	1,887
16	Anhui	1,843
17	Jiangsu	1,806
18	Heilongjiang	1,661
19	Jilin	1,594
20	Guangxi	1,541
21	Yunnan	1,442
22	Guizhou	1,424
23	Xinjiang	1,318
24	Ningxia	1,268
25	Fujian	907
26	Hainan	650
27	Henan	555
28	Shanghai	467
29	Beijing	282
30	Qinghai	210
31	Xizang	40
	Total	82,553

Source: Statistical data from National Comprehensive Platform for Supervision Services of Extracurricular Education and Training under the supervision of the Ministry of Education of China.

3.2.2 Sampling

1. Sampling Size

In this study, Researchers set up 10 factors for the three variables. According to structural equation modeling, the proportion of measurement samples for each factor is not less than 30, and the proportion of total measurement samples is required to not less than 400.

Schumacker and Lomax (2010) literature review reveals that in many articles mostly 250 to 500 sample sizes were used, and that sample sizes in this interval are appropriate. While less than 100 samples produce unstable analytical results, especially when the number of variables studied is greater than 10, sample sizes of less than 200 are generally considered to be very unstable in the assessment of parameters, and significance tests lack statistical testing power.

Assuming that only 70% of the returned questionnaires are available, the researcher will increase the sample size by distributing 500 questionnaires in order to make the sample more representative.

2. Sampling Method and Area

Combined with the number of regions in the art education industry (Table 3.1) and based on the sample size of 500 questionnaires distributed. The researcher chose the stratified sampling method to calculate the sample size to be collected from each province and autonomous region in proportion to the number of questionnaires distributed (Table 3.2). The researcher then administered the questionnaires from teachers in the art education sector in each region based on the required sample size for that region. In order to better assist in analyzing the results quantitatively, the researcher will also develop interview outlines for qualitative research.

Table 3.2 Number of Samples Collected in Each Province, Municipality Directly Under the Central Government and Autonomous Region

No.	Area	Number of schools or institutions to which the industry belongs	Proportionate number of questionnaires to be sent	Number of sample forms sent
1	Shandong	13,636	124.123869	124
2	Zhejiang	6,555	59.66793497	60
3	Liaoning	5,567	50.67450709	51
4	Sichuan	5,324	48.46256076	49
5	Hunan	5,108	46.49638624	46
6	Hebei	4,537	41.2987675	41
7	Jiangxi	4,319	39.31438766	39
8	Guangdong	4,265	38.82284404	39
9	Shanxi	3,186	29.00107411	29
10	Gansu	2,432	22.13766863	22
	Total	54,929	500	500

Note: The data in the three column of the table come from data sourced from the National Comprehensive Platform for Supervision and Service of Out-of-School Education and Training, under the supervision of the Ministry of Education of the Government of China. It shows the number of schools or institutions belonging to the art education industry in each province, city and autonomous region.

The top 10 districts in the country were used as the scope of sample collection because the number of the top 10 districts accounted for 66.5% of the total number of districts in the country, which is representative and can be used as a sample for collection. Prorated based on a total of 500 questionnaires distributed. For example, the required sample size for Shandong would be $13636/54929 \times 500 = 124.123869$. The fifth column represents the rounded sample size that should be collected for each region after rounding.

3.3 Research Instrumentation

In order to make the sample more representative, the researcher will collect information from the regions that rank in the top 10 in terms of the number of schools or training institutions belonging to the art education industry in China. In order to collect relevant data effectively, the researcher will use questionnaires to conduct the survey and will

use the qualitative research of interview outline as an assistant. Measurement entries are generally divided into three methods: First, revising mature scales at home and abroad according to different research subjects. Second, developing them completely on their own by means of interviews and expert consultation. Third, draw on existing mature scales at home and abroad and combining them with interviews of the research subjects to compile the required measurement entries. This study adopts the first method, drawing on mature scales at home and abroad and making adjustments and revisions as needed.

3.3.1 Quantitative Research

The Measurement of Personal Information

Personal information includes Gender, Age, Years of work and where you work. It was mainly used for later statistical analysis to find out whether different categories of employees have different understandings of work competence in organizational identity and whether there are individual differences in improvisational behaviors.

Gender is a choice of male or female. The choice of age is determined primarily by selecting an age range. Years of Work was categorized into five time frames which were chosen by the respondents. In terms of geographic location, the researcher set 31 provinces, autonomous regions and municipalities within the survey. (Table 3.1 for details)

Table 3.3 Personal Information (PI)

Personal Information	Question
PI1	Your gender
PI2	Your age
PI3	Years of work
PI4	Where you work

3.3.2 Organizational Identity

1. Measurement of Value Integration

In this questionnaire, the researcher used Du (2015) Value Integration Questionnaire as a reference, which was evaluated, pre-tested, and revised and deleted, resulting in three measurement questions. (as shown in Table 3.4)

Table 3.4 Value Integration (VI) (Adapted from DU, 2015)

Variable Name	Question
VI1	The image of the organization I work for represents me well in the community
VI2	When I talk about the organization I work for, I say “we” instead of “they”
VI3	The success of the organization is also my success
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

2. Measurement of Career Development

Career development mainly refers to the possibility for employees to grow within an organization, which includes employees growing, improving their skills and achieving their career goals throughout their careers. In this questionnaire, the researcher used Du (2015) Career Development Questionnaire as a reference, which was evaluated, pre-tested, modified and deleted, and finally set up 3 measurement questions. (as shown in Table 3.5)

Table 3.5 Career Development (CD) (Adapted from DU, 2015)

Variable Name	Question
CD1	There is more room for advancement in the organization
CD2	There’s a lot to learn here
CD3	The organization I work for has good development prospects
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

3. Measurement of Emotional Belonging

Emotional Belonging is an umbrella term for the different types of emotions that develop as employees build alignment with the organization and involves the emotional connection and identity that employees feel with the organization in the work environment. This emotional connection can lead to employees feeling a strong relationship with the organization and a willingness to work harder for the organization's success and goals. Emotional belonging can lead to many benefits, including increased employee satisfaction, increased employee retention, and higher work performance.

In this questionnaire, the researcher used Du (2015) Emotional Attribution Questionnaire as a reference, and after evaluation, pre-testing, and revision and deletion, the final set of three measurement questions was set. (as shown in Table 3.6)

Table 3.6 Emotional Belonging (EB) (Adapted from DU, 2015)

Variable Name	Question
EB1	I can feel that the organization about my life
EB2	Working here makes me feel at home
EB3	When I am in trouble, I can get help from my organization
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

4. Measurement of Interpersonal Relationships

Interpersonal Relationships are the working and personal relationships between employees and other members of the organization that can influence employees' sense of emotional belonging, work satisfaction, and overall work climate. Positive Interpersonal Relationships help to build cooperation, trust, and common goals, while poor Interpersonal Relationships can lead to tension, conflict, and dissatisfaction. In this questionnaire, the researcher used Du (2015) Emotional Attribution Questionnaire as a reference, and after evaluation, pre-testing, and revision and deletion, the final set of three measurement questions was set. (As shown in Table 3.7)

Table 3.7 Interpersonal Relationships (IR) (Adapted from DU, 2015)

Variable Name	Question
IR1	My leader is an easy person to get close to
IR2	I can get support from my colleagues at work
IR3	Colleagues in our organization are very close to each other
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

3.3.3 Improvisation Behavior

1. Measurement of Self-awareness

Self-awareness is the perception of oneself, one's emotions, needs, abilities and values. In a professional environment, good self-awareness can help employees better understand their strengths and improvement points, set career goals, and adapt to different work scenarios. In this questionnaire, the researcher used Jiang (2007) self-awareness questionnaire, which was adapted and modified with after evaluation, pre-testing, revision and deletion, three measurement questions were finally set. (as shown in Table 3.8)

Table 3.8 Self-awareness (Adapted from Jiang, 2007)

Variable Name	Question
SA1	I care about the way I do things
SA2	I can detect my mood changes in real time
SA3	I usually focus on my inner feelings
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

2. Measurement of Creativity

Creativity is the ability of an employee to generate new and unique ideas, solve problems, come up with innovations, and demonstrate creativity and innovation at work. In the modern workplace, creativity is increasingly valued because it promotes

innovation, competitiveness, and sustained organizational growth. In this questionnaire, the researcher referred to the creativity questionnaire of Carmeli and Schaubroeck (2007) and Han (2007). After evaluation, pre-testing, revision and deletion, three measurement questions were finally set. (as shown in Table 3.9)

Table 3.9 Creativity (Adapted from Carmeli & Schaubroeck, 2007; Han, 2007)

Variable Name	Question
CT1	Most of the time, I am able to turn innovative ideas into reality
CT2	I can translate innovative ideas into practical applications
CT3	I can respond creatively to multiple challenges
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

3. Measurements of Utilize of Limited Resources

Utilizers of Limited Resources is a skill that employees should possess to develop resource management, which is the use of limited resources to produce maximum value. This helps to increase efficiency, reduce costs, and promote innovation and growth in the organization. In this questionnaire, the researcher used Jiang (2010) Utilize of Limited Resources Questionnaire as a reference, after evaluation, pre-testing, revision and deletion, three measurement questions were finally set. (As shown in Table 3.10)

Table 3.10 Utilize of limited resources (Adapted from Jiang, 2010)

Variable Name	Question
ULR1	I am good at sharing resources and working with others to achieve common goals
ULR2	When I encounter a problem, I try to solve it in a new way
ULR3	I am able to think and act in the course of my work
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

3.3.4 Employees' Work Competence

1. Measurement of Skills

Skills are the specific knowledge, abilities, experiences and techniques they possess that can be useful in the workplace to help them accomplish tasks and achieve results. Employees' skills are crucial in the modern workplace, and they have a direct influence on work performance, career development and organizational success. In this questionnaire, the researcher referred to the questionnaire about teachers about skills in training organizations by Xue (2012) and Hu (2021). After evaluation, pre-testing, revision and deletion, three measurement questions were finally set. (As shown in Table 3.11).

Table 3.11 Skills (Adapted from Xue, 2012; Hu, 2021)

Variable Name	Question
SK1	I am able to communicate effectively with students (parents) in a proactive and enthusiastic manner, gaining their trust and respect
SK2	I am able to take my own teaching activities as the object of reflection, examine and analyze my own teaching concepts, teaching behaviors and teaching effects, so as to finally solve teaching problems and promote my own professional development
SK3	I understand and am proficient in knowledge related to my occupation and profession (including knowledge of pedagogy and specialized knowledge of the subject matter I teach)
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

2. Measurement of Self-cognition

Self-awareness refers to employees' sense of self-deficiency, their knowledge, understanding and knowledge of themselves. This includes awareness of personal characteristics, values, emotions, abilities and weaknesses. Self-awareness is critical to personal and professional growth because it enables employees to build on their strengths, manage their weaknesses, align their actions with their values, and effectively manage their emotional responses. It also contributes to better decision-making, improved interpersonal relationships, and overall performance in the workplace.

In this questionnaire, the researcher referred to Wang (2020) questionnaire on self-perception. After evaluation, pre-testing, revision and deletion, three measurement questions were finally set. (as shown in Table 3.12).

Table 3.12 Self-cognition (Adapted from Wang, 2020)

Variable Name	Question
SC1	I can get things done like most people do
SC2	I am positive about myself
SC3	I think I have many good qualities
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

3. Measurement of Personality Traits

Personality Traits are stable behavioral and emotional patterns inherent in an individual, which influence the way an individual thinks, reacts emotionally, behaves, and interacts with others. In this questionnaire, the researcher used the Yang (2020) personality traits questionnaire, after evaluation, pre-testing, revision and deletion, three measurement questions were finally set (As shown in Table 3.13).

Table 3.13 Personality traits (Adapted from Yang, 2020)

Variable Name	Question
PT1	If I make a promise, I will find a way to fulfill it
PT2	I always do my work in an organized way
PT3	I can easily notice changes in moods and feelings produced by different environments
Using the Likert five-point scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree	

3.3.5 Qualitative Research

Qualitative research focuses on capturing and analyzing unstructured or semi-structured data, including text, pictures, audio, and video. This approach is often used to explain complex social phenomena, uncover hidden patterns, trends, and relationships, as well as gain in-depth understanding of participants' feelings and viewpoints.

1. Interview Outline Design

The interview outlines were designed with due regard to the needs of the study. Interviews were conducted with managers or leaders of schools or training organizations belonging to the art education industry that have large amount of students and a large scale and have a high reputation in the industry, a group that should have a background of management-related knowledge. According to the research framework, seven interview questions were set, and eight people were to be interviewed, with each interview lasting 40-50 minutes.

Q1. Please tell us about your understanding of organizational identity and its role in the work of employees.

Q2. To the best of your knowledge, how does employees' identity with the organization influence their performance and competence in their positions?

Q3. Has it been found that organizational identification makes employees more inclined to display positive work attitudes and positive emotions? Does this influence their improvisational behavior?

Q4. How do you think organizational identity motivates employees to work and take pride in their work, thus influencing their improvisational behavior?

Q5. In your opinion, what does improvisational behavior mean? How has it manifested itself in your work experience?

Q6. Have you found that improvisational behavior enhances employees' problem-solving skills? How has improvisational behavior helped you deal with challenges in your experience?

Q7. In your opinion, why might improvisation play a mediating role between organizational identity and work competence? What mechanisms might explain this relationship?

2. Caution

When designing an interview outline, pay particular attention to the following:

1. Ensure that the outline is consistent with the research questions and objectives and provides enough information to answer the research questions.
2. Design open-ended questions to facilitate the free expression of views by the interviewee.
3. Ensure that key themes are covered while giving enough freedom to the interviewees.
4. Ensure that the questions in the outline are organized in logical order.
5. Keep the outline simple and clear, avoiding overly complex or lengthy questions to make it easier for the interviewee to understand and respond.
6. Ensure that the outline covers the variables of the research topic and considers the questions from multiple perspectives in order to obtain comprehensive information.
7. Keep the outline flexible, allowing questions to be adapted or certain topics to be explored in depth based on the respondents' answers.
8. Take into account the respondent's context and background to ensure that the outline is designed to match the respondent's language and comprehension level.
9. Include relevant questions in the outline that protect privacy and respect the wishes of the interviewee to ensure that the interview process is ethical.

3.4 Procedure of the Data Collection

The quality and quantity of data collection affects the representativeness of the sample, this in turn effects the final results of the research study. Therefore, ensuring a successful data collection process is the most crucial step for researchers. In this survey, after completing the questionnaire under the guidance of the adviser, the researcher's data collection process will be as follows.

Step 1: Researchers utilize the online questionnaire platform "Questionnaire Star" to finish the data collection. So, the first step is to input the corresponding questions of the survey into the "Questionnaire Star" platform.

Step 2: Two professors and two domestic industry experts were invited to assess the questionnaire for target consistency, and the questionnaire was modified based on the experts' comments and suggestions to ensure the authenticity of the measurement questions. The IOC is used to assess the congruency between the items tested and the objectives set.

$$IOC = \frac{\sum R}{N}$$

Where:

R = Expert's assessment score; N = Number of subject-matter experts;

The items of the questionnaire based on the score range from -1 to +1 as follows:

+1 = the question is congruent with the objectives; 0 = the question is uncertain to be congruent with the objectives; -1 = means the question is not congruent with the objective.

The items with scores lower than 0.5 have been revised. Then again, the items with scores between 0.5 and 1.0 are considered acceptable.

Step 3: After the questionnaire has been approved by the experts, the researchers will pilot test it on 67 employees related to the art education industry. After collecting these 60 questionnaires, the researchers will conduct reliability and validity tests to check the validity and trustworthiness of the design of the relevant questions in the questionnaire. Meanwhile, the researchers will collect comments and suggestions from the respondents and make necessary changes to the format and content of the questions.

Step 4: After completing the questionnaire items, the researcher created the link to the questionnaire and sent it to the respondents with an estimated 500 valid questionnaires to be recycled. They were also informed about the purpose and significance of the survey and were invited to complete the questionnaire faithfully.

Step 5: During the data collection process, the researcher will closely monitor questionnaire completion, including the number of completed questionnaires and the selection of each question. Once the required number of questionnaires have been completed, the researcher will be able to use the Questionnaire Star platform to statistically download the responses from the respondents.

Step 6: Once the questionnaire collection is complete, the researcher will clean the survey data by removing invalid questionnaires and ensuring that there are more than 400 valid questionnaires. For example, questionnaires with all items having the same options, and questionnaires with a regular response pattern (e.g., repeated cycles of “Strongly disagree”, “Disagree”, “Neither agree or disagree”, “Agree”, “Strongly agree”) will be removed. Only the remaining valid questionnaires will be considered.

In addition, qualitative interviews were conducted face-to-face with eight persons in charge of schools and organizations affiliated with the arts education industry, and each interview took approximately 40-50 minutes to record and then was transcribed into text for analysis.

The above steps are the expected data collection process planned by the researcher.

3.5 Data Processing and Analysis

The researchers will use AMOS for data statistical analysis. Therefore, after collecting the valid questionnaire, they will enter the electronic data into the AMOS statistical software for analysis. In order to facilitate data analysis in the subsequent steps, the researchers have assigned a code to each variable and its corresponding elements based on their name abbreviations, see Table 3.14.

Table 3.14 Abbreviations of Variable and Element Names

No.	Variables and Elements Name	Abbreviation
1	Gender	GR
2	Age	AE
3	Years of Work	YW
4	Where you work	WYW
5	Value Integration	VI
6	Career Development	CD

Table 3.14 Abbreviations of Variable and Element Names (Cont.)

No.	Variables and Elements Name	Abbreviation
7	Emotional Belonging	EB
8	Interpersonal Relationships	IR
9	Organizational identity	OI
10	Self-awareness	SA
11	Creativity	CT
12	Utilize of limited resources	ULR
13	Improvisational behavior	IB
14	Skills	SK
15	Self-cognition	SC
16	Personal traits	PT
17	Employees' work competence	EWC

3.6 Statistical Analysis

This study will use IBM SPSS Statistics 26.0 and Amos Graphics CLI analysis of quantitative data collected. In Chapter 4, the following aspects will be analysis:

3.6.1 Descriptive Statistical Analysis

Descriptive statistical analysis is the process of summarizing and describing data with the aim of understanding the basic characteristics, trends and distribution of the data, rather than performing inferential statistical analysis.

Firstly, is descriptive statistical analysis of personal information, Include four personal information items, including gender, age, years of work, and working location. Analyzing personal information through descriptive statistics can help to understand the age and work experience of the survey population and provide data support for research and decision-making.

Secondly, is each variable descriptive statistics analysis, Include Mean, Standard deviation, Skewness and Kurtosis. Descriptive statistical analysis can help the researcher to understand the distribution of the data, including the central tendency (mean,

median), the degree of dispersion (range, variance), and the shape (skewness, kurtosis) of the data, so as to better grasp the characteristics and structure of the data.

Descriptive statistical analysis is the first step in examining the characteristics and overall picture of the data and can help researchers better understand the data, recognize potential patterns and trends, and provide a basis for further inferential statistical analysis and decision-making.

Correlation analysis of variables is a statistical method that is used to study the relationship between variables, with the main objective of measuring the degree of correlation between variables and revealing the association between them. This study, the Pearson correlation coefficient is mainly used to measure the degree of linear relationship between two variables, with values ranging from -1 to 1, where 0 indicates no correlation, positive values indicate positive correlation, and negative values indicate negative correlation. It is usually used for correlation analysis of normally distributed data.

3.6.2 Statistical Analysis

In analyzing the data, this study involves the following analyses:

1. Reliability Analyses

Reliability analysis is a critical step in ensuring the stability and consistency of measurement tools. Reliability analysis helps to improve the quality of data, ensure the accuracy and credibility of research results, and provides a solid foundation and support for subsequent research. According to Henson (2001), a reliability coefficient of 0.70 or above indicates that the test scores are reliable if the purpose is to develop a measurement tool; if the reliability coefficient is above 0.80, it indicates that the questionnaire has a high level of reliability.

2. Content Validity Analyses

It is of the utmost importance to guarantee that the questionnaire is aligned with its stated objectives, which means that the individual questions in the questionnaire should be consistent with the overall objectives of the study. In this study, two professors and two experts in the Chinese art education industry will be invited to evaluate the content validity of the questionnaire. Ensuring the consistency of the questionnaire's objectives will improve the quality and reliability of the questionnaire and ensure that the study will be effective in achieving the desired objectives and generating meaningful data.

3. Convergent and Discriminant Validity Analyses

Convergent and discriminant validity analyses are important steps in assessing the validity and accuracy of a measurement instrument, such as a questionnaire. These two types of validity analyses are typically used to confirm whether the measurement instrument accurately measures the concept under study with corresponding relationships to other related or unrelated concepts.

3.6.3 Goodness of Fit Indices Test in SEM

In addition, observed variables are directly observable and measurable. While researchers cannot directly measure latent variables, they can refine them into specific items that can be directly measured in the form of questionnaire items, which then become observed variables. In the model evaluation of SEM, the following evaluation indicators are used in this study to assess the fitness between the statistical results and the model's predetermined fit criteria. (As shown in Table 3.15). If the results of the evaluation indicators reach the values in Table 3.15, it indicates that the model fit meets the standard.

Table 3.15 Evaluation of Model fit: Goodness-of-fit Indices

Index	Cutoff criterion
χ^2	$> = 0$
df	
χ^2/df	< 5
GFI	$> .90$
AGFI	$> .90$
CFI	$> .90$
TLI	$> .90$
RMR	> 0
RMSEA	$< .06$
IFI	$> .90$
P-Value	$> .05$

3.6.4 Structural Equation Modeling (SEM)

In accordance with the research requirements, the researcher will use Structural Equation Modeling (SEM) techniques for the statistical analysis and interpretation of the data obtained from the questionnaire survey.

Structural equation modeling (SEM) is a multivariate statistical method that represents the relationships between observed variables and latent variables as well as the relationships between latent variables using linear equations. Structural modeling is used to describe the causal relationship between variables. It can contain both direct and indirect effects and represents the relationship between variables through path coefficients (path coefficients). By estimating and testing structural models, it is possible to determine whether the relationship between the variables is significant or not, and to provide a measure of model fit to assess the accuracy of the model.

SEM not only measures the direct relationship between independent and dependent variables but also assesses the indirect relationships through mediating variables. In this study, the researchers consider work involvement and organizational identity as mediating variables and hypothesize that organizational climate not only directly influences employees' innovative behavior but also has indirect effects on this behavior through work involvement and organizational identity. These indirect effects cannot be predicted and analyzed by multiple regression analysis alone. Therefore, the researchers used SEM to analyze the research variables. In SEM, a distinction is made between latent variables and observed variables. Latent variables refer to non-quantifiable concepts that cannot be measured directly. For example, Organizational Identity (OI) with the Improvisational Behavior (IB) and Employee Work Competence (EWC) are relatively broad concepts in this study that cannot be directly measured and are therefore potential variables.

CHAPTER 4

RESEARCH RESULT

The findings of the empirical research, which were derived from the statistical analysis of data collected from respondents in Chinese art education industry, address the research questions and hypotheses that were formulated at the outset of the study. On the basis of the literature review and the theoretical framework of the study in the previous three chapters, the researcher formulated the research hypotheses among the variables and set up a quantitative research method using questionnaire survey as a measurement tool and a qualitative research method of conducting interviews to verify the research hypotheses. Before the questionnaire survey, the researcher conducted the IOC test and also carried out the pre-testing, on this basis, the questions of the questionnaire were modified to form the final questionnaire and collect the relevant data.

This chapter is divided into two sections., quantitative section and qualitative section, to analyses the results of quantitative and qualitative research respectively.

PART 1: QUANTITATIVE PART

4.1 Questionnaire Distribution and Recycle

So as to explore the influence of organizational identity as well as improvisational behavior on the employees' work competence in the art education industry, this paper uses a questionnaire survey to collect first-hand data and takes employees in the top 10 regions in China in terms of the number of schools or institutions belonging to the art education industry as the target sample. The way of making links was used to send questionnaires to the target samples, which were teachers engaged in full-time teaching in the art education industry, the total number of questionnaires distributed was 600, 550 questionnaires were recycled, with a response rate of 91.67%, 43 invalid questionnaires were deleted, and the total number of valid questionnaires was 507.

Data analysis has been done in SPSS and AMOS software on the necessary dimensions to verify whether the research hypotheses are valid or not and to measure the relationship between the research variables.

4.2 Descriptive Statistical Analysis

4.2.1 Descriptive Statistical Analysis of Personal Information

The survey questionnaire has set four personal information items, including gender, age, years of work, and working location. The distribution of the basic information of the sample based on the characteristics of demographic variables, including gender, age, years of work, and basic information about the location of work is shown in Table 4.1.

Table 4.1 Basic Information on the Population

Basic Information	Options	Frequency	Percentage
Gender	Male	235	46.35%
	Female	272	53.65%
Age	22-26	137	27.02%
	27-30	125	24.65%
	36-39	114	22.49%
	40 or more	131	25.84%
Years of work	Less than 1 year	70	13.81%
	1-3 years	132	26.04%
	4-5years	60	11.83%
	6-10years	118	23.27%
	Over 10 years	127	25.05%
Location of work	Shangdong	125	24.65%
	Zhejiang	60	11.83%
	Liaoning	51	10.06%
	Hunan	51	10.06%
	Sichuan	49	9.66%
	Hebei	41	8.09%
	Guangdong	39	7.69%
	Jiangxi	39	7.69%
	Shanxi	30	5.92%
	Gansu	22	4.34%

From the survey statistics, it is shown that the number of women is slightly more than the number of men, which is in line with the reality that there are more women than men enrolled in art majors in Chinese higher education institutions, and also in line with the fact that there are more female employees than male employees in the art education industry; the age of employees is generally between 22-39 years old, with a combined percentage of 74.16%, and the percentage of those who are 40 years old and above is 25.84%, which is also in line with the characteristics of the youthfulness of employees in the art education industry. This is also in line with the characteristics of the youthfulness of the employees in the art education industry; in the working years, it can be seen that 13.81% of the employees have been working for less than one year, 26.04% for 1-3 years, 35.1% for more than 3 to 10 years, and 25.05% for more than 10 years, which can be inferred that there are a small portion of senior employees in the art education industry who have been engaged in this field of work for an extended period of time (more than 10 years). From this, it can be inferred that there are a small number of senior employees with long working years (more than 10 years) in the art education industry.

4.2.2 Variable Descriptive Statistics Analysis

Descriptive statistical analysis of variables is a method of summarizing and describing the variables in a dataset to provide information about the distribution, central tendency, and dispersion of the variables. This study tested 13 latent variables, which are Value Integration (VI), Career Development (CD), Emotional Belonging (EB), Interpersonal Relationships (IR), Organizational Identity (OI), Self-awareness (SA), Creativity (CT), Utilization of Limited Resources (ULR), Improvisational Behaviors (IB), Skills (SK), Self-cognition (SC), Personality Traits (PT), and Employees' Work Competence (EWC).

The mean represents the average level of agreement among respondents for the observed variables of latent variables. So, this study analyzed the average values of selections for each observed variable and corresponding items for latent variables, aiming to assess the respondents' level of agreement with the choices for each variable.

1. Descriptive Statistical Analysis of the Organizational Identity Scale

As demonstrated in Table 4.2, the absolute value of the skewness of each variable is less than 3, and the absolute value of the kurtosis is less than 8. These values

indicate that the measurement data are more consistent and that fluctuations are within an acceptable range. Thus, it can be assumed that the measurement data of each indicator follows a normal distribution. Mean of variable Organizational Identity = Total Score/Total Number of questionnaires. So it means that Organizational Identity mean value of the variable should is 3.489. Meanwhile, the mean values of the factors are all above 3.4, indicating that the average agreement of each observed variable is high. And the standard deviations are all between .862-1.142, indicating that there are no outliers and systematic errors in the research data.

Table 4.2 Descriptive Statistical Analysis of the Organizational Identity Scale

Variable	Mean	Standard deviation	Skewness	Kurtosis
Value Integration	3.530	1.095	-.473	-.934
Career Development	3.481	1.142	-.424	-.991
Emotional Belonging	3.521	1.112	-.491	-.907
Interpersonal Relationships	3.425	1.128	-.364	-1.086
Organizational identity	3.489	.862	-.037	-1.413

2. Descriptive Statistical Analysis of the Improvisational Behavior Scale

As demonstrated in Table 4.3, the absolute value of the skewness of each variable is less than 3, and the absolute value of the kurtosis is less than 8. This indicates that the measurement data are more consistent and the fluctuation is within an acceptable range. Thus, it can be assumed that the measurement data of each indicator follows a normal distribution. Mean of variable Improvisational Behavior = Total score/Total number of questionnaires. In other words, the mean value of Improvisational Behavior is 3.467. Meanwhile, the mean values of the variablethe mean value of are all above 3.4, indicating that the average agreement of each observed variable is high. And the standard deviations are all between .901-1.121, indicating that the research data have no outliers and systematic errors.

Table 4.3 Descriptive Statistical Analysis of Improvisational Behavior Scale

Variable	Mean	Standard deviation	Skewness	Kurtosis
Self-Awareness	3.487	1.085	-.433	-.896
Creativity	3.442	1.121	-.386	-1.087
Utilization of Limited Resources	3.473	1.118	-.339	-1.104
Improvisational behavior	3.467	.901	-.115	-1.327

3. Descriptive Statistical Analysis of Work Competence Scales

As demonstrated in Table 4.4, the absolute value of the skewness of each variable is less than 3, and the absolute value of the kurtosis is less than 8. This indicates that the measurement data are more consistent and the fluctuation is within an acceptable range. Thus, it can be assumed that the measurement data of each indicator follows a normal distribution. Mean of the variable Employees' Work Competence = Total score/Total number of questionnaires. In other words, the mean value of Employees' Work Competence is 3.455. Meanwhile, the mean values of the variables are all above 3.4, indicating that the average agreement of each observed variable is high. And the standard deviations are all between .901-1.155, indicating that the research data have no outliers and systematic errors.

Table 4.4 Descriptive Statistical Analysis of Work Competence Scale

Variable	Mean	Standard deviation	Skewness	Kurtosis
Skills	3.462	1.155	-.415	-1.034
Self-cognition	3.478	1.107	-.414	-1.000
Personal traits	3.425	1.128	-.327	-1.099
Work competence	3.455	.901	-.081	-1.265

In summary, according to the above three tables of statistical data, it can be seen that the standard deviation of all factors is greater than 0.5, indicating that there is a certain bias in the user's cognition of things, which is due to the questionnaire collection of the

differences in the professional background of the respondent users and the differences in the region in which they are working, and so on, and there are different cultures and values in different regions, which may affect the respondent's attitudes and perceptions of some topics. It also indirectly shows that the questionnaire collection is a free and open process, allowing users to express their own opinions. The the Pearson correlation coefficient, also known as the Pearson product-moment correlation coefficient (PPMCC or PCC for short), is a statistical measure that quantifies the strength and direction of the linear relationship between two continuous variables. the correlation is not too large or highly correlated, which provides a good basis for the subsequent hypothesis testing. Therefore, the data from this research is suitable for the next step of testing.

4.2.3 Variable Correlation Analysis

The objective of variable correlation analysis is to examine the relationship between two variables. In statistics, the Pearson correlation coefficient, also known as the Pearson product-moment correlation coefficient, or PPMCC or PCCs for short, is a statistical measure of the strength and direction of a linear relationship between two continuous variables. It is one of the most commonly employed indicators of correlation and is frequently utilized to quantify the degree of linear correlation between two variables. The correlation coefficient is a measure of the strength and direction of the relationship between two variables and can have values between -1 and 1.

Wherein:

$r = 1$, indicates perfect positive correlation (positive correlation means that the values of both variables increase or decrease at the same time); $r = -1$, indicates perfect negative correlation (a negative correlation means that when the value of one variable goes up, the value of the other variable goes down, and vice versa); $r = 0$, means there is no linear correlation.

Each cell value represents the Pearson Correlation, denoted as "sig". The asterisks following the correlation coefficient indicate whether the correlation analysis result is statistically significant. One * indicates significance at the 0.05 level, ** represents significance at the 0.01 level, and usually, $\text{sig} < 0.05$ is considered significant and has statistical meaning.

Table 4.5 Correlation Analysis

	Organizational identity	Improvisational behavior	Employees' work competence
Organizational identity	1		
Improvisational behavior	.456**	1	
Employees' work competence	.419**	.406**	1

Note: ** Significance at the .01 level (two-tailed), indicating significant correlation

Table 4.5 shows that correlation coefficients for all three variables are greater than 0, ranging between .406 and .456. This indicates that there is a moderate positive correlation between the three variables. For example, the correlation coefficient between Organizational Identity and Improvisational Behavior is .456, indicating that if there is high organizational identity, the likelihood of employees engaging in improvisational behavior increases.

4.3 Statistical Analysis

The statistical analysis contents three parts: the first one is reliability analyses, the second one is content validity analyses, the third one is convergent and discriminant validity analyses.

4.3.1 Reliability Analyses

Currently, the internal consistency coefficient is the most commonly used reliability test (alpha coefficient) in Cronbach's Alpha, where larger value, the higher the internal consistency of the measurement scale. This is by far the most commonly used method of reliability analysis in social science research. It is the consistency or stability of the test results rather than the test or measurement questionnaire itself, i.e., the data and information from the questionnaire reflect the actual and true accuracy of the research object. As the reliability of the questionnaire increases, so too does the reliability of the survey or test results obtained through the use of the scale. Generally, a questionnaire with a Cronbach's alpha of .7 or more has value for use, and a Cronbach's alpha of .8 or more indicates that the questionnaire has good reliability.

Sixty-seven employees in the arts education industry were invited to pre-test the questionnaire before the formal questionnaire was sent out, and the Cronbach's alpha was .952, which is greater than .7 and meets the reliability requirements of the validation analysis, as well as being consistent with the IOC results. After the pre-test and IOC, a final questionnaire was developed to gather data. The collected data was analyzed for reliability, and the results are presented in Table 4.6.

Table 4.6 Reliability Statistics for Each Variable

Variable	Cronbach's Alpha	Number of items
Value Integration	.846	3
Career Development	.869	3
Emotional Belonging	.861	3
Interpersonal Relationships	.855	3
Self-Awareness	.852	3
Creativity	.855	3
Utilization of Limited Resources	.868	3
Skills	.876	3
Self-cognition	.853	3
Personal traits	.863	3

Table 4.6 shows that the Cronbach's alpha values of Organizational Identity's factors Value Integration, Career Development, Emotional Belonging and Interpersonal Relationships were .846, .869, .861, and .855, respectively, which indicates a good measurement reliability.

The Cronbach's alpha values of the Improvisational Behavior's factors Self-awareness, Creativity, and Utilization of Limited Resources were .852, .855, and .868, respectively, which indicates a good measurement reliability.

The Cronbach's alpha values of the Employees' Work Competence's factor Skills, Self-perception, and Personality Traits are .876, .853, and .863, respectively, which indicates a good measurement reliability.

In conclusion, the Cronbach's alpha coefficients for the factors of the variables in this study exceed .7, which signifies that the reliability of the questionnaire is satisfactory.

4.3.2 Content Validity Analyses

The IOC for this study has been evaluated by two professors, and two experts in the Chinese art education industry.

The scores for the four factors Value Integration (VI), Career Development (CD), Emotional Belonging (EB) and Interpersonal Relationships (IR) for the variable of Organizational Identity (OI) were .83, .92, .92, and 1. The scores for the three factors Self-Awareness (SA), Creativity (CT), and Utilize of Limited Resources (ULR) for the variable of Improvisational Behavior (IB) were .83, .83, and .75. The scores for the three factors Skills (SK), Self-Cognition (SC) and Personality Traits (PT) for the variable of Employees' work competence (EWC) were 1, .75 and 1.

The overall assessment score was 0.883, which was deemed to be satisfactory. The feedback was incorporated into the revised data collection questionnaire, which included suggestions regarding the wording and rewording of questions, the sequence of questions, and the presentation of questions.

4.3.3 Confirmatory Factor Analysis (CFA) for the Latent Variables

In this study, convergent validity and discriminant validity is used to test the three latent variables. Convergent Validity refers to how common multiple observables (or variables) of a construct are under the latent factor. Specifically, it examines the correlation between individual observables under the same underlying factor.

There are three criteria that are usually used when validating convergent validity using validated factor analysis:

I: Standardized factor loadings are greater than .5 and reach the significance level.

II: Combined reliability (CR) is greater than .7, i.e., construct reliability, which mainly reflects the reliability of the latent variable.

III: The average variance extracted (AVE) is greater than .5, and the average variance extracted is the variance of the latent variable due to measurement error when obtaining explanations from its measurement items.

According to Bagozzi and Phillips (1991) study, the acceptable level of CR above .7 and AVE above .5 respectively support the convergent validity. Collating the AMOS output gives the statistical results of factor loading, and according to Table 4.7, It is evident that the compliance of each factor for all indicators is greater than .5, indicating that each indicator is well representative of the latent variable to which it belongs, and that the average variance extracted (AVE) for each variable is greater than .5, and the combinatorial reliability (CR) is greater than .7, which suggests that the clustered the study is sufficiently valid.

$$AVE = \sum \frac{\lambda^2}{n} \quad CR = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \sum \theta}$$

Note: R^2 = Standardized Multiple Correlations; θ = Error ($\theta=1-R^2$); λ = Standardized Factor Loading; n = Number; Σ = Sum

Discriminant validity refers to the ability to distinguish between observed values when measuring different variables using different indicators. Hair et al. (2014) suggest that the square root of AVE should be greater than the correlation coefficients between the respective pairs of variables, demonstrating discriminant validity among constructs.

1. Confirmatory Factor Analysis of the Organizational Identity Scale

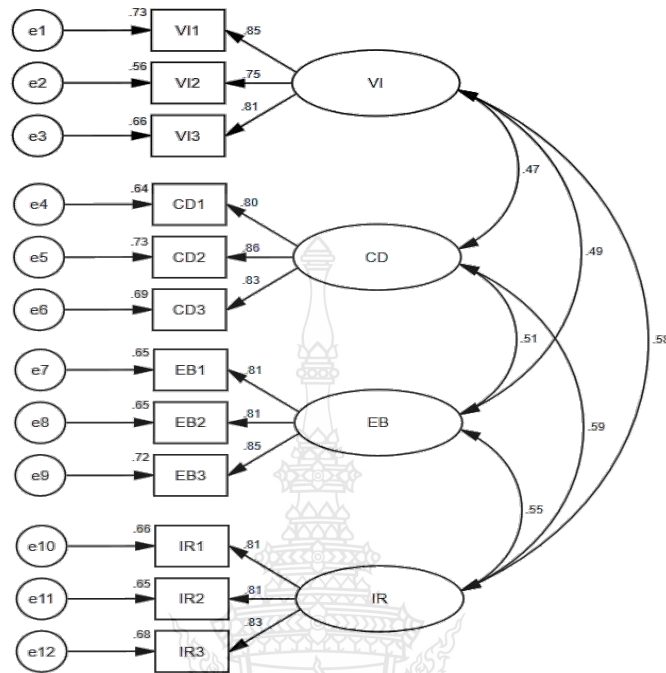


Figure 4.1 Validated Factor Analysis Model for the Organizational Identification (IO) Scale

The Convergent Validity Test Results

As shown in table 4.7, the Standardized Factor Loading the organizational identity affiliation factor and the observed variables is from .748 between .857, greater than .6. This indicates that the relationship between the observed variables and the affiliation factor is relatively strong and reaches a significant level. R^2 is .560 to .734, greater than .36.

The CR of four affiliation factors that Value Integration, Career Development, Emotional Belonging, and Interpersonal Relationships are .847, .870, .861, .855, all greater than .7. The AVE values are .650, .691, .674, .663, all greater than .5. Show that aggregation validity is acceptable, indicating that the metrics are reliable and can be used for valid measurement and evaluation.

Table 4.7 Results of Convergent Validity Analysis of Organizational Identity

Relationship of Indicators	Standardized Factor Loadings	R ²	θ (1-R ²)	CR	AVE
VI1 <-- Value Integration	.852	.726	.274		
VI2 <-- Value Integration	.748	.560	.440	.847	.650
VI3 <-- Value Integration	.815	.664	.336		
CD1 <-- Career Development	.802	.643	.357		
CD2 <-- Career Development	.857	.734	.266	.870	.691
CD3 <-- Career Development	.834	.695	.305		
EB1 <-- Emotional Belonging	.806	.650	.350		
EB2 <-- Emotional Belonging	.808	.652	.348	.861	.674
EB3 <-- Emotional Belonging	.849	.721	.279		
IR1 <-- Interpersonal Relationships	.810	.657	.343		
IR2 <-- Interpersonal Relationships	.805	.648	.352	.855	.663
IR3 <-- Interpersonal Relationships	.827	.684	.316		

Note: The fifth column, R² is the square of the standardized factor loading and typically should be greater than .36.

Discriminant Validity Test Results

Distinguishing validity means that when different variables are measured using different indicators, the observed values should be distinguishable from each other, focusing on differences between constructs, i.e., ensuring that two different latent factors are measured independently and not correlated with each other. Discriminant validity can be measured in terms of the correlation coefficients between variables compared to the square root of their average extracted variance (AVE), which is considered to be good when the square root of the AVE of a variable is greater than the correlation coefficients of that variable with other variables.

In assessing discriminant validity, this is usually done by comparing factor loadings between different latent factors, cross loadings of the observed indicators, and correlations between constructs. If the discriminant validity is good, then the different latent factors should be able to be clearly distinguished.

From the AMOS analysis of the correlation coefficient matrix output from this study, it can be seen that the overall discriminant validity as shown in table 4.8 is acceptable and can be analyzed in the next step.

From table 4.8, it can be seen that the bold font value is valid only if it is greater than the other values in the rows and columns, e.g., .806 is greater than the remaining 3 values in the first column of the table (.554, .586, .577). The last row of boldface .814 is greater than the remaining 3 values in this row (.577, .490, .473).

Table 4.8 The Discriminant Validity Test Results for Organizational Identity

	Interpersonal relationship	Emotional belonging	Career development	Value integration
Interpersonal relationship	.806			
Emotional belonging	.554	.831		
Career development	.586	.511	.822	
Value integration	.577	.490	.473	.814

Note: Bold font indicates the square root of AVE.

2. Confirmatory Factor Analysis of the Improvisational Behavior Scale



Figure 4.2 Validated Factor Analysis Model for the Improvisational Behavior Scale

The convergent validity test results

As shown in table 4.9, the Standardized Factor Loading of improvisational behavior and the observed variables is from .798 between .846, greater than .6. This indicates that the relationship between the observed variables and the affiliation factor is relatively strong and reaches a significant level. R^2 is from .637 to .715, greater than .36.

The CR of three affiliation factor that Self-Awareness, Creativity, Utilization of Limited Resources are .852, .855, .868, all greater than .7. The AVE values are .657, .663, .687, all greater than .5. Show that aggregation validity is acceptable, indicating that the metrics are reliable and can be used for valid measurement and evaluation.

Table 4.9 Results of Convergent Validity Analysis

Relationship of Indicators	Standardized Factor Loadings	R^2	θ ($1-R^2$)	CR	AVE
SA1 $\leftarrow$ Self-Awareness	.817	.667	.333		
SA2 $\leftarrow$ Self-Awareness	.799	.639	.361	.852	.657
SA3 $\leftarrow$ Self-Awareness	.815	.664	.336		
CT1 $\leftarrow$ Creativity	.811	.657	.343		
CT2 $\leftarrow$ Creativity	.798	.637	.363	.855	.663
CT3 $\leftarrow$ Creativity	.834	.696	.304		
ULR1 $\leftarrow$ Utilization of Limited Resources	.829	.687	.313		
ULR2 $\leftarrow$ Utilization of Limited Resources	.811	.658	.342	.868	.687
ULR3 $\leftarrow$ Utilization of Limited Resources	.846	.715	.285		

Note: The fifth column, R^2 is the square of the standardized factor loading and typically should be greater than .36.

Discriminant Validity Test Results

In the table below, the coefficients boded on the diagonal represent the square root of AVE. Additionally, the square root of AVE for each observed variable is greater than the coefficients outside the diagonal, indicating discriminant validity among

the latent variables within the construct of improvisational behavior. The square root of the AVE of Self-awareness (.810) was greater than the correlation coefficients of Self-awareness with other variables (.585, .565). The square root of the AVE of Creativity (.815) was greater than the correlation coefficient of Creativity with the other variables (.585, .562). The square root of the AVE for Utilization of Limited Resources (.829) is greater than the correlation coefficient of Utilization of Limited Resources with other variables (.565, .562).

Table 4.10 The Discriminant Validity Test Results for Improvisational Behavior

	Self-Awareness	Creativity	Utilization of Limited Resources
Self-Awareness	.810		
Creativity	.585	.815	
Utilization of Limited Resources	.565	.562	.829

Note: Bold font indicates the square root of AVE.

3. Confirmatory Factor Analysis of the Employees' Work Competence

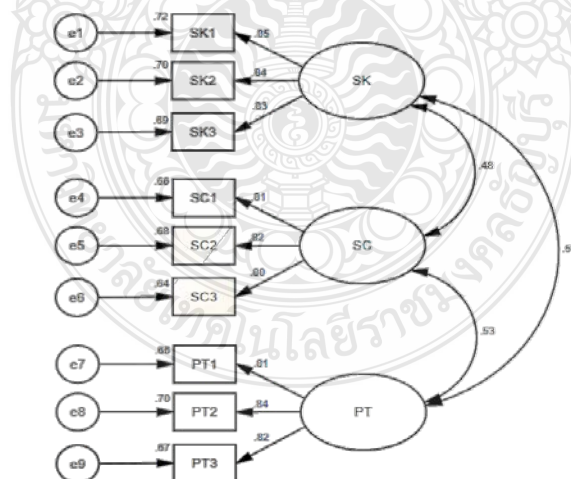


Figure 4.3 The Confirmatory Factor Analysis Model of the Employees' Work Competence

The Convergent Validity Test Results

In the table below, the researcher analyzed the data using AMOS software and found that the standardized factor loadings of all the items in the employees' work competence Scale were greater than .5. this indicates that each item is representative of the corresponding latent variable. The composite reliability (CR) of each measured variable was greater than .7 and the average variance extracted (AVE) was greater than .5, indicating that the convergent validity of this study is acceptable.

Table 4.11 The Convergent Validity Test Results of Employees' Work Competence

Relationship of Indicators	Standardized Factor Loadings	R ²	θ (1-R ²)	CR	AVE
SK1 ← Skills	.848	.719	.281		
SK2 ← Skills	.838	.703	.297	.877	.703
SK3 ← Skills	.830	.689	.311		
SC1 ← Self-cognition	.812	.659	.341		
SC2 ← Self-cognition	.823	.677	.323	.854	.660
SC3 ← Self-cognition	.803	.645	.355		
PT1 ← Personal traits	.814	.663	.337		
PT2 ← Personal traits	.835	.698	.302	.863	.678
PT3 ← Personal traits	.821	.674	.326		

Note: The fifth column, R² is the square of the standardized factor loading and typically should be greater than .36.

Discriminant Validity Test Results

In the table below, the coefficients bolded on the diagonal represent the square root of AVE. Additionally, the square root of AVE for each observed variable is greater than the coefficients outside the diagonal, indicating discriminant validity among the latent variables within the construct of Employees' Work Competence. The square root of AVE for skill (.838) is greater than the correlation coefficient of vigor with other variables (.483, .555). The square root of the AVE of Self-cognition (.812) was greater than the correlation coefficient of Self-cognition with other variables (.483). The square

root of AVE for personal traits (.823) was greater than the correlation coefficients of absorption with other variables (.555, .534).

Table 4.12 The Discriminant Validity Test Results for Employees' Work Competence

	Skills	Self-cognition	Personal Traits
Skills	.838		
Self-cognition	.483	.812	
Personal Traits	.555	.534	.823

Note: Bold font indicates the square root of AVE.

4.4 Goodness of Fit Indices Test in SEM

In this study, the fit indices of the structural models were initially evaluated prior to employing structural equation modeling for measurement and analysis. As shown in the table below, the structural models for the three latent variables: Organizational Identity, Improvisational Behavior, and Employees' Work Competence fit well, indicating that structural equation modeling analysis can be performed.

Table 4.13 Goodness of Fit Indices Test Results for the Structural Model

Index	Cutoff Criterion	Goodness of Fit Results
χ^2	≥ 0	412.853
Df		392
χ^2/df	< 5	1.053
GFI	$> .90$	.949
AGFI	$> .90$	.939
CFI	$> .90$	.998
TLI	$> .90$	.997
RMR	> 0	.050
RMSEA	$< .06$	.010
IFI	$> .90$	.998
p-value	$> .05$	.225

Note: Data from analysis

Table 4.13 The smaller the RMSEA value, the better the model fit. Values between 0.05 and 0.08 indicate a good model fit. If it is less than .05, then the model fit is very good. The RMSEA value of the model is .010, which is less than .05, indicating a good model fit. When the GFI value is greater than .9, it indicates a good fit. The GFI value of this model is .949, which indicates good model fit. AGFI is the adjusted fit index, which increases with the increase of GFI, preferably greater than .9. The AGFI index of this model is .939, A p-value is .225, greater than .05 indicates that the difference between the observed data and the model is not significant. which indicates that the model is very well fitted.

From Tables 4.13, it can be observed that the values of model are all within the valid range. This indicates that the model has good fit and is suitable for structural equation modeling analysis.

4.5 Significance Analysis in SEM

The present study initially undertook an examination of the non-standardized coefficients of the measurement model, with the objective of evaluating the significance between variables and measurement items, as well as the indirect effect.

4.5.1 The Result of Regression Weight Analysis

Regression weight analysis is primarily employed to analyze the non-standardized estimates, standard errors, Critical Ratios, and significance results between variables. This is done to assess the magnitude and significance level of the model's effects, as well as understand the extent to which each characteristic affects the target variable.

Table 4.14 The Result of Model Regression Weights

Pathway relationship			Estimate	S.E.	C.R.	P	Result
Improvisational Behavior	<--	Organizational Identity	.635	.078	8.121	***	Support
Work competence	<--	Improvisational Behavior	.345	.081	4.247	***	Support
Work competence	<--	Organizational Identity	.381	.086	4.425	***	Support

Note: The data in the table are all non-standardized values

From Table 4.14, the fourth column, “Estimation”, represents non-standardized estimates, with values closer to 1 indicating a greater influence. For instance, the impact coefficient of organizational identity on improvisational behavior is .635, which is higher than the impact coefficient of organizational identity on work proficiency, which is .381. This suggests that organizational identity has a greater influence on improvisational behaviors than it does on work competence.

Column 5 “S.E.” indicates standard error. Column 6 “C.R.” (Critical Ratio) Typically, we consider a study significant if the $C.R. \geq 1.96$.

Column 7 indicates the significance of p-value. When the significance level is less than .01, it is shown as ***. If the significance level is greater than .01, the actual value is shown. Thus, the level of significance for the effect of organizational identity on employees’ work competence is .01. When all the significance p-values are less than .05, it indicates that the influence is significant and acceptable, which also indicates that our hypothesis is valid.

4.5.2 The Variances Analysis Result for the Variables

In structural equation modeling (SEM), “variance” refers to the variability or dispersion of a variable’s values within a sample. It is a statistic that quantifies how much individual data points differ from the meaning of that variable. Variance is crucial in SEM for understanding the distribution and spread of variables, which helps in assessing the strength and significance of relationships among variables. By analyzing variance, researchers can evaluate how much of the variability in one variable is accounted for by other variables, and how much is due to measurement error or other factors.

As can be seen in Table 4.15, the values of Estimate, S.E. and C.R. are all positive and the values of P in the fifth column are all represented by ***, indicating that the model is statistically significant.

Specifically, take the first line as an example: Estimate (Estimate) is .529, Standard Error (S.E.) is .079, Critical Ratio (C.R.) is 6.655, The level of significance (P) is ***.

Based on these data, the following conclusions can be drawn:

The estimated value is .529, which means that the value of the coefficient estimated in this analysis is .529.

The standard error is .079, which indicates that the standard error of the estimate is 0.079, reflecting the degree of uncertainty in the estimate.

The critical ratio is 6.655, which is usually used to determine the significance of the estimate. In this case, a critical ratio greater than 1.96 (the T-value at the general level of significance) indicates that the estimate may be statistically significant.

The level of significance (p) is ***, usually *** indicates a very small p-value (usually less than 0.001), which means that the estimate is highly significant.

Combining these data, it can be concluded that the estimate of .529 is statistically significant because its critical ratio is well above the threshold for the general level of significance, and also the p-value is very small. This indicates that this estimate is likely to be true and statistically significant for the study.

Therefore, we can conclude that organizational identity in this study has a significant influence on improvisation behavior and employees' work competence. In addition, improvisational behavior also has a significant influence on employees' work competency.

Table 4.15 The Result of Variances

Items	Estimate	S.E.	C.R.	P
OI	.529	.079	6.655	***
e1	.427	.048	8.871	***
e2	.665	.053	12.593	***
e3	.545	.052	10.547	***
e4	.585	.050	11.806	***
e5	.448	.047	9.602	***
e6	.489	.046	10.618	***
e7	.556	.049	11.293	***
e8	.529	.047	11.249	***
e9	.454	.047	9.613	***
e10	.554	.050	11.177	***
e11	.557	.049	11.337	***
e12	.542	.052	10.509	***
e13	.510	.048	10.578	***

Table 4.15 The Result of Variances (Cont.)

Items	Estimate	S.E.	C.R.	P
e14	.550	.049	11.284	***
e15	.509	.047	10.735	***
e16	.556	.050	11.142	***
e17	.580	.051	11.349	***
e18	.501	.050	10.006	***
e19	.484	.045	10.810	***
e20	.537	.047	11.317	***
e21	.461	.046	10.039	***
e22	.466	.045	10.268	***
e23	.513	.049	10.561	***
e24	.497	.045	10.978	***
e25	.554	.052	10.698	***
e26	.508	.049	10.383	***
e27	.550	.050	10.938	***
e28	.516	.047	10.933	***
e29	.528	.051	10.371	***
e30	.514	.047	10.872	***
e31	.548	.066	8.297	***
e32	.546	.064	8.482	***
e33	.577	.068	8.536	***
e34	.429	.063	6.838	***
e35	.431	.061	7.022	***
e36	.433	.062	7.028	***
e37	.471	.062	7.629	***
e38	.566	.072	7.843	***
e39	.547	.071	7.748	***
e40	.451	.065	6.927	***
e41	.389	.061	6.404	***
e42	.375	.062	6.077	***

Note: The data in the table are all non-standardized values

4.5.3 Significance Analysis of the Indirect Effect Model

The significance of indirect effects is usually tested by mediation effect analysis, a key prerequisite for analyzing the indirect effects of various mediating variables in SEM. Therefore, before analyzing the indirect effects, the unstandardized values of the mediating effects were analyzed for significance in this study.

Table 4.16 Significance Analysis of the Indirect Effect Model

Type of effect	Estimate	SE	T-value	Lower	Upper	p-value
Total effect	.601	.078	7.705	.463	.776	.000
Direct effect	.381	.093	4.097	.207	.577	.000
Indirect effect	.219	.065	3.369	.108	.361	.000

Note: 1. The data in the table are all non-standardized indirect effect values.
2. SE is bootstrap standard errors, Z is Estimate/SE.

Based on the Sobel (1982) Test's significance criteria for the indirect effect, T-value is Estimate/SE, and the SE is bootstrap standard errors, when the t-value exceeds 1.96, it indicates a significant mediating effect.

The unstandardized coefficients for the mediating effect in Table 4.16 show that the Z-value ranges from 3.369-7.705, which is greater than 1.96. Meanwhile, the Total effect is .463-.776, Direct effect confidence intervals are .207-.577, and Indirect effect confidence intervals are .108-.361, which All three confidence intervals do not include zero, which indicates that there is a significant indirect effect in this model.

4.6 Analysis of Hypothesis Test

Structural equation modeling (SEM) is a sophisticated multivariate statistical technique designed to establish and test relationships between both observed and latent variables. This method integrates the principles of factor analysis and path analysis, thereby providing a comprehensive framework for examining the complex interconnections within a dataset. Specifically, SEM enables researchers to quantify not only the direct relationships between independent and dependent variables, but also to investigate the indirect effects that occur through mediating variables.

The primary objective of this study is to investigate the influence of organizational identity on employees' work competence. This relationship is examined in two ways: first, by measuring the direct effect of organizational identity on work competence; second, by assessing the indirect effect, which is mediated through the variable of improvisation. The use of structural equation modeling (SEM) allows for a rigorous analysis and testing of the proposed measurement model, ensuring that both direct and indirect pathways are thoroughly examined. This approach allows for a more profound comprehension of the manner in which organizational identity affects employees' work competence, both directly and indirectly through the mediating function of improvisation.

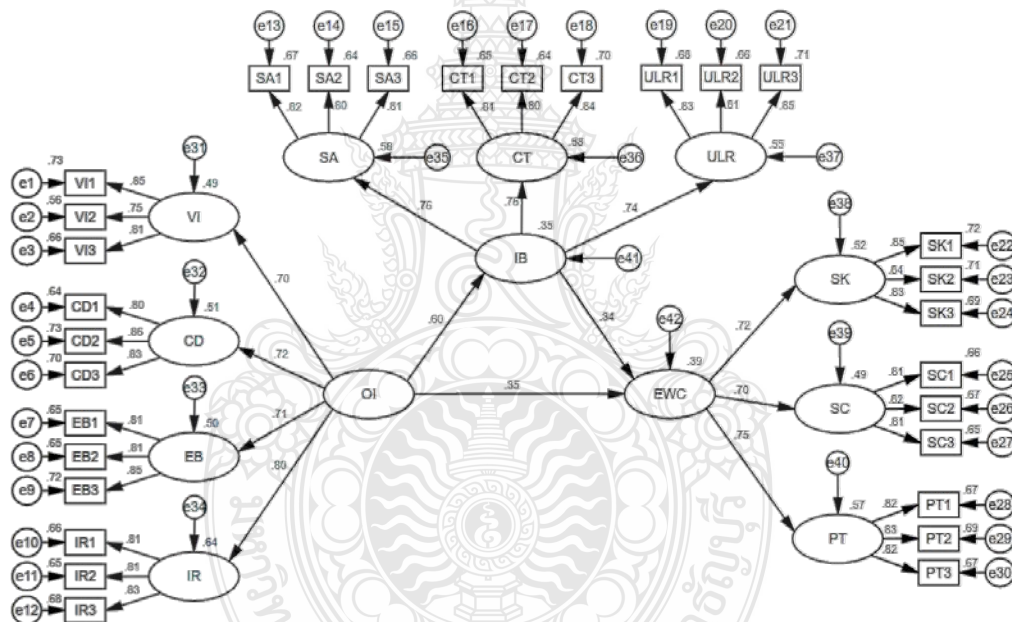


Figure 4.4 The Path Diagram of the Structural Equation Model

4.6.1 Analysis of Influence Between Variables and Items

Standardized estimates are parameter estimates from structural equation modeling (SEM) that are converted to standardized measures to make it easier to compare the strength of effects between variables.

Standardized estimates usually range from -1 to 1. Standardized estimates typically range from -1 to 1, with values indicating the direction and strength of the effect.

A value close to -1 or 1 suggests a strong effect or relationship, while values near zero indicate a weaker effect.

Standardized estimates are used to assess how an observation compares to the rest of the sample. A standardized estimate far from zero suggests that the observation is more anomalous or distinctive compared to the average. This deviation indicates that the observation has a stronger or weaker effect relative to the sample, highlighting its relative position and potential impact on the model.

As illustrated in Table 4.17, the coefficient of influence of Organizational Identity (OI) on Improvisational Behavior (IB) is .595, which is also the largest of the three variables. This indicates that when Organizational Identity (OI) increases by one standard deviation, Improvisational Behavior (IB) will increase by .595 standard deviations. The influence coefficient of Improvisation Behavior (IB) on Employees' Work Competence (EWC) is .342, which indicates that when Improvisation Behavior (IB) increases by one standard deviation, employees' work competence will increase by .342 standard deviations. The coefficient of influence of Organizational Identity (OI) on Employees' work competence is .355 This indicates that when Organizational Identity (OI) increases by one standard deviation, Employees' Work Competence (EWC) will increase by .355 standard deviations.

Table 4.17 Standardized Regression Weights results for Models and Variables

Path Relationships	Estimate
Improvisational behavior $\leftarrow$ Organizational identity	.595
Value Integration $\leftarrow$ Organizational identity	.701
Career Development $\leftarrow$ Organizational identity	.715
Emotional Belonging $\leftarrow$ Organizational identity	.709
Interpersonal Relationships $\leftarrow$ Organizational identity	.798
Employees' work competence $\leftarrow$ Improvisational behavior	.342
Self-Awareness $\leftarrow$ Improvisational behavior	.763
Creativity $\leftarrow$ Improvisational behavior	.762
Utilization of Limited Resources $\leftarrow$ Improvisational behavior	.742

Table 4.17 Standardized Regression Weights results for Models and Variables (Cont.)

Path Relationships	Estimate
Skills $\leftarrow$ Employees' work competence	.721
Self-cognition $\leftarrow$ Employees' work competence	.700
Personal traits $\leftarrow$ Employees' work competence	.755
Employees' work competence $\leftarrow$ Organizational identity	.355

Note: The data in the table are all standardized values

4.6.2 Analysis of the Influence of Observed Variables on Latent Variables

The coefficient analysis between the observed variables and the corresponding latent variables reveals the extent of the influence of different factors in the latent variables. This provides valuable insights for management in Chinese technical education industry to enhance organizational identity and stimulate employees' improvisational behaviors.

Table 4.17 shows the degree of influence or strength of relationship of each observed variable on the latent variables and the degree of explanation of the latent variables. It can be seen that among the observed variables related to organizational identity, interpersonal relationship has the greatest influence on organizational identity with an influence coefficient of .798.

On the other hand, value integration has the least impact on organizational identity with an impact coefficient of .701. among the mediating variables of improvisation, self-awareness has the greatest influence on improvisation with an impact coefficient of .763. utilization of limited resources has the least influence on improvisation with an influence coefficient of . The coefficient of influence is .742. Regarding the dependent variable of employees' work competence, the coefficient of influence of personality traits is .755, which is greater than the coefficient of influence of skills .721 and the coefficient of influence of self-awareness .700.

4.6.3 Analysis of the Mediating Effects of Improvisational Behavior

A mediation effect test is a statistical method used to verify the transfer of influence from one variable by influencing another variable. In statistics, this influence

transfer is often referred to as the mediating effect. The mediated effects test is an important application in Structural Equation Modeling (SEM).

1. The Model of indirect effect

Mediator model is a statistical model used to study the relationship between variables, mainly used to explore the effect of one variable on another variable through the transmission of the mediator variable. In mediation modeling, three variables are usually involved: Independent variable (IV), Mediator variable (MV), and Dependent variable (DV).

The general form of the mediation model can be expressed as follows:



Here, IV is the independent variable, MV is the mediator variable, DV is the dependent variable, and the mediating effect explains the relationship between the independent variables and dependent variables through the intervening variable.

The mediation test model of this study can be described by the following two path diagrams:



Figure 4.5 Mediation Path Diagram 1 (Model 1)

The coefficient c of model 1 is the total effect of independent variable X on dependent variable Y .

Model 1: $Y = cX$ $c \neq 0$ and significant (overall effect)

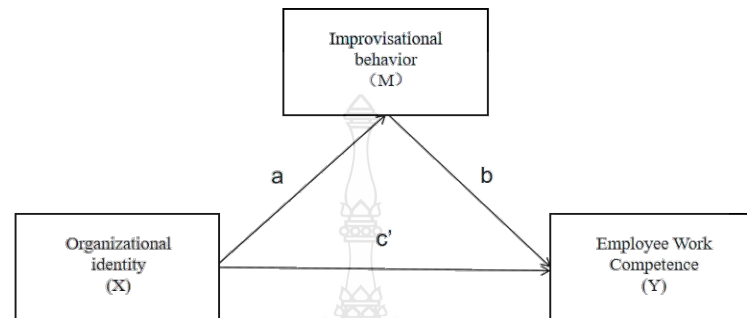


Figure 4.6 Pathway Diagram for the Intermediation Test Model (Mould2)

Note: Mould2: $Y_M = aX * bM$, Mould3: $Y = c'X + Y_M$

As can be seen from figure 4.6, in model 2, the coefficient “a” represents the effect of the independent variable X on the mediator M , the coefficient “b” represents the effect of the mediator M on the independent variable Y .

In model 3, the coefficient “c” represents the effect of independent variable X on dependent variable Y .

2. Indirect effect analysis

Bootstrap method is a statistical technique for estimating the distribution of statistics and parameter uncertainty by means of putative return sampling. The advantage of Bootstrap sampling is that it does not require prior assumptions about the overall distribution, and according to the central limit theorem, the sample statistic will infinitely approximate the overall distribution if the sample size is large enough (Shen et al., 2023).

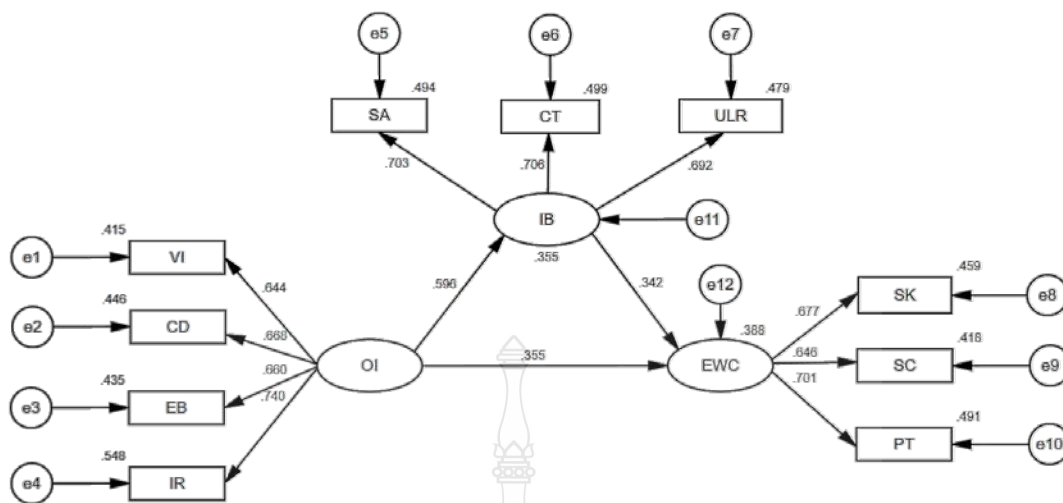


Figure 4.7 The Indirect Effect Test

As can be seen from Table 4.18, the direct effect of organizational identity on employees' work competence is .355, which accounts for 63.564% of the total effect. It can be seen that the direct effect of organizational identity on the positive influence of employees' work competence is significant. The mediating effect of improvisational behavior in the influence of organizational identity and employees' work competence is .204, and the mediating effect in the influence is 36.436%, which shows that the mediating effect of improvisational behavior in the impact of organizational identity and employees' work competence is significant and confirms the hypothesis.

Table 4.18 Results of the Indirect Effect Test

Effect Types	Estimate	Percentage
Total effect	.558	–
Direct effect	.355	63.564%
Mediation effect	.204	36.436%

Another noteworthy finding is that the mediating effect is smaller than the direct effect, meaning that the mediating variable has a relatively small effect on the dependent variable, while the direct effect (i.e., the effect of the independent variable on the dependent variable) is more significant.

4.6.4 Hypothesis Testing of Model

Table 4.18 shows the results of hypothesis testing on the effect of Organizational identity (OI) and Improvisational behavior (IB) on Employees' work competence (EWC).

Table 4.19 Hypothesis Testing of Model

	Estimate	S.E.	C.R	P
IB $\leftarrow$ OI	.595	.078	8.121	***
EWC $\leftarrow$ IB	.342	.081	4.247	***
EWC $\leftarrow$ OI	.355	.086	4.425	***

Note: *** p-value < .001 (statistical significance at .001 level); ** p-value < .01 (statistical significance at .01 level); * p-value < .05 (statistical significance at .05 level)

Organizational Identity (OI) has a significant positive influence on Improvisational behavior (IB).

Improvisational Behavior (IB) has a significant positive influence on Employees' Work Competence (EWC).

Organizational Identity (OI) has a significant positive influence on Employees' Work Competence (EWC).

4.7 Analysis of Hypothesis Test

H1: Organizational identity has a positive influence on employees' work competence.

The analysis of the relationship between Organizational Identity (OI) and Employees' Work Competence (EWC) shows that there is a positive correlation between Organizational Identity (OI) and Employees' Work Competence (EWC). Table 4.19 shows that the path coefficient between Organizational Identity (OI) and Employees'

Work Competence (EWC) is .355, standard error (S.E.) is .086, critical ratio (C.R.) is 4.425 and p-value is less than .05. The factor loading values of Table 4.17 for Value Integration, Career Development, Emotional Belonging, and Interpersonal Relationships are .701, .715, .709, and .789, respectively. these values show that there is a significant positive relationship between Organizational Identity (OI) and Employees' Work Competence (EWC) have a significant positive relationship with each other. Therefore, hypothesis H1 was supported.

H2: Organizational identity has a positive influence on improvisational behavior.

The results showed that the path coefficient between Organizational Identity (OI) and Improvisational Behavior (IB) shows that there is a positive relationship between Organizational Identity (OI) and Improvisational Behavior (IB). Table 4.19 shows that the path coefficient between Organizational Identity (OI) and Improvisational Behavior (IB) is .595, standard error (S.E.) is .078 and critical ratio (C.R.) is 8.121 with p-value below 0.001. Table 4.17 The factor loading values for Value Integration, Career Development, Emotional Belonging, and Interpersonal Relationships are .701, .715, .709, and .789, respectively. These values indicate that there is a significant positive correlation between Organizational Identity (OI) and Improvisational Behavior (IB)'. Therefore, the hypothesis H2 was supported.

H3: Improvisational behavior has a positive influence on employees' work competence.

The results in Table 4.19 show that the path coefficient between Improvisational Behavior (IB) and Employee work competence (EWC) is .342, Standard Error (S.E.) is .081, Critical Ratio (C.R.) is 4.247, and p-value is less than .001. Table 4.17 The factor loading values for each of the observational variables of Skills, Self-awareness, Personality Traits are .762, .742, and .763. These values indicate that there is a significant positive correlation between Improvisational Behavior (IB) and Employee' work competence (EWC). Therefore, the hypothesis H3 was supported.

H4: Improvisational behavior plays a mediating role between organizational identity and employees' work competence.

From the previous analysis, combined with Table 4.18, it can be seen that the direct effect of Organizational Identity (OI) on Employees' Work Competence (EWC) is 0.355, which is 63.564% of the total effect. It can be seen that the mediating effect of Organizational Identity (OI) on the positive influence of Employees' Work Competence (EWC) is significant. The mediating effect of Improvisational Behavior (IB) on the effect of Organizational Identity (OI) and Employees' Work Competence (EWC) is 0.204, this indicates that through Improvisational Behavior (mediating variable) has an effect of 0.204 on the relationship between Organizational Identity (OI) and Employees' Work Competence (EWC), showing the extent of the role of Improvisational Behavior (IB) in connecting Organizational Identity (OI) and Employees' Work Competence (EWC). The mediating effect accounts for 36.436% of the total effect. This percentage shows the proportion of the role played by the mediating effect in the relationship between the independent and dependent variables relative to the total effect. which shows that the mediating effect of Improvisational Behavior (IB) on the effect of Organizational Identity (OI) and Employees' Work Competence (EWC) is significant.

Since the mediating effect accounts for a relatively large proportion and this proportion is significant relative to the total effect, it can be concluded that the mediating effect of Improvisational Behavior (IB) on Organizational Identity (OI) and Employees' Work Competence (EWC) is significant. This indicates that Improvisational Behavior (IB) has an important mediating effect on the relationship between Organizational Identity (OI) and Employees' Work Competence (EWC).

In conclusion, it can be concluded that the mediating effect of Improvisational Behavior (IB) on Organizational Identity (OI) and Employees' Work Competence (EWC) is significant, and this mediating effect plays an important role in connecting these two variables. Therefore, the hypothesis H4 was supported.

As illustrated in Table 4.18 and Table 4.19, the results of the aforementioned hypothetical test are summarized as follows.

Table 4.20 Results of Hypothesis Testing

No.	Hypothesis	Results
H1	Organizational identity has a positive influence on employees' work competence	Support
H2	Organizational identity has a positive influence on employees' improvisational behavior	Support
H3	Improvisational behavior has a positive influence on employee' work competence	Support
H4	Improvisational behavior plays a mediating role between organizational identification and employees' work competence	Support

PART 2: QUALITATIVE PART

This section discusses the findings of the qualitative study, which were confirmed through in-depth interviews with the heads of the arts education industry. The qualitative interviews were conducted with eight arts education sector leaders who have a certain number of employees of a certain size, a good reputation and a certain social influence.

4.8 Interview Outline Design

This in-depth interview was a face-to-face interview with arts education industry, asking an open-ended question with an interview design that addressed the research questions and hypotheses and highlighted the relationships between the variables. The draft interview framework was closely aligned with the research questions and hypotheses and included a total of seven interview questions:

1. Please tell us what you mean by organizational identity and what role it plays in employees' work.
2. To the best of your knowledge, how does employees' identity with the organization influence their performance and competence in their positions?
3. Has organizational identity been found to make employees more inclined to display a positive work attitude and positive emotions? Does this influence their improvisational behavior?

4. To what extent do you think organizational identity motivates employees to work and take pride in their work, which in turn affects their improvisational behavior?

5. What do you think improvisational behavior means? How has it manifested itself in your work experience?

6. Have you found that improvisational behavior improves employees' problem-solving skills? How has improvisational behavior helped you overcome challenges?

7. Why do you think improvisation might play a mediating role between organizational identity and employee work competence? What mechanisms might explain this relationship?

4.9 Qualitative Sampling

Qualitative research is designed to focus on the perspectives of the research participants. Therefore, it is central to the quality of qualitative research whether the participants' perspectives were authentically represented in the research process and in the interpretations of the information collected (authenticity) and whether the findings are coherent in the sense that they "fit" the data and the social context from which they were derived. (Fossey et al., 2002)

4.9.1 Key Attributes of Qualitative Sampling

In the current study, the researchers looked for three main characteristics, as shown in Table 4.21.

Table 4.21 Qualitative Sampling

No.	Name of the participant	Education Background	Whether or not they have been person in charge more than 5 years	Whether it is of a certain size
1	Interview1	Bachelor degree	Yes	Yes
2	Interview2	Bachelor degree	Yes	Yes
3	Interview3	Bachelor degree	Yes	Yes
4	Interview4	Bachelor degree	Yes	Yes
5	Interview5	Bachelor degree	Yes	Yes
6	Interview6	Bachelor degree	Yes	Yes

Table 4.21 Qualitative Sampling (Cont.)

No.	Name of the participant	Education Background	Whether or not they have been person in charge more than 5 years	Whether it is of a certain size
7	Interview7	Bachelor degree	Yes	Yes
8	Interview8	Bachelor degree	Yes	Yes

First, the sample should come from educational backgrounds with a bachelor's degree. Secondly, the sample should only be drawn from people who have worked in administration for more than five years. And finally, it has a certain size in the industry. As for the sample size, the researcher followed the guidelines recommended by Creswell (2007). He suggested that a sample size of six to eight respondents would be appropriate for a homogeneous sample. Since the sample for this study was essentially homogeneous, eight respondents were selected

4.9.2 The Depth Results of Qualitative Data Analysis

Data from in-depth interviews with 8 people were qualitatively analyzed. The interview content was coded according to the order of questions in the interview outline, with each question mapped to a separate table.

1. Responses to Question 1 of the Interview Outline

For the first interview question: "Please tell us about your understanding of organizational identity and its role in the work of employees." Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.22. The researchers interviewed people about their opinions and found that eight people said they had the details mentioned above.

In the summary of interviews with people working in the arts education sector, eight people agreed that organizational identity has a positive influence on work and promotes it positively, e.g. organizational identity stimulates their intrinsic motivation, increases their loyalty and identification with the organization and creates a good cooperative relationship with colleagues

Table 4.22 Basic Information from Eight Respondents on the First Question in the Interview Outline

Code	Meaning of message code
Interview 1	Organizational identity strengthens employees' motivation and enhances their professionalism and skills.
Interview 2	Organizational identity drives employees to be more engaged in their work and show better performance and a greater willingness to use their creativity and innovation.
Interview 3	Organizational identity enhances employees' adaptability and flexibility, promotes teamwork and communication skills, and improves organizational cohesion and competitiveness.
Interview 4	Organizational identity can increase employees' loyalty and commitment to the organization, promote cooperation and teamwork among employees, which in turn improves employees' efficiency and performance, and enhances cohesion and competitiveness among employees.
Interview 5	Organizational identity increases employee job satisfaction, helps employees better understand the organization's strategic goals, and contributes to improved organizational performance and results for long-term growth.
Interview 6	Increased willingness to make impromptu contributions to the team to make teaching more responsive to student needs and market changes.
Interview 7	Organizational identity can stimulate employees to the organization's sense of belonging and identity, can make employees feel more passionate and more motivated because of the organization's identity.
Interview 8	Organizational identity enables employees to establish good cooperative relationships with their colleagues, drive its development and progress.

2. Responses to Question 2 of the Interview Outline

For the second interview question: "To the best of your knowledge, how does employees' identity with the organization influence their performance and competence in their positions?" Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.23.

Table 4.23 shows that eight people made the above-mentioned statements. Employees with a high level of organizational identity have a positive influence on their performance and competence in their position. In other words, a high level of organizational identity is a prerequisite for employees to fully develop their competence.

Table 4.23 Basic Information on the Second Question in the Interview Outline from Eight Respondents

Code	Meaning of message code
Interview 1	When employees have a sense of identity with the organization, they will feel that they are part of the organization, and it is easier for them to integrate into the culture and values of the organization, and they will be enthusiastic and motivated about their work, and it can also stimulate their creativity and resilience, so that they will be more able to quickly adapt and respond to changing environments and needs.
Interview 2	Can positively influence their performance and competence in their positions, enhances motivation and engagement, increases self-efficacy and self-confidence, promotes teamwork and communication, enhances creativity and innovation, and increases adaptability and flexibility.
Interview 3	It can stimulate employees' intrinsic motivation in their positions and work enthusiasm, improve their professional quality and skills, and enhance their teamwork ability.
Interview 4	When employees identify with the organization's goals and mission, they will feel that their work is meaningful and be more willing to invest more time and energy to try to achieve the organization's goals, pay more attention to the development and needs of the organization, and be more willing to participate in training, learning, and development to improve their own professional quality and skills.
Interview 5	Employees with a strong sense of organizational identity are more likely to achieve better development in their careers, look for career opportunities that meet organizational goals, actively participate in training and learning activities to improve their professional competence, stimulate positive performance in teamwork, focus on the overall goals of the team, and be willing to communicate and collaborate effectively with other members in order to achieve common goals.
Interview 6	When employees feel that they belong to a team with common goals and values, they are more willing to collaborate with colleagues, share knowledge and experience, and better understand each other's roles and responsibilities.
Interview 7	When employees have a strong sense of identification with the organization, they are more likely to feel that they are part of the company's goals, allowing employees to spend more time and energy to ensure that tasks are completed in a timely manner as well as in good condition, to better achieve their goals, and also to increase the level of satisfaction with their work, which can better improve the efficiency and quality of work.
Interview 8	When employees have a common sense of identity to the organization, in order to be more likely to form a close team, to be able to go together to achieve the company's goals to have a greater help, but also to enhance the relationship between employees and the company can also promote cooperation, reduce conflict, and improve the overall work efficiency.

3. Responses to Question 3 of the Interview Outline

For the third interview question: “Has it been found that organizational identity makes employees more inclined to display positive work attitudes and positive emotions? Does this influence their improvisational behavior?” Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.24.

From Table 4.24: The researcher conducted interviews with the opinions of relevant people, taking into account that they had an interest. From the interviewees, 8 people were able to say that they had details on the above points. All the respondents are of the opinion that organizational identity makes employees to show positive work attitudes and emotions and the positive work attitudes and emotions encourage improvisational behavior at work

Table 4.24 Basic Information from Eight Respondents on the Third Question in the Interview Outline

Code	Meaning of message code
Interview 1	When employees identify with the mission and values of the organization, they will work harder to perform their duties, which will help to increase the productivity and quality of their work, as well as positively affect performance at work.
Interview 2	Positive work attitudes and emotions not only affect how employees perform at work, but also how they react in improvisational behaviors. Organizational identity can stimulate creativity and resilience in employees, making them more able to adapt and respond quickly to changing circumstances and needs.
Interview 3	When employees identify with the organization, they feel connected to the organization’s goals and values, and are thus motivated to be more engaged in their work. Positive work attitudes and moods can lead to a greater willingness to exhibit improvisational behaviors.
Interview 4	Organizational identity can prompt employees to show positive work attitudes and emotions. When employees identify with organization, they will feel that they are part of organization, and easier to integrate into the culture and values of the organization, and they will be full of enthusiasm and motivation for their work. Positive work attitudes and emotions not only affect performance at work, but also improvisational behavior.

Table 4.24 Basic Information from Eight Respondents on the Third Question in the Interview Outline (Cont.)

Code	Meaning of message code
Interview 5	Organizational identity does prompt employees to show a positive attitude and enthusiasm for work and will be more willing to play their own creative energy, actively participate in teamwork, looking for solutions to problems and propose effective ways to improve, this improvisational behavior helps employees can better adapt to different work environments, improve efficiency and quality of work, but also helps the organization to better cope with a variety of challenges and opportunities.
Interview 6	Organizational identity positively affects employees' work attitudes and emotions and may influence their improvisational behavior. Not only does it positively affect employees' work attitudes and moods, but it may also stimulate positive improvisational behaviors in work scenarios.
Interview 7	When employees identify with organization's values and mission, they will be more willing to commit to their work, more enthusiastic and motivated about their work, be able to actively pursue organization's goals, and be able to exceed expectations, stimulate employees to provide positive emotions and attitudes, and enable employees to be more flexible and resourceful in facing challenges and opportunities in the workplace.
Interview 8	When employees identify with the organization's values and mission, they are naturally more likely to be enthusiastic about their work and willing to contribute to the organization's success. Employees can be pushed to work harder to accomplish their tasks and drive their emotions. In the face of unexpected situations in the workplace, it is possible to better utilize improvisational behavior to better solve them.

4. Responses to Question 4 of the Interview Outline

For the fourth interview question: "How do you think organizational identity motivates employees to work and take pride in their work, thus influencing their improvisational behavior?" Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.25. From the table: The researcher conducted interviews with the opinions of relevant people, taking into account that they had a share from the interviewees. It was found that 8 people were able to say that they had details on the above points. All interviewees believe that organizational identity has a positive impact on work, for example, by stimulating employees intrinsic motivation of employees, which in turn contributes well to the promotion of improvisational behavior and creates conditions for improvisation.

Table 4.25 Basic Information from Eight Respondents on the Fourth Question in the Interview Outline

Code	Meaning of message code
Interview 1	Organizational identity stimulates creativity and imagination. Through improvisation, one can express one's thoughts and ideas freely without limitations and expectations, thus stimulating more creativity and imagination.
Interview 2	When employees have a sense of identity with the organization, they will combine their personal goals with the organization's goals to form a common goal, this goal consistency can stimulate the intrinsic motivation of employees, prompting them to be more actively involved in their work and contribute to the success of the organization; at the same time, when employees and the organization's goals are the same, it is easier for them to generate a sense of pride in their work.
Interview 3	When employees have a sense of identity with organization, they will feel that they are part of the organization and can achieve self-worth and growth in their work, and then they will form a close relationship with other members, which will bring a sense of belonging and a sense of honor that can motivate the employees to work harder, and make a greater contribution to the success and development of the organization.
Interview 4	When employees identify with the organization's mission and values, they will feel that their work is closely related to the success of the organization, so that they will work harder to perform their duties, and this sense of mission and responsibility will help to improve the efficiency and quality of the employees' work; when the employees' work and contributions are recognized and appreciated by the organization, the resulting self-confidence and sense of pride can motivate the employees to be more actively involved in their work, and to face challenges and difficulties with more confidence, so that they can perform well at work. When employees' work and contributions are recognized and appreciated by the organization, the resulting self-confidence and pride can motivate employees to be more active in their work, face challenges and difficulties with more confidence, and thus perform well at work.
Interview 5	Employees who identify with the organization will pay more attention to the results and value of their own work, and hope that their work can be recognized by the organization and colleagues; organizational identity at the same time can motivate employees to have higher expectations and pursuit of personal career development, they will strive to find suitable opportunities for their own development and career direction, and actively improve their skills and abilities, so that they can work and their own future development have a greater Breakthrough.

Table 4.25 Basic Information from Eight Respondents on the Fourth Question in the Interview Outline (Cont.)

Code	Meaning of message code
Interview 6	Organizational identity motivates employees to be more engaged in their work, clarifies the meaning and value of their work, enhances team cohesion, recognizes work accomplishments, provides opportunities for development, and creates positive organizational climate, all of which together to make employees take pride in their work and motivate them to improvise behaviors in order to better adapt to their environments.
Interview 7	Leaders can work more on the staff to carry out some daily incentives and encouragement of behavior, help to improve the daily work of the staff's enthusiasm, as well as the work can be courageous to go to the challenge to stimulate the potential of the staff's energy, but also to increase the staff's work to improve the challenge of the work to be able to better go to the work of the opportunity to have a grasp.
Interview 8	When employees feel aligned with the organization's goals and values, they are more likely to develop trust and loyalty to the organization to motivate employees to work and want to contribute to it. They are more likely to go to work and not get bored with the job because they know that their efforts are critical to the success of the organization.

5. Responses to Question 5 of the Interview Outline

For the fifth interview question: "In your opinion, what does improvisational behavior mean? How has it manifested itself in your work experience?" Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.26.

From Table 4.26: The researcher conducted interviews with the opinions of the relevant people, taking into account that they had a proportion of the interviewees. It was found that 8 people were able to say that they had details on the above points. All interviewees believe that improvisational behavior requires flexibility, creativity and agile thinking in order to better overcome challenges and improve performance at work.

Table 4.26 Basic Information from Eight Respondents on the Fifth Question in the Interview Outline

Code	Meaning of message code
Interview 1	Improvisational behavior often requires flexibility, creativity, and quick thinking because it does not dependent on prior planning or predetermined scenarios. It promotes problem solving, communication and collaboration, creative expression and emergency response.
Interview 2	Improvisational behavior can be demonstrated as a flexible response to unexpected events, Adaptation to new work requirements, as well as the ability to collaborate and communicate in a team, etc.; In a fast-paced work environment, there are often various emergencies that may adversely affect the work if I fail to react quickly, and I am always on the alert to react and adjust to new work requirements and changes in a timely manner.
Interview 3	Improvisational behavior is a very important ability that has played an important role in my work experience. By continuously developing and practicing improvisational behavior, I can better cope with challenges and changes in my work, and improve the efficiency and quality of my work; improvisational behavior also involves collaboration and communication skills with colleagues, and in teaching, it is necessary to work closely with colleagues to accomplish tasks in a collaborative manner.
Interview 4	In my opinion, improvisation refers to the ability to make decisions and reactions quickly without prior planning or preparation. In my past work experience, in my former position as a customer service supervisor, I often had to deal with various kinds of emergencies, such as customer complaints, emergency repairs, etc.; in these cases, I needed to make decisions quickly, deploy resources, and coordinate with the relevant departments to solve the problem.
Interview 5	Improvisational behavior has also played an important role in my work experience. I often use improvisation to help students solve problems in dance performances. For example, sometimes students may feel nervous or lack of confidence in a performance, and then I can help them relax and gain confidence through improvisational guidance and encouragement. Or in some specific teaching situations, I can use the creative ability of improvisation to provide students with more vivid and interesting demonstrations and instructions, so as to stimulate their learning interest and motivation.
Interview 6	To me, improvisational behavior is when it comes naturally without a plan, improvise a performance or composition. For example, when a student encounters difficulties in vocal performance, the teacher can help the student find a solution to the problem through improvisational guidance and analysis. Or in vocal music teaching, teachers can show students different music styles and expressions through improvisation and interpretation, so as to enrich students' music knowledge and performance experience.

Table 4.26 Basic Information from Eight Respondents on the Fifth Question in the Interview Outline (Cont.)

Code	Meaning of message code
Interview 7	Remaining calm in the face of pressure and challenges can also be a more calming way to think clearly and make good decisions. Clear thinking, and make the right decision, improvisational behavior requires fast and flexible thinking. Improvisational behavior requires quick and flexible thinking, and enables employees to better cope with various situations. Improvisation definitely requires good communication and coordination skills, and it can also improve the communication skills of employees.
Interview 8	Company incentives for employees can enhance the ability of employees to maintain open and transparent with team members. Communication can help you work better together. Observing and learning from the experiences and lessons of others can continually improve your improvisational skills Improvisational behavior emphasizes flexibility and adaptability, but proper planning and preparation can help you better respond to unexpected situations.

6. Responses to Question 6 of the Interview Outline

For the sixth interview question: “Have you found that improvisational behavior enhances employees’ problem-solving skills? How has improvisational behavior helped you deal with challenges in your experience?” Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.27. From the table: The researcher conducted interviews with the opinions of relevant people. Considering the participation of the interviewees, it was found that 8 people could say that they have details about the above points. All the respondents are of the opinion that improvisational behavior improves employees competence of employees to solve problems at work and successfully overcome the challenges of the workplace.

Table 4.27 Basic Information from Eight Respondents on the Sixth Question in the Interview Outline

Code	Meaning of message code
Interview 1	Improvisational behavior is evident in my work experience. I am flexible and adapt my lesson plans and methods to the needs and interests of my students.
Interview 2	I find that improvisational behavior improves employee problem solving skills. Once when I was hosting a live event, I suddenly encountered a technical malfunction, but instead of panicking, I used my improvisation skills to interact with audience and successfully defused the embarrassing situation. Another time, when I was hosting a program, I encountered a guest who was not performing well, but through improvisational guidance and inspiration, I succeeded in stimulating the guest's enthusiasm and creativity, which led to an improvement in the program's effect.
Interview 3	Through improvised teaching methods and demonstrations, I helped him find the right self exercise way and made some progress in a short time. On another occasion, I encountered some unexpected situations in the course of teaching, and through improvised adjustments and creativity, I successfully completed the teaching task and ensured the safety of the students.
Interview 4	I have found that improvisational behavior improves employees' problem-solving skills. In my work experience, improvisational behavior has helped me deal with many challenges and actively seek solutions that ultimately resulted in successful problem solving and customer satisfaction.
Interview 5	Improvisational behavior has really helped me with many challenges in my work experience. Once I had a problem with a malfunctioning piece of teaching equipment, and I was able to create a new teaching tool using items I had on hand, which kept the lesson running smoothly. On another occasion, I encountered a physically challenged student in the middle of teaching, and I was able to help her find a way to dance that worked for her through improvisational teaching methods and demonstrations.
Interview 6	I use improvisation skills to help students solve problems through flexible instruction and adjustments. Or in some specific teaching situations, I can use the creative ability of improvisation to provide students with more vivid and interesting teaching content, thus stimulating their interest and motivation in learning.
Interview 7	I usually work through some of the things I can see that improvisational behavior can be more to improve the interest of employees, so that employees have a better acceptance of new challenges, improve the challenge of employees, so that employees can also develop more new skills, in the face of new challenges will not be too backed up, can improve the acceptance of new challenges, can be to reduce some of the pressure of the work of the staff at the same time can improve the business level.

Table 4.27 Basic Information from Eight Respondents on the Sixth Question in the Interview Outline (Cont.)

Code	Meaning of message code
Interview 8	Being able to allow employees to plan and strategize ahead of time on the job can provide greater flexibility. Observe and learn from the experiences and lessons of others to continuously improve their improvisation skills. Can help employees work better with other coworkers. Proper planning and preparation can help employees better cope with unexpected situations.

7. Responses to Question 7 of the Interview Outline

For the seventh interview question: “In your opinion, why might improvisation play a mediating role between organizational identity and employees’ work competence? What mechanisms might explain this relationship?” Detailed information on the responses of the eight respondents to the above questions is shown in Table 4.28.

From Table 4.28: The researcher conducted interviews with the opinions of relevant people. Considering the participation of the interviewees, it was found that 8 people could say that they have details about the above points. All the respondents are of the opinion that improvisational behavior plays a mediating role between organizational identity and employees’ work competence. Improvisational behavior can affect employees’ work competence by influencing their level of identity with the organization. The existence of this mediating role could mean that employees’ improvisational behavior influences their level of identity with the organization, which in turn influences their performance and competence in their positions. In other words, organizations can improve employees organizational identity and work competence of their employees by encouraging and supporting their improvisational behavior

Table 4.28 Basic Information from Eight Respondents on the Seventh Question in the Interview Outline

Code	Meaning of message code
Interview 1	Organizational identity can stimulate employees' intrinsic motivation and self-efficacy, which can make employees more integrated into organization's culture and values, more willing to work positively, and this intrinsic motivation and self-efficacy can promote employees to play their own abilities and potentials at work, and be better able to perform their own positions; Improvisation is the reaction of the employees in the face of the unexpected situation, and this kind of reaction requires the employees to have sharp Insight, flexible thinking and decisive action ability, when employees have a strong sense of organizational identity, they are more likely to be inspired by the organization's mission and values, so that they are more confident and proactive to take action in the face of challenges and changes; there is a mutually reinforcing relationship between organizational identity and work competence.
Interview 2	Improvisational behavior plays a mediating role between organizational identity and job competence, mainly because employees with strong organizational identity are more willing to exert their creativity and innovation, try new methods and strategies, and contribute to the success of the organization. Improvisational behavior can improve work efficiency and quality, enhance employees' adaptability and flexibility, promote employees' growth and development, and enhance employees' sense of pride; at the same time, employees with strong organizational identity are more concerned about the interests and goals of the organization, and are willing to work together with team members to achieve the organization's goals.
Interview 3	Exceptional leaders don't view interruptions in their daily routine as interruptions, rather these interruptions provide them with opportunities to reach out and inspire others, and improvisational leadership can speed up decision making and lead to better decisions.
Interview 4	There is a mutually reinforcing relationship between organizational identity and work competence. Organizational identity can stimulate employees' intrinsic motivation and integrate them into organizational values. Improvisational behavior requires employees to have flexible thinking and quick reaction ability. When employees have a strong sense of organizational identity, they are more likely to act more confidently and proactively in the face of challenges and changes, so as to cope with unexpected situations.

Table 4.28 Basic Information from Eight Respondents on the Seventh Question in the Interview Outline (Cont.)

Code	Meaning of message code
Interview 5	Improvisational behavior can help employees continuously explore new solutions and methods, improve their professional competence and competitiveness, help them better control their workflow, and improve work efficiency and quality. It helps team members better understand each other's roles and responsibilities, form closer partnerships, and improve team performance and results. This growth and development enhances employees' self-confidence and self-efficacy, thus improving their organizational identity and work ability.
Interview 6	Improvisational behavior is a mediating variable in bridging the gap between organizational identification and job competence, suggesting that the extent to which employee identifies with organization affects his or her job performance and competence, which in turn can be reflected through improvisational behavior. It highlights the importance of improvisational behavior in organizations and the need for employees to be flexible in order to respond to changing circumstances and demands.
Interview 7	Improvisational behavior can demonstrate an individual's ability and potential and can influence an organization's perception of the individual's evaluation and recognition can change the perception of the individual. An individual's ability and potential is often seen as an important factor in his or her ability to perform in a position. It can demonstrate an individual's ability to react and respond to change and challenges, which in turn can influence organizational identity.
Interview 8	Improvisational behavior is a ready adjustment to an emergency, proper planning and preparation can help you better cope with unexpected situations. Improvisational behavior is a way to improve your ability to cope with emergencies without being overwhelmed, and it usually requires a high degree of flexibility and creativity in order to stay calm and think things through in the event of an emergency.

4.10 Findings of Qualitative Data

4.10.1 Findings of the Study that Organizational Identity has a Positive Impact on Employees' Work Competence

The results of the interviews revealed the following: Interviewees confirmed that organizational identity has a positive impact on employees' work competence, which is consistent with the results of the previous quantitative analysis. Organizational identity

helps employees to build a sense of belonging and a sense of identity to the organization, improve work motivation and increase job satisfaction, and all interviewees agreed that organizational identity has an impact on employees' work competence. In my opinion, a strong organizational identity helps employees create a positive work environment, stimulates their enthusiasm and creativity, shapes a positive team culture, encourages employees' willingness to invest in learning, continuously improve their knowledge and skills, better adapt to changes in the organization and adapt more quickly to new work demands, and achieve a higher level of performance and success.

At the same time, employees who identify strongly with the company are more likely to develop leadership qualities. They have a deeper understanding of the organization's goals and values and are more likely to show leadership potential in their teams, which increases the team's overall competence. When employees have a weak organizational identity, it can lead to a number of negative influences, such as lower employee satisfaction, motivation and performance, increased turnover and weakened teamwork; employees are less likely to develop new ideas or engage in innovative activities, which can affect the organization's ability to innovate. Schools or institutions associated with arts education can take a number of steps to address the lack of organizational identity. These include clearly communicating the organization's vision and mission, providing development opportunities, creating a positive work culture, and motivating employees to participate and engage in their work through transparent communication and reward systems. These efforts will strengthen employees' sense of organizational identity and thus mitigate the potential negative impact of organizational identity.

4.10.2 Findings on Organizational Identity as a Positive Influence on Improvisational Behavior

All respondents agreed that organizational identity has a positive influence on improvisational behavior. Employees with a strong organizational identity are more willing to use their creativity and innovation to try out new methods and strategies to solve problems. This is consistent with the results of the previous quantitative analysis. Organizational identity increases employees' trust and security in the organization. When employees feel that they can identify with the organization's values and goals, they are

more motivated to pursue the organization's success. This empathy can inspire employees to be more flexible and improvisational in the face of uncertainty and change. At the same time, organizational identity helps create an atmosphere conducive to innovation, where employees are more willing to try out new ideas and demonstrate flexibility and creativity.

A strong organizational identity can lead to a greater sense of autonomy and commitment, which helps to create a foundation for team synergy in which employees are more willing to act on their own initiative at work and improvise in response to different situations. If the organizational identity is not strong, or if there is a lack of trust in the organization or a sense of uncertainty, employees may be less willing to take risks and try new ideas or approaches. They may then show a lack of motivation, communication barriers, impaired teamwork, a lack of self-confidence and a reduced willingness to participate, engage and engage in improvisational behavior

4.10.3 Findings on Improvisational Behavior Positively Influencing Employees' Work Competence

All respondents agreed that improvisational behavior has a positive influence on employees' work competence. Improvisational behavior stimulates creativity and imagination, and employees develop more new skills and potential, which helps to improve resilience and problem-solving skills, thus improving work competence. This is consistent with the results of the previous quantitative analysis. If the improvisational behavior can be fully developed, it will greatly improve employees' problem-solving ability, creativity and innovation, increase adaptability, autonomy and initiative, communication and teamwork, expand the development path of self-management and leadership development, and enable them to cope with various work challenges more effectively. If the improvisational behavior of employees in the art education industry is not given enough play, there are too rigid curricula and standardized teaching methods, or they are restricted by the traditional education model, the organizational culture is not sufficient to promote improvisational behavior, and the leadership lacks support for innovation, it will lead to difficulties in improvisational teaching and limited creative freedom, resulting in teaching pressure and time pressure, which will affect the quality of teaching and innovation ability.

To make full use of improvisational behavior, employees must be able to respond flexibly to different situations, develop creative and innovative thinking, cultivate their own adaptability in an ever-changing work environment, flexibly adjust their work style, proactively explore problem-solving ways, seek improvement and innovation, and cultivate employees' self-management and emotional intelligence. Through the improvisation behavior, employees are encouraged to show more autonomy and initiative, effectively manage their emotions and behavior in stressful situations, and work closely with team members to solve problems together, thereby improving the overall competence of the entire team.

4.10.4 Findings on the Mediating Role of Improvisational Behavior between Organizational Identity and Employees' Work Competence

All respondents agreed that improvisational behavior as a mediator positively influences employees' work competence and acts as a bridge between organizational identity and employees' work competence. This is consistent with the results of the quantitative analysis conducted earlier. Organizational identity has an indirect effect on employees' work competence by stimulating improvisational behavior, encouraging employee engagement, strengthening self-efficacy, shaping an innovative culture and improving employees' overall competence. This facilitative role helps to create a positive work environment and improve employee-organization relationships, which in turn has a positive impact on the overall performance of the organization. Improvisational skills are an important element that fosters creativity and imagination. A lack of improvisational behavior in art classes can lead to creative teaching being restricted and learning methods becoming relatively stereotypical and lacking in novelty, which limits the creative potential of students.

In addition, improvisational behavior helps teachers to be more flexible in adapting their teaching strategies to different contexts and students' needs, and a lack of improvisational behavior can make teachers less able to adapt in the face of change. Teachers who lack experience with improvisational behavior as part of a team may struggle to collaborate effectively with colleagues when they need to make quick adjustments to lessons or respond to unexpected situations. A lack of improvisation can also make teachers feel insecure in the face of new challenges, which can affect their

confidence in teaching and in turn lead to lower student interest and engagement. When faced with unexpected teaching situations in the arts classroom, improvisational behavior can feed into adaptive and creative teaching methods, increase student engagement, create a positive learning environment that encourages critical thinking, improve communication skills and boost teacher confidence.

4.11 Summary of Quantitative and Qualitative Research

Quantitative research focuses on quantitative data by collecting digitized data and using statistical analysis to test the hypotheses of the research. The results of the study provide objective quantitative conclusions. Qualitative research focuses on an in-depth understanding of the meaning and socio-cultural context behind the phenomenon, and the results can provide a deep understanding and rich descriptions .

Table 4.29 Comparison of Quantitative and Qualitative Research Methods

No.	Comparison point	Quantitative research methods	Qualitative research methods
1	Epistemology	derived from positivism and closer in paradigm to the scientific paradigm.	Subordinate to natural paradigm of humanism, research should be carried out in natural environments and conditions, the results and meanings obtained are adapted to held environments and conditions.
2	Logical process of the study	Quantitative research is much closer to deductive process, generalizing from general principles to particular scenarios	Qualitative research is based on descriptive analysis is essentially a process of induction, i.e., generalizing from particular scenarios to general conclusions.
3	Main objective	Emphasis on objective facts, correlation between phenomena, and on causal links between variables, with the main objective of identifying relationships, interactions and causality between variables.	The focus is on the relationship between the phenomenon and its context, the process of change of the phenomenon, and the significance of the phenomenon and behavior for the actors. The main objective is to “understand” social phenomena in depth

Table 4.29 Comparison of Quantitative and Qualitative Research Methods (Cont.)

No.	Comparison point	Quantitative research methods	Qualitative research methods
4	The nature of the information obtained and the manner in which its results are described	The information obtained is mainly quantitative; the results are expressed by statistical analysis of the data, and the results of the study are characterized by generalization and precision	Obtaining specific, individual examples, the results are illustrated by textual descriptions, which are contrasted and complemented by quantitative methods for their richness of information, meticulousness and depth of understanding

Note: Data are derived from generalization and summarization

By comparing the two methods, it can be learned that: The quantitative research method is also known as the quantitative research method. This research method that uses statistical and mathematical calculation techniques based on a large number of quantitative facts to describe, explain and predict the subject of research, and presents theoretical viewpoints through logical reasoning and relevant analysis. Characteristics include greater standardization and precision, more rigorous reasoning and therefore more objective, general, accurate and credible. Quantitative research is repeatable and does not vary from person to person. Qualitative research refers to gaining keen insights by uncovering problems, understanding the phenomena of events, analyzing human behaviors and perspectives, and answering questions and is a way that the researcher uses to define or solve a problem. Characteristics include Simplicity and ease of use and the ability to approach the research subject. The ability to tap into deeper meanings that are difficult to unlock with quantitative research. An interpretive paradigm which emphasizes the interpretation and understanding of phenomena, and therefore a more flexible research design.

To summarize, qualitative and quantitative research each have their own role to play. Quantitative research can provide quantitative relationships and laws of social phenomena, while qualitative research can explore the essence and meaning of these social phenomena. In this study, qualitative research is mainly used to support quantitative research. The combination of quantitative and qualitative research can better

reveal the current state of the work competence of employees in Chinese art education industry and the credibility of the research results.

In addition, by confirming the results of the quantitative study and qualitative interviews, consistency and correlation were established by comparing the quantitative results with the qualitative results. Table 4.30 shows how the quantitative and qualitative results are compared

Table 4.30 Comparison of Quantitative and Qualitative Findings

Quantitative Findings	Qualitative Findings
There is a significant positive relationship between organizational identity and employees' work competence.	Employees' identity with the organization has a positive impact on their performance and competence, which contributes to improving their performance and competence. Employees' identity with the organization can motivate them to be intrinsically motivated and enthusiastic in their position. Organizational identity motivates employees to have a positive attitude and work ethic and is encouraged by a positive work attitude. They are more likely to build trust and loyalty, which motivates them and encourages their willingness to contribute.
There is a significant positive relationship between organizational identity and employee improvisational behavior.	Organizational identity has a positive effect on employees' work attitudes and can influence their improvisational behavior. Employees who have a strong sense of organizational identity perceive their work as meaningful and are more willing to invest more time and energy in achieving the organization's goals. Organizational identity can actually motivate employees to have a positive work attitude and positive emotions.
There is a significant positive correlation between improvisational behavior and employee work competence.	Improvisational behavior can reveal individuals' skills and potential, and they can better use improvisational behavior to better resolve unexpected situations at work. Improvisational behavior requires good communication and coordination skills. It improves the ability to take on new challenges, reduces some of the workload for the individual and improves the employee's business skills. Improvisational behavior can improve the professional quality and skills of employees so that they have a greater breakthrough in work and future development.

Table 4.30 Comparison of Quantitative and Qualitative Findings (Cont.)

Quantitative Findings	Qualitative Findings
The mediating effect of improvisational behavior between organizational identity and employees' work competence.	Organizational identity has a positive effect on employees' attitudes and emotions at work and can influence their improvisational behavior. Improvisational behavior can demonstrate a individual's skills and potential and influence how they are evaluated by the organization. They can make better use of improvisational behavior to better resolve unexpected situations at work.

Note: Data are derived from generalizations and summaries

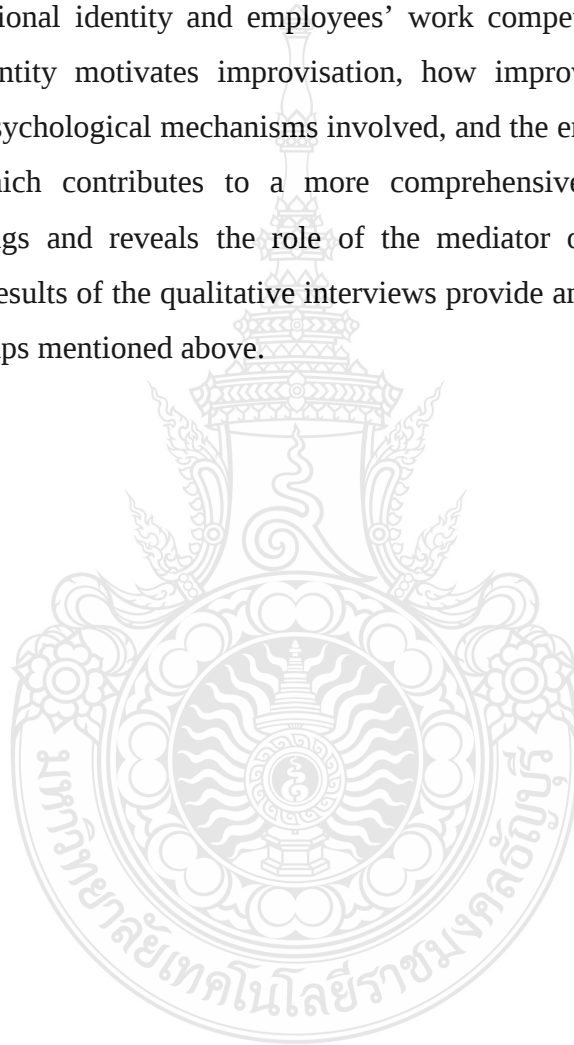
Table 4.30 shows that both results support the same ideas or trends and four hypotheses were confirmed. These results contribute to a more comprehensive understanding of the research question and also provide more credibility and reliability.

The quantitative study showed a significant impact of organizational identity on employees' work competencies. Qualitative interviews provide insights into the specific causes and mechanisms of this phenomenon and provide a more nuanced explanation. Qualitative interviews are able to provide a rich background and in-depth explanations for the findings of the quantitative research by revealing the formation process, influencing mechanisms and specific manifestations of organizational identity, which contributes to a more comprehensive and nuanced understanding of the significant influence of organizational identity on employees' work competence. The quantitative study revealed that organizational identity has a significant impact on improvisational behavior. The qualitative interviews provided a rich context and detailed explanations for the findings of the quantitative study by addressing employees' motivations, psychological mechanisms, and environmental factors, contributing to a more comprehensive understanding of the significant influence of organizational identity on improvisational behavior.

The quantitative study showed that improvisational behavior has a significant impact on employees' work competence. Qualitative interviews provided rich context and detailed explanations for the findings of the quantitative study by shedding more light on the intrinsic motivations for improvisational behavior, the facilitative role of skill

development, the enhancement of creativity, and the organizational environment that supports improvisational behavior, contributing to a more comprehensive understanding of the significant influence of improvisational behavior on employees' work competence.

The quantitative study showed that improvisational behavior plays a mediating role between organizational identity and employees' work competence. The qualitative interviews provided an in-depth explanation of the mediating role of improvisation between organizational identity and employees' work competence by exploring how organizational identity motivates improvisation, how improvisation enhances work competence, the psychological mechanisms involved, and the environment that supports improvisation, which contributes to a more comprehensive understanding of the quantitative findings and reveals the role of the mediator of improvisation in this relationship. The results of the qualitative interviews provide an in-depth explanation of the four relationships mentioned above.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the empirical findings around the four research questions posed in this study and discusses the consistency with related studies and existing literature, followed by the contributions of this study, including theoretical contributions and practical implications. The chapter concludes with the limitations of the study and recommendations for future research.

5.1 Conclusions

This study uses a combined research approach that combines qualitative and quantitative research methods. This approach allows the use of both quantitative and qualitative data in the study, which leads to a more comprehensive understanding of the research questions. This study examines the positive influence of organizational identity on employees' work competence in arts education, the positive impact of organizational identity on improvisational behavior, the positive influences of improvisational behavior on employees' work competence in arts education, and the mediating role that improvisational behavior plays between organizational identity and employees' work competence. This study examined the positive influences of strengthening organizational identity and stimulating improvisational behavior on employees' work competence in the arts education industry. Previous studies on employees' work competence conducted by researchers from an industry perspective, including the chemical, nursing, and English training industries, did not include the arts education industry. In addition, scholars have also studied the mediating role of improvisational behavior in employee innovation performance, but there are fewer studies on improvisational behavior as a mediating role between organizational identity and employees' work competence. Therefore, this is an important issue for innovation. In quantitative analysis, this paper collected first-hand information in the form of questionnaires and analyzed the collected valid information quantitatively. In this study, a total of 507 samples were selected and first hand data was collected in the form of this questionnaire. A structural equation model was developed for this study. The structural model has a high degree of goodness of fit. The collected

questionnaire data were empirically analyzed using SPSS and Amos software, including reliability test, validity test, descriptive statistical analysis, Pearson correlation analysis, structural equation model analysis and mediation effect analysis. Through the descriptive statistical analysis, variable correlation analysis, reliability analysis, content validity analysis, convergent and discriminant validity analysis, goodness-of-fit index test in SEM, structural equation modeling (SEM).

The combination of the above steps can help the researcher to gain a deeper understanding of the relationship between the research items, verify the validity of the hypotheses, and ensure the reliability and validity of the research instrument. The results of the reliability and validity tests met the criteria and were suitable for structural equation modeling. The X^2/DF value of the model was 1.053, which is less than 5. The RMSEA value of the model in this study was .010, which is less than .06, indicating that the model is well fitted. The GFI and IFI values of this model are .949 and .998, which is greater than .9, indicating that the model is well fitted.

The results of the path analysis in this study the following four hypotheses are supported:

First hypothesis: Organizational identity has a positive influence on employees' work competence.

Second hypothesis: Organizational identity has a positive influence on improvisational behavior.

Third hypothesis: Improvisational behavior has a positive influence on employees' work competence.

Fourth hypothesis: Improvisational behavior plays a mediating role between organizational identity and employees' work competence.

The empirical results of this study are consistent with the relevant studies in the existing literature. The results are consistent with competency-based theory and the high significance level of this study lends a high degree of credibility to the results. In the qualitative analysis, eight heads of schools or organizations in the field of arts education that are of a certain size and have a good reputation were interviewed. The qualitative research was mainly used to support the results of the quantitative research. The qualitative analysis found that the results of the qualitative analysis were consistent with

the results of the quantitative analysis, further confirming the arguments made in this study.

Another interesting finding is that when a mediating variable is present, the direct effect is larger than the mediating effect, suggesting that the mediating variable may be absent, which is also an innovation. That is, if the mediating effects are smaller than the direct effect and the direct effect is larger than the mediating effect, this may actually indicate that the mediating variable is not necessary. This situation may mean that causality on the direct path is more important than causality across the mediated path, or that the direct effect is sufficient to explain causality and the mediating variable is not necessary in this case. This is also an innovative point, especially when the situation suggests that the mediating variable may not be necessary to exist. Such findings may challenge previous theoretical assumptions or introduce new directions of thought and research into the field. This situation provides an interesting research perspective that encourages the researcher to think about and explore the research question in depth, providing new insights and contributions to the academic and practitioner fields.

5.2 Discussion

Conclusions related to the research questions are presented in this section.

This study focuses on the concept of 2 variables that influence employees' work competence in the arts education industry. These variables include organizational identity and improvisational behavior. The following are the research questions for this study.

Q1. How does organizational identity directly influence employees' work competence?

Q2 How does organizational identity directly influence improvisational behavior?

Q3. How does improvisational behavior directly influence employees' work competence?

Q4. How does improvisational behavior play a mediating role between organizational identity and employees' work competence?

The consistency between quantitative and qualitative findings can be verified by comparing the results of both studies. Four questions were asked as part of the above

study, which were combined with the testing of the hypotheses. All 4 hypotheses were validated and supported.

5.2.1 Discussion of Research Question 1

How does organizational identity directly influence employees' work competence?

The first research question is about the influence of organizational identity (IO) on employees' work competence (EWC). Organizational identity (IO) includes value integration (VI), career development (CD), emotional belonging (EB), interpersonal relationships (IR) four dimensions. Employees' work competence (EWC) includes three dimensions of skills (SK), self-cognition (SC), and personality traits (PT). H1 supports that organizational identity has a positive influence on employees' work competence.

This result is consistent with the findings of Van Dick (2005) et al. shows that organizational identity influences the indicators of employees' work competence. Moreover, employees with a high level of organizational identity competence have a significant impact on organizational development and performance. The found of Chughtai and Buckley (2010) confirm that employees who strongly identify would be relatively higher levels of performance. Work competence is the foundation and prerequisite for achieving high job performance. Only when an employee has the knowledge, skills and abilities required for the job can he or she efficiently complete the job and meet the expected performance standards. The level of work competence of employees can be reflected through the evaluation of job performance. High performance usually means that the employee has a high level of work competence. Just as Ida Ayu Oka Martini (2020) study confirms that work competence has a significant positive effect on employee performance.

Similarly, Jiang and Liu (2015) found that a person who has a high level of organizational identity has a strong sense of affiliation with the organization. The stronger the emotional bond between an individual and the organization, the higher the positive evaluation of the organization, the greater the willingness to work and maintain the working relationship according to the organization's expectations and achieve a higher sense of satisfaction with the organization. It is hypothesized that organizational identity has a positive influence on employees' work competence. A perceived organizational

identity attractiveness of this image, leads to stronger organizational identification (Dukerich et al., 2002). Organizational identification reshapes the psychology of organizational membership, binding employees to their organizations in ways that would not be achievable through other means and consequently enhancing their work performance (Blader et al., 2017).

In addition, the findings of Chen (2022) on the positive impact of employees' organizational identity on their work performance confirm this hypothesis: "Organizational identity has an impact on employees' behaviors and attitudes, and employees who identify with the organization will unconsciously bring their values closer to the organization, and their attitudes toward their work will affect their behaviors, which means that organizational identity positively affects work performance". Companies should pay attention to creating and maintaining a good corporate identity and promote employees' identity with the organization through clear corporate culture, effective communication and fair treatment, so as to improve employee satisfaction, company performance and stability, and enhance employees' work competence.

It is worth mentioning that the results of the qualitative interviews on this hypothesis are consistent with the results of the quantitative study. All interviewees acknowledged that organizational identity has a positive influence on employees' work competence.

5.2.2 Discussion of Research Question 2

How does organizational identity directly influence improvisational behavior?

The second question was about investigating the influence of organizational identity on improvisational behavior. This study shows that organizational identity has a significant positive predictive influence on improvisational behavior, which is consistent with research question 2. In other words, the stronger the organizational identity, the more improvisational behaviors are stimulated, or the greater the likelihood that employees will engage in improvisational behaviors. Improvisational behaviors include self-awareness, creativity, and use of limited resources. H2 hypothesizes that organizational identity has a positive influence on improvisational behaviors. This hypothesis is supported by this study and is consistent with Ostroff and Bowen (2000) and others. Employee identity with the organization may have a positive relationship with the desired work behaviors

and work outcomes of the organization. The stronger the employee's identity with the organization, the more likely the employee is to exhibit stronger constructive behaviors, and employee constructive behaviors play an important role in the development of innovative ideas (Fuller et al., 2006). The results of this study are also in line with Lipponen et al. (2008), who argued that the stronger the employee's identity with the organization, the more likely they are to be motivated to make their own suggestions and develop new ideas for improving their work. Employees with a strong organizational identity are more inclined to show autonomy and spontaneity in their work, they feel supported by the organization and are passionate about the organization's mission, so they are more likely to take initiative and make suggestions, solve problems and take appropriate action. Giles Hirst et al. (2009) also argue that employees' identity with the organization not only promotes motivation for innovative activities, but also their intrinsic interest in them. They have a strong sense of identity with the organization's goals and values and are willing to contribute their ideas and innovations to fulfill the organization's mission. Since creativity or innovative behaviors is one of the factors that are part of improvisational behaviors, organizational identity therefore has the potential to positively influence improvisational behaviors.

Hu (2014) found that improvisational behavior is a type of creative problem-solving behavior that emphasizes initiative and uses and integrates resources in real time. Organizational identity can highly promote improvisational behavior, and employees are more likely to show initiative and positivity when they have a high level of organizational identity. Zhang (2022) study has confirmed that organizational identity has a positive influence on employees' innovative behavior. Organizations can strengthen employees' sense of identification with the organization by creating a positive organizational culture, providing development opportunities, and improving communication and feedback, thus motivating them to engage in more positive improvisational behaviors. This helps to improve organizational innovation, adaptability, overall performance and high levels of work competence.

In addition, the interview results show that organizational identity positively influences improvisational behaviors, and all interviewees agreed with this hypothesis.

5.2.3 Discussion of Research Question 3

How does improvisational behavior directly influence employees' work competence?

The third research question related to the direct influence of improvisational behavior on employees' work competence. The study shows that improvisational behavior has a significant positive predictive influence on employees' work competence, which is consistent with research question 3. In other words, the more employees are able to remove that improvisational behavior develops a set of critical skills that employees need in an uncertain and rapidly changing work environment, and that improvisational behavior can bring significant competitive advantages to employees in processes that require innovation, flexibility, and immediate decision making, which directly improves their work competence. Innovation plays a pivotal role in achieving habit improvisational behaviors, the more work competence can be fully improved. H3 supports that improvisational behaviors has a positive influence on employees' work competence. These results are consistent with Li Lin (2013) and Ruan et al. (2015), who found that improvisational behaviors has a positive influence on employees' creativity and that innovation has a positive influence and favors the improvement of work competence. It can be an argue-competitive advantage, in particular for long-term success (Azeem et al., 2021).

Organizations need to cultivate and support the improvisational behaviors of their employees in order to foster the development of their overall competencies and thus improve their work competence. Emphasizing and supporting improvisational behaviors can be considered when designing organizational culture, training, and incentives to promote a more comprehensive and flexible employee competency in a variety of workplace tasks. In the arts classroom, teacher improvisational behavior requires flexibility, creativity, and sensitivity to students' individual differences and can directly impact students' learning experiences and the development of artistic competence. In the face of unexpected and unforeseen teaching situations, improvisation is a habitual action that occurs without forethought and unconsciously. As Su et al. (2022) claimed that improvisational behavior is characterized by innovation and spontaneity. Mæland and Espeland (2017) argued that improvisation as an intuitive and spontaneous actions in a

challenging situation. Improvisation in the arts classroom can help teachers to think independently and this spontaneity can foster creativity: “Spontaneity allows us to break out of the narrowest aspects of the known and discover innovative ways to respond.” (FitzPatrick, 2002) . Teachers have to offer positive feedback to the students providing clear suggestions on how to improve the performance (Biasutti, 2017). By actively using improvisation as a teaching method, teachers are therefore better able to respond to the needs of their students, motivate them to learn and promote the overall development of artistic competence.

Hypothesis 3 was supported by the results of the interviews.

5.2.4 Discussion of Research Question 4

How does improvisational behavior play a mediating role between organizational identity and employees’ work competence?

The fourth research question refers to the role of improvisational behavior as a mediator between organizational identity and employees’ work competence. The results of this study show that organizational identity positively influences employees’ work competence through improvisational behavior. H4 supports the mediating role of improvisational behavior. These results are consistent with Zhang’s (2021) view on the mediating role of employee improvisation, which states that employee improvisation acts as a complete mediator between employees’ intrinsic work motivation and innovation performance and improves employees’ work competence. Su (2024) Confirms also that the mediating role of improvisation behavior between entrepreneurial passion and performance.

In addition, Ashforth and Mael (1989) mentioned that strong organizational identity helps to increase employee motivation and commitment. In addition, Men’s (2022) study has shown that employees’ positive emotions can improve employees’ innovation performance by stimulating employees’ improvisational behaviors, which also promotes the accumulation of psychological capital and thus contributes to work competence. The fact that improvisational behavior acts as a mediator between organizational identity and employees’ work competence suggests that improvisational behavior could be a bridge or mechanism for the relationship between the two. The act of improvisation itself is an attempt to be creative. During improvisation, the individual is

more likely to think intuitively, which is an essential component of creativity, according to Leybourne (2006). At the same time, improvisation also provides individuals with the opportunity to practice in uncertain and ever-changing situations, thus improving their skills and gaining experience through the process of trial and error. Individuals with a strong improvisational behaviors will definitely have different tendencies in terms of innovation awareness and motivation than other individuals, which to some extent guarantees the possibility and reliability of the individual's innovation performance. The ability to improvise is innate, that is, every teacher has the potential to improvise, which can be stimulated by training, and "all human behavior is characterized by improvisation" (Sawyer, 2011). The ability to improvise is therefore something that teachers acquire in their own teaching practice and that becomes second nature to them in their everyday teaching.

Improvisation is a professional teaching skill (Aadland et al., 2017). By being flexible, responsive and making immediate adjustments, teachers can improve the effectiveness of classroom instruction and the learning experience of students. In the arts classroom, staff with a strong organizational identity can influence the working competence of staff through improvisational behavior on multiple channels, and teachers are able through improvisational behavior to increase the flexibility of teaching and learning and also help them cope with a variety of challenges and changes, improvisational behavior enables teachers to respond quickly to new situations and problems that arise in teaching and learning, maintain their attention to students, and better support and engage their interest. It also improves their motivation and engagement in learning and helps improve teachers' problem-solving skills to cope with various emergencies in the classroom.

Hypothesis 4 was also supported by the results of the interviews and the respondents agreed with this hypothesis.

5.3 Research Contributions

Based on fundamental theories such as organizational identity theory, the influence of organizational identity on employees' work competence is systematically analyzed. This study makes a theoretical contribution and describes practical implications.

5.3.1 Theoretical Implications

This study is valuable for theory development and management practice. From the perspective of theory development, this paper examines the relationship between organizational identity, improvisational behavior and work competence among employees in the Chinese art education industry, using a sample of 507 teachers in the art education industry and combining interviews with eight school principals.

1. This Study Adopts Quantitative Empirical Research Methods, Supplemented by Qualitative Interviews, to Verify the Importance of Organizational Identity on Employees' work Competence, and Further Validate the Conclusions of Scholars at Home and Abroad

Based on the social identity theory and the current situation of the Chinese art education industry, this study proposes a mechanism that influences the influence of organizational identity with the mediating role of improvisational behavior and further enriches the meaning of organizational identity theory. The dimensions of the variables, the research hypotheses, and the scales were refined based on a literature review. At present, it is difficult to achieve uniformity in the relevant research on organizational identity because different scholars divide organizational identity into one, two, three, four and nine dimensions according to their own research needs. Some Chinese scholars have already studied the relationship between work performance and work competence of teachers in training schools or institutions (Hu, 2021), and (Xue, 2012), but the positive influence of organizational identity on work competence has not been studied. Some scholars have also conducted research on the countermeasures to improve the quality of teachers in art training institutions (Shi, 2023), however, improvisational behavior was not used as a mediating variable. Some scholars have also conducted research on work competence in the nursing field. Due to the variability of the dimensions, the combination of practice to find out the reasons for their variability, the discussion on the compilation

and the existing research provides a new research perspective for studying the influence of organizational identity on work competence.

2. This Study Confirms that Organizational Identity can Positively Influence Improvisational Behavior

In conjunction with the organizational identity outcome factors outlined in this paper, organizational identity helps to increase work motivation, increase employee commitment, promote teamwork, increase employee innovation, and improve employee loyalty. To improve organizational identity, organizations can take a number of measures to strengthen employees' sense of identification with the organization, such as accurately communicating the organization's vision and values, providing development opportunities and creating a good working environment. All these measures can improve the skill level and psychological safety of employees, and the higher the skill level, the more likely it is that improvised behavior will occur (Zheng, 2019). In addition, the study by (Li & Lin, 2013) has shown that employees' psychological safety at the group level stimulates their intrinsic learning ability and improvisational potential, so that they can deal with unexpected situations more actively and creatively, and that employees' psychological safety has a significant cross-level direct effect on improvisational behavior. Based on sense-making theory, it is about how individuals and organizations understand and deal with complex and uncertain situations. In other words, the focus is on the individual's initiative to respond to the situation, while organizational identity can influence the individual's improvisational behavior. Su (2022) confirmed that when employees perceive the organization's innovative support for their own work, they will actively change their work attitudes and behaviors to respond to the organization. If the individual has a strong sense of identity with the organization, they are more likely to support the organization's goals through improvisational behavior as this aligns with their understanding and identity with the organization.

3. This Study Taps into the Positive Influence of Improvisational behavior on work Competence and Further Identifies the Integrative Factors Involved in Improvisational Behavior in work Competence

Most of the existing literature focuses on the direct effects of employees' improvisational behaviors on innovation performance. This study examined the positive

influences of improvisational behavior on work competence, incorporating cognitive, affective, and behavioral dimensions. By revealing the ways in which self-awareness, creativity and the use of limited resources influence work competence, the study was able to demonstrate that employees in arts education are better able to deal with uncertainty in teaching and learning by making immediate decisions and taking action based on the current environment, situations and needs without prior preparation or planning, thus increasing flexibility and creativity and improving interaction with students, thereby improving the overall effectiveness of teaching. The results of this study show that improvisational behavior has a positive relationship with the work competence of arts education staff, which not only improves the quality of teaching, but also enhances the professional competence and teaching innovation of staff, which confirms Fan's (2001) statement that "when we are faced with pedagogical moments that occur in a certain scenario, we do not have the time to sit down and carefully plan how to act, and even if we have time to think, we do not have the time to think about how to act. And even if we have the time to think about different approaches and the best course of action, you have to act in the moment when you seize the moment." This also supports Cheng's (2017) view that improvisation is realized through the influence of teacher-student interaction in an uncertain classroom environment by constantly adjusting or reconstructing the original cognitive schema and using the pedagogical moment immediately and precisely. Holdhus et al.(2016) argued the classroom situation is dependent on between teachers and students mutual agreement and interactivity to function satisfactorily. Improvisational behavior not only improves the performance of employees, but also develops a series of key skills and attributes related to work competence, enabling employees to perform a variety of work tasks more comprehensively, and helping to promote individual and industrial development.

4. The Findings of this Study Found that Improvisational Behavior Plays a Mediating Role in Organizational Identity on Employees' work Competence

Previous studies have paid less attention to the mediating role that improvisational behavior plays between organizational identity and employees' work competence. Some scholars have used improvisation as a mediator in the study of employee innovation performance based on AMO theory (Zhang, 2021), and others have

studied the influence of positive emotions on employee innovation performance through improvisation (Men, 2022), There are also scholars who have studied the mediating role of improvisational behavior in entrepreneurship (Su, 2024). But there is still a gap in the study of the influence of improvisation as a mediator between organizational identity and work competence. This study investigated the mechanism of the role of multiple inputs, especially self-consciousness, creativity, and the use of limited resources on work competence in the teaching process of employees in the art education industry from the perspective of the individual level of employees, reviewed the mediating role of improvisational behaviors on employees' work competence, and confirmed that improvisational behaviors has a significant influence on employees' work competence. Based on Social Identity theory, Improvisation theory, and the current situation in the Chinese art education industry, this study proposes a mechanism for the influence of organizational identity mediated by improvisational behavior. At the same time, it expands the research perspectives of Social Identity theory, Social Constructivism theory, and Sensory Construction theory, and enriches the research results on the antecedent variables of employees' work competence. The research results have laid a certain theoretical foundation for expanding the research path on employee work competence.

5.3.2 Managerial Implications

Based on the theoretical analyzes and empirical tests in the previous chapters, this study addresses the underlying theories and reality of organizational identity, improvisational behavior, and work competence of employees in the Chinese arts education industry, explores the relationships among the three variables, and arrives at valuable conclusions. Based on previous studies, this study provides management insights at the organizational level and the individual employee level. It takes into account that Chinese art education industry is characterized by strong market demand, fierce competition, different teaching methods and approaches, and different parental needs and perceptions of art education.

1. Organizational Level

(1) The government should strengthen the top-level design and implement comprehensive policies to control the development direction of the industry

The government should further strengthen the regulation and management of the arts education industry, protect the rights and interests of students, improve the professionalism of teachers, and promote the healthy development of the industry. Formulating policy documents on access to the industry, employment and training of personnel, supervision of funds, enrollment and promotion, construction of standardized teaching facilities, etc., and strengthening the implementation of the system will help regulate the order of the industry, improve the quality of education, protect the rights and interests of students, and promote the development of the arts education industry. The formulation and implementation of these measures will have a positive impact on improving the overall standard of the arts education industry. Continue to implement the “double reduction” adopted and implemented by the Chinese government, aiming to build a high-quality extracurricular education and training system that satisfies the people, and comprehensively promote the governance system and capacity building of non-discipline training institutions. Each region has strengthened high-level planning according to the actual situation, established integrated management, strictly enforced the approval process, and further improved the management procedures for non-disciplinary training institutions in accordance with the policy. At the same time, they should strictly implement the relevant provisions on practitioner management, regulate the teaching and training behaviors of practitioners, and strengthen the qualifications of staff for teaching, training and assessment, recruitment and performance evaluation.

In recent years, the Chinese art education industry has been flooded with a large number of training schools or institutions. The size is generally small, the concentration is low, the market share of the industry-leading enterprises is less than 1%, and the market competition is very fierce. In the future, the art education industry will usher in a new round of restructuring, there will be comprehensive and diversified development, professional training schools or institutions will emphasize differentiation. In conjunction with the development trend of Chinese art education industry, the government needs to strengthen the quality supervision of the arts education sector, formulate and strengthen the verification and accreditation of teachers' qualifications and teaching quality to ensure the professionalism and quality of teaching of educational institutions and teachers.

The education authorities must actively publicize the double-decrease policy and the State's guidelines on aesthetic education and nurturing and provide targeted guidance to out-of-school arts training institutions, while at the same time strengthening day-to-day supervision and management, strictly regulating the fees charged by arts training institutions, and enhancing the professionalism and competitiveness of brand-name institutions (Zou, 2023). Establishing the legitimacy of art education and training enables the approval and governance of the education and training industry to have a legal basis. The establishment of legitimacy is also, to a certain extent, conducive to enhancing the self-esteem and sense of belonging of teachers in Chinese out-of-school training institutions (Mei, 2022). It should also provide more policy support and incentives to encourage more talents to engage in arts education and to attract and train more outstanding teachers in arts education.

(2) Whole arts education industry should maximize the organizational identity of their employees, encourage improvisational behavior in the teaching process, and create the conditions for improving their work competence

However, since the improvement of employee's work competence is a long-term process that requires continuous efforts, training and development programs, this process involves a variety of factors, including skills, knowledge, experience, behaviors and attitudes, etc., and it is not a one-time effort, and some schools or organizations in the arts education industry end their survival cycle before their staffs' ability to do their jobs is improved. Therefore, the Chinese art education industry should actively seek ways to improve the work skills of employees. First, the art education industry should ensure that employees clearly understand and share the organization's mission and values, manage employees' long-term motivation to ensure that they remain motivated and committed to their work, explore employees' versatile potential, and strengthen employees' sense of belonging to their organization, their sense of identity, and the degree to which they resonate with the organization's values. If employees perceive that the organization invests in their development, it will enhance employees' emotional commitment to the organization, stimulate employees to invest more in their work, enhance employees' sense of involvement in their work, and promote the emergence of proactive behaviors, improvised behaviors as a kind of proactive behaviors of employees, it will be a certain

degree of stimulation (Wang, 2020), which will improve the competence of work. If they fail to improve the work competence of employees, their chances of survival will be even smaller, and their survival space will be further compressed or even wiped out. Second, create conditions that allow employees to engage in improvisational behavior by encouraging their exploratory behavior in teaching and learning and creating a culture that fosters innovation and reflection. Improvisational behavior creates an effective learning pathway that is a kind of mutating knowledge building under the existing cognitive model and knowledge system (Miner et al., 2001), which is conducive to progress towards the set goals. For improvisation to achieve good results, it is not enough to rely only on the efforts of individual employees, but requires the cooperation of factors at the organizational level (Ruan et al., 2015). As the internal and external environment of the art education industry continues to change, improvisational behavior is more likely to occur when there is no clear plan for the task but an urgent decision needs to be made. Managers may give employees some freedom in assigning tasks, do not make a strict plan for the task, sometimes the plan cannot keep up with the changes, and it may be counterproductive to follow the existing rules and regulations. In previous research, many scholars have pointed out that one of the essential characteristics of entrepreneurs is improvisational behavior, that enables their companies to perform better in a highly unpredictable business environment (Hmieleski et al., 2013), (Issa, 2020), (Hilmersson et al., 2021). As much as possible, provide employees with all kinds of resources needed to complete the task in their work to cope with the occasional need, advocate the occurrence of problems with their own past experience to think more, practice more to avoid creating a problem to seek help from superiors or colleagues. Managers set a good example so that improvisation is easily accepted by other employees in the organization. Ostroff and Bowen (2000) argue that a flexible, adaptable workforce is able to respond quickly to changing technologies, customer demands or other organizational requirements. This can be enhanced through a range of human resource practices, such as formal and informal training and development, the use of teams, and skill and work enrichment, practices that encourage employees to contribute a wider range of skills, perspectives and ideas. These practices can improve the effectiveness of the organizational structure through flexibility and adaptability.

Moreover, industry resources should be consolidated, teaching tools shared, and a collaborative atmosphere of cooperation and learning created. The arts education industry is highly competitive and only highly skilled staff can compete in the marketplace. Improving the competence of the staff will increase the competitiveness of the organization, attract more students and attract the attention of the organization, increase the market share and improve the chances of survival. The art education industry needs to put more emphasis on improving the work competence of their employees. If they fail to improve the work competence of their employees, their chances of survival will be even slimmer, and their survival space will be further narrowed or even wiped out. Paying attention to improving employees' work competence shows that the organization cares about and supports its employees. By improving their work competency, employees gain a greater sense of accomplishment and better career development opportunities, which increases their satisfaction and loyalty, reduces staff turnover and stabilizes the organization's talent pool. By integrating industry resources, arts education can better meet the needs of students and society and improve the quality of instruction and the arts experience. At the same time, this can also promote collaboration and innovation in the industry and strengthen its competitiveness and influence. The reputation of the art education industry largely depends on the quality of education and the professionalism of educators. Improving the work competence of employees, teaching standards and the quality of art education will help the industry build a good reputation and image and attract more students and resources.

(3) The head or manager of the art education industry should create favorable conditions for improving the employees' work competence

Firstly, improving the working competence of staff in arts education is an important goal to ensure high quality teaching and to meet the needs of students. Dineke (2004) defines teacher competence as the totality of the teacher's knowledge, personality traits and the required pedagogical attitudes and competencies in carrying out the actual teaching activity. The working competencies of arts education staff, which are mainly related to understanding learners, designing lessons, diagnosing the implementation of learning, assessing learning and developing learners, provide important support for the form of professional teaching (Hakim, 2015). Given the reality, leaders or managers in

arts education are expected to provide regular professional development for their staff in arts skills, teaching methods and curriculum design. The following measures can be used: Organizing internal training, inviting outside experts, attending industry conferences and seminars, and providing online learning resources. Through regular professional development activities, the head or manager of the arts education department can regularly evaluate their staff to ensure that they are always up to date with the latest trends, teaching methods and technologies in the arts education industry and to ensure that they keep up with the latest developments in the industry and continuously improve their professionalism and work skills.

Secondly, create a supportive work environment that inspires employees to innovate and take initiative. Yusliza et al. (2022) found that supportive work environment affects the person-organization fit which increases employee retention. When employees feel supported and encouraged by the organization, they are more likely to develop new ideas and try new approaches, increasing their competence in their position. A supportive work environment creates an atmosphere that encourages personal growth and teamwork, an atmosphere that helps employees to better overcome challenges, realize their potential and contribute more to the success of the organization. Improve leadership skills and management practices. Effective leaders are able to set clear goals and motivate and inspire their employees. It is very important to create employee productivity and job satisfaction by applying effective leadership styles, as well as to achieve organizational goals and effectiveness (Dinibutun, 2020). By building positive leadership relationships, organizations can develop teams with a high level of work competency to better overcome challenges and achieve success. Establishing an effective feedback and performance appraisal mechanism is an important tool to establish effective communication between the organization and employees and motivate employees to improve their work competency. Just as Bakker and Demerouti (2007) indicated that constructive feedback not only helps employees do their work more effectively, but also improves communication between supervisors and employees. Subordinates need to be motivated because there are several subordinates who want to work after being motivated by their superiors (Setyawati et al., 2022). A sound performance management system can effectively promote the development of the individual employee and the organization as

a whole. A common organizational culture and shared values are the foundation of an organization and not only influence employee behavior and attitude, but also has a direct and important impact on building and improving work competency. Creating a positive, supportive culture and values will help develop the ability and quality of employees to succeed in their positions. By building interactions and synergy, through teamwork and effective communication, it is easier for employees to integrate into the organizational culture and improve their overall quality, making the entire team more coordinated and efficient in achieving their goals. By fostering a strong and positive organizational culture, employees are motivated to become more loyal and accountable (Jigjiddorj et al., 2021).. Through the above ways, we can effectively improve employees' work competence, maximize their potential and better cope with the challenges brought by the expansion of the art market.

Thirdly, a culture of innovation should be created to foster an atmosphere that encourages creativity and thinking. Staff should be encouraged to develop new ideas and approaches and given the opportunity to implement them. School leaders can provide resources such as artistic equipment, teaching materials and technical facilities. In this way, teachers are given more opportunities and inspiration to try out new teaching methods and art forms and show a talent for improvisation. Staff can also be given freedom of choice in the teaching and learning process so that they have some freedom in designing the curriculum, teaching activities and assessment. The above behaviors can be described as "creative effort", just as Giles Hirst et al. (2009) claimed that creative effort is defined as the pro-active pursuit and learning of new ideas and approaches to improve one's creative performance. The principles of improvisation technique can be implemented in the classroom by the teacher as a reflective mode in order to enhance the flexibility of the teacher's reactions to spontaneous occurrences in the classroom (Shem-Tov, 2011). By using the principle of improvisation as a mode of reflection, teachers can improve their ability to cope with unexpected situations in the classroom, increase their flexibility and creativity, and thus better meet the needs of their students and improve the effectiveness of their teaching. Teachers must improvise to handle challenges, with a focus on creativity, critical thinking, innovation and problem-solving, underlining students as active participants and co-constructors of knowledge (Mæland & Espeland,

2017). In this way, teachers can be more flexible and make improvisational decisions based on the needs of the students and the classroom environment, demonstrating their creativity and competence.

2. Individual Level

(1) Employees should strengthen organizational identity

A high level of organizational identity is necessary for employees to improve their work competence. Organizational identity reshapes the psychology of organizational membership, binding employees to their organizations in ways that would not be achievable through other means and consequently enhancing employees work performance (Blader et al., 2017). In the art education industry, employees' organizational identity may stem from resonance with the mission of art education, alignment with the educational philosophy, and recognition of the industry's values and standards. As the Chinese Ministry of Education increasingly regulates the art education industry and introduces a robust entry mechanism, the barriers to employment are becoming higher. Teaching and research personnel should have a college degree or above and possess a teacher qualification certificate issued or recognized by a government agency that is equivalent to the content of teaching, or proof of relevant professional (subject) competence to enter the profession. Training schools or institutions should conclude employment contracts (or employment agreements) with the recruited teachers in accordance with the law, pay the required social security contributions, and protect their wages, benefits and other legitimate rights and interests. This initiative not only better protects the interests of employees, but also ensures employee loyalty to a certain extent and strengthens organizational identity. The improvement of organizational identity, organizational identity has an obvious functional role for the organization to take the road to improve employees' sense of identity with the organization, can effectively mention the loyalty of employees (Tang et al., 2022), resulting in a virtuous circle effect. If arts education employees lack organizational identity, they may receive less support and opportunities for professional development, have difficulty improving their teaching skills, and lose the ability to communicate with colleagues and share teaching experiences, resources, and best practices, resulting in a lack of consistent standards and guidelines, causing teaching quality of teaching and the industry's reputation to suffer

and making it difficult to form industry consensus. At the same time, employees may feel isolated and it is difficult to get support from colleagues and the industry, which affects the instability of professional development, which in turn leads to a decline in the industry's image and the public's trust and respect for arts training. Improving the organizational identity of employees in the art education industry can promote their job satisfaction and improve job quality and work competence. Employees with a strong sense of organizational identity tend to be more actively engaged in their work and are also more confident and capable of dealing with a variety of workplace challenges, demonstrating higher levels of job satisfaction and work competence. When employees devote themselves to work, they can find problems, create ideas and stimulate their creativity (Sharma & Nambudiri, 2020). Thus, while educational institutions focus on improving teachers' organizational identity, they should also pay attention to teachers' self-efficacy and offer them support and assistance to improve their job satisfaction and performance.

(2) Employees have to take the initiative to play improvisational behaviors

Encouraging employees' improvisational behavior is crucial to improving work competence. At present, Chinese art education industry has a large market, a wide audience and a broad development field, and specialized and refined training schools or institutions will stand out from others. When designing new teaching methods and curricula, employees need to show improvisational creativity to adapt to the needs of students and changes in the market. At the same time, they must be flexible to meet the individual needs of different students, which requires strong improvisational skills and the ability to adapt and improve based on student feedback and performance. Graue et al. (2015) argue that improvisation can be a fruitful strategy for teaching, providing a space that creates new knowledge by engaging the familiar in unfamiliar ways. The arts training industry is highly competitive. To stand out in the marketplace, training organizations must offer unique and innovative content, and the improvisational skills of their staff are essential to creative teaching methods and content design. The ability of employees to improvise is a multi-faceted skill that encompasses cognitive, emotional, social and creative dimensions. This form of behavior is important for coping with change, expressing oneself and exercising creativity in a variety of contexts. Improvisational

behavior is the behavior of individuals who fully use their initiative and creativity to independently and spontaneously search for new methods and ideas to solve unexpected or real problems (Vera & Crossan, 2005). In a creative and diverse industry, employees' ability to improvise can be a key factor in the development of the arts education industry. The improvisational potential of employees can be stimulated by encouraging innovation, providing training and development opportunities and creating a positive work culture. Only with good self-evaluation and self-confidence can employees have more optimistic expectations and good ideas about their personal prospects and organizational visions, so that they can consciously motivate their own initiative and positivity in their work, stimulating their individual improvisational behavior (Ding & Chen, 2017) and thus better adapt to the development of the industry and the needs of students.

(3) Employees should utilize various ways and means to continuously improve their work competence

According to the Regulations of the General Office of the Ministry of Education of China and the General Office of the Ministry of Human Resources and Social Security on the Decree on the Measures for the Management of Practitioners in Extracurricular Education Institutions (for trial implementation), the requirements for the recruitment of practitioners in the art education industry continue to increase, which also puts higher requirements on the work competence of employees, and only by continuously improving their own work competence can they adapt to the needs and changes of professional development. For the art education industry as a whole, the realization of online and offline linkage of teaching, market integration, market reduction and the formation of art education complex will be the future development trend. Due to teachers' professional learning practices can develop and update competencies and skills, and improve teachers' subject matter professional competencies and pedagogical skills to improve students' learning engagement and academic achievement (Geletu, 2022). Employees in the art education industry should follow the trend of the times to grasp the direction of the development of the art education industry, combine the advantages they have, strive to improve their own quality, grasp the influence of the development trend of the diversified industrial chain and the comprehensive service-oriented development trend on the industry, accelerate the improvement of professional skills, improve their

own artistic skills, further deepen their skills in the field of art they teach, and continue to learn about the new artistic trends and technologies, improve their pedagogical skills and learn effective teaching methods, including diversified teaching strategies, assessment methods and feedback mechanisms. Acquire curriculum design and development skills and learn how to design and develop rich and engaging curricula to meet students' needs and promote their interests. Simultaneously integrate multicultural elements into teaching classroom to accommodate students' diversity and develop their global perspective, develop good communication skills, including communication with students, parents, and colleagues, and build positive teacher-student relationships and collegial partnerships; continuously reflect and improve, regularly reflect on teaching, analyze the effectiveness of the curriculum, receive feedback from students and colleagues and continuously improve their own teaching methods based on this feedback, maintain a passion for the arts and education, and constantly strive to be innovative and encourage student creativity. Competence development is a conscious and rational effort to meet new or increased competence requirements due to change Environmental conditions or changes in the organization (Kock & Eilström, 2009). Employees have to realize the match between ability and position in the workplace. Competence mismatch can impacts job satisfaction (Skrinjaric, 2022). In this way, we improve work competence, ensure that "people get their positions, positions get their people", work morale and work efficiency, and finally realize a high degree of consistency between people and works.

5.4 Research Limitations and Suggestions for Future Research

5.4.1 Research Limitations

In this paper through the organizational identity of employees' work competence to build the main impact of the integration of the conceptual framework, from the perspective of individual organizational identity to explore the formation mechanism of employees' work competence, although this study has achieved some important empirical results and theoretical progress, but there are still shortcomings, and need to be perfected and improved in subsequent research.

1. The Study has Some Limitations in Terms of the Survey Population

The study needs further examination to see if the conclusions drawn from the study are applicable to those working in art education in other regions of the country where there is no survey data. Although the total sample size meets the requirements of the statistical analysis, coverage needs to be expanded from the perspective of the national distribution of regions, and it is hoped that future studies will expand the sample coverage and thus improve the generalizability of the results of this work. In addition, 507 valid questionnaires in 10 regions of the country were analyzed in this study. Whether these valid questionnaires can be detached from the constraints of time and resources also depends on the sample size of respondents.

2. Interviews have Some Limitations

In this study, qualitative research was used to interview those responsible or managing the art education sector, which served as a complement to the quantitative research, but was limited by the number of interviews, so the conclusions drawn are general in nature and do not go into depth. In addition, different antecedent variables in the development of work competence of employees in the art education sector are likely to lead to greater differentiation in work competence, which was not explored in depth in this study. Follow-up studies should examine the supportive work environment, training and development separately to increase the level of detail and further enrich the antecedents of work competence.

3. There are Limitations in the Research Constructing the Integration Model

In this study, the integrated mechanism model constructed for organizational identity and employees' work competence examined the role of the mediating role of improvisation behavior in organizational identity on employees' work competence. However, the study had some limitations in terms of resources and time and only selected variables from the individual perspective (organizational identity, improvisational behavior, and employee work competence). In addition, the research in this study starts from organizational identity and finally employees' work competence and investigates the mechanism of the influence of improvisational behavior on

employees' work competence without delving into the outcome factors of employees' work competence in order to expand and improve the subsequent research.

5.4.2 Research Perspectives

The research limitations identified above are analyzed in detail and future research is envisioned based on specific questions. Thus, the existing limitations of this study can be improved by expanding the regional scope and number of sample studies, increasing the depth of qualitative research, refining the working competence of the staff, and constructing the model for integrating mediators into subsequent research to improve the applicability, effectiveness, and rigor of subsequent research.

1. Expanding the area of the Survey Sample and the Sample Size to Further Improve the Representativeness of the Sample

The follow-up study could increase the research effort to collect survey data from 31 regions across the country. Increase the number of survey samples to increase the stability of research results and reduce data bias that may be caused by inadequate sample size. Also, increase the number of qualitative interviews to deepen the research on the role of organizational identity on employees' work competence. Since quantitative research gets a generalization of a wide range of opinions, as the reasons may only be the tip of the iceberg, it is worth digging deeper. For example, the influence of different types of organizational identity on employees' improvisational behavior and work competence is not the same, and the power of different improvisational behaviors on employees' work competence varies, and the reasons for the differences are worth exploring in depth. Future research can find out the reasons for these differences by increasing the intensity of qualitative research. On the other hand, we can investigate the reasons for these differences in depth and further explore the influencing factors of organizational identity and improvisation behavior on employees' work competence in the art education industry.

2. This Study is Limited to the Length of the Study and Fails to Differentiate between the Different types of Organizational Identity to be Discussed

Scholars can explore in further research whether different definitions of organizational identity can all have a positive impact on employees' work competence, whether they can all play a role in employees' work competence through the

improvisational behavior pathway, and whether there are other extended or contrived pathways that play a role. Whether there are different types of organizational identity that play different roles in employee work competence. Does the differences in the degree of individual organizational identity also raise the possibility that different types of organizational identity have different outcomes that are beneficial to the organization and the individual. Although this type of research is difficult to operationalize due to the high stakes of improvisational behavior that emphasizes flexibility, creativity, and real-time responses, research that distinguishes between different domains of improvisational behavior will help to understand the nature of improvisational behavior, the factors that influence it, and how it can be applied in different domains. Through these efforts, researchers have made an important contribution to advancing knowledge and practice in the field of improvisational behavior.

3. The Follow-up Study Can also Make Certain Refinements in the Research Methodology

In this study, the research variables were assessed directly due to the specific design and structure of the investigation. This approach was chosen to align with the study's objectives and methodology. However, it is recognized that this method may introduce certain limitations, particularly in terms of potential methodological biases. To address these concerns, future research could explore alternative data collection methods. Such strategies would aim to enhance the objectivity and rigor of the study, minimizing biases that could skew the results. By adopting a more varied and independent approach to data collection and analysis, follow-up studies could provide a more nuanced and comprehensive understanding of the subject matter. This would not only reinforce the validity of the findings but also offer multiple perspectives that contribute to a deeper and more reliable evaluation of the research object.

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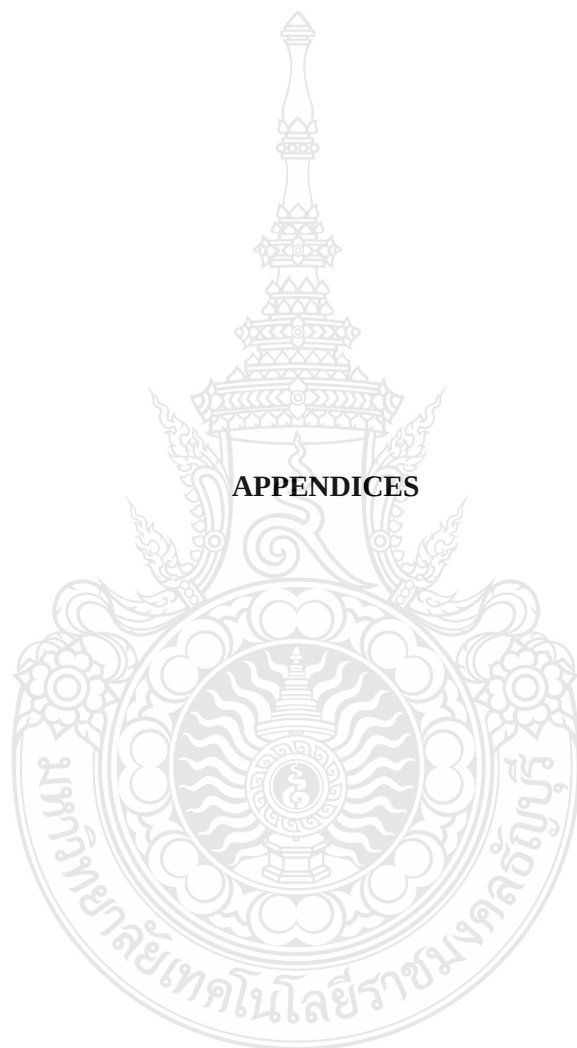
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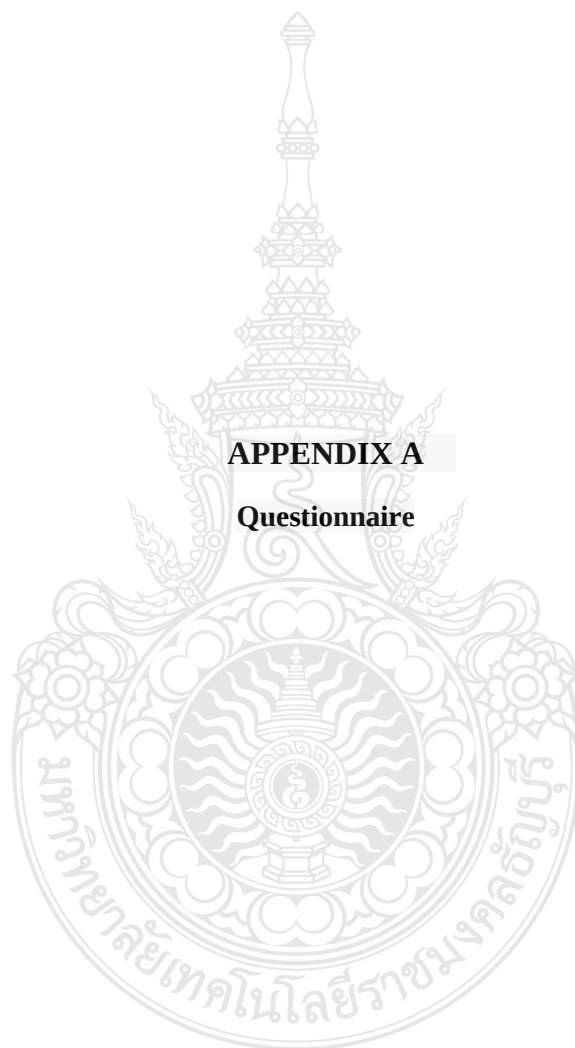
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APPENDICES



APPENDIX A

Questionnaire

Questionnaire

Dear respondent:

The purpose of this academic study is to examine the influence of organizational identity on employees' work competence. Please take some time to answer the following questions. There are no right or wrong answers. We are interested in your general impressions. The information provided will be used for academic purposes only and should be treated in strict confidence.

Part 1: Personal information

1. Gender

☐ Male

☐ Female

2. Age

☐ 22-26 years old

☐ 27-30 years old

☐ 31-35 years old

☐ 36-39 years old

☐ 40 years old and above

3. Years of work

☐ Less than 1 year

☐ 1 – 3 years

☐ 4 – 5 years

☐ 6 – 10 years

☐ More than 10 years

4. Where you work

☐ Shandong

☐ Zhejiang

☐ Liaoning

☐ Sichuan

☐ Hunan

☐ Hebei

☐ Jiangxi

☐ Guangdong

☐ Shanxi

☐ Gansu

Part 2: Organizational Identity

This section includes questions about organizational identity, please indicate the extent to which you agree or disagree with the following statements:

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree,

5 = Strongly agree

Value Integration	Disagree to Agree				
	1	2	3	4	5
5. The image of the organization I work for represents me well in the community					
6. When I talk about the organization I work for, I say “we” instead of “they”					
7. The success of the organization is also my success					

Career Development	Disagree to Agree				
	1	2	3	4	5
8. There is more room for advancement in the organization					
9. There's a lot to learn here					
10. The organization I work for has good development prospects					
Emotional Belonging	Disagree to Agree				
	1	2	3	4	5
11. I can feel that the organization about my life					
12. Working here makes me feel at home					
13. When I am in trouble, I can get help from my organization					
Interpersonal Relationships	Disagree to Agree				
	1	2	3	4	5
14. My leader is an easy person to get close to					
15. I can get support from my colleagues at work					
16. Colleagues in our organization are very close to each other					

Part 3: Improvisational Behavior

This section includes questions about Improvisational behavior, please indicate the extent to which you agree or disagree with the following statements:

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree

Self-Awareness	Disagree to Agree				
	1	2	3	4	5
17. I care about the way I do things					
18. I can detect my mood changes in real time					
19. I usually focus on my inner feelings					
Creativity	Disagree to Agree				
	1	2	3	4	5
20. Most of the time, I am able to turn innovative ideas into reality					
21. I can translate innovative ideas into practical applications					
22. I can respond creatively to multiple challenges					

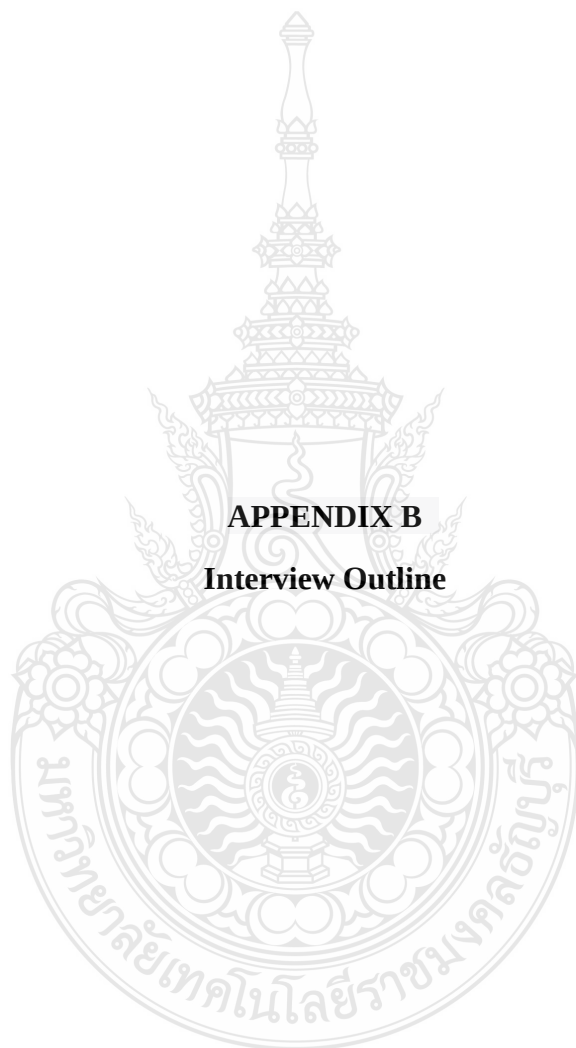
Utilize of Limited Resources	Disagree to Agree				
	1	2	3	4	5
23. I am good at sharing resources and working with others to achieve common goals					
24. When I encounter a problem, I try to solve it in a new way					
25. I am able to think and act in the course of my work					

Part 4: Employees' Work Competence

This section includes questions about employee work competence. Please indicate the extent to which you agree or disagree with the following statements:

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, 5 = Strongly agree

Skills	Disagree to Agree				
	1	2	3	4	5
26. I am able to communicate effectively with students (parents) in a proactive and enthusiastic manner, gaining their trust and respect					
27. I am able to take my own teaching activities as the object of reflection, examine and analyze my own teaching concepts, teaching behaviors and teaching effects, so as to finally solve teaching problems and promote my own professional development					
28. I understand and am proficient in knowledge related to my occupation and profession (including knowledge of pedagogy and specialized knowledge of the subject matter I teach)					
Self-Cognition	Disagree to Agree				
	1	2	3	4	5
29. I can get things done like most people do					
30. I am positive about myself					
31. I think I have many good qualities					
Personality Traits	Disagree to Agree				
	1	2	3	4	5
32. If I make a promise, I will find a way to fulfill it					
33. I always do my work in an organized way					
34. I can easily notice changes in moods and feelings produced by different environments					



APPENDIX B

Interview Outline

Interview Outline

Dear Madam/Mr :

Hello! Thank you very much for taking time out of your busy schedule to participate in the academic research. The purpose of this study is to explore the influences of organizational identity and improvisational behavior on the work competence of employees in the art education industry, with a view to providing theoretical guidance to the art education industry in targeting the improvement of employees' organizational identity, stimulating improvisational behavior, and enhancing work competence. The conclusions and recommendations of the study can be shared with you at the end of the research work.

This interview will take approximately 20-30 minutes. The content of your conversation will only be used by the researcher for academic analysis, and will not be used for any commercial purposes, nor will it be disclosed to any non-researchers so you do not need to have any concerns. In addition, please be truthful as your opinion is very important to us and will determine the success or failure of this study. We will record the interview for the smooth running of the study, do you agree?

1. Please tell us what you mean by organizational identity and what role it plays in employees' work.
2. To the best of your knowledge, how does employees' identity with the organization influence their performance and competence in their positions?
3. Has organizational identity been found to make employees more inclined to display a positive work attitude and positive emotions? Does this influence their improvisational behavior?
4. To what extent do you think organizational identity motivates employees to work and take pride in their work, which in turn affects their improvisational behavior?
5. What do you think improvisational behavior means? How has it manifested itself in your work experience?
6. Have you found that improvisational behavior improves employees' problem-solving skills? How has improvisational behavior helped you overcome challenges?
7. Why do you think improvisation might play a mediating role between organizational identity and employee work competence? What mechanisms might explain this relationship?



APPENDIX C

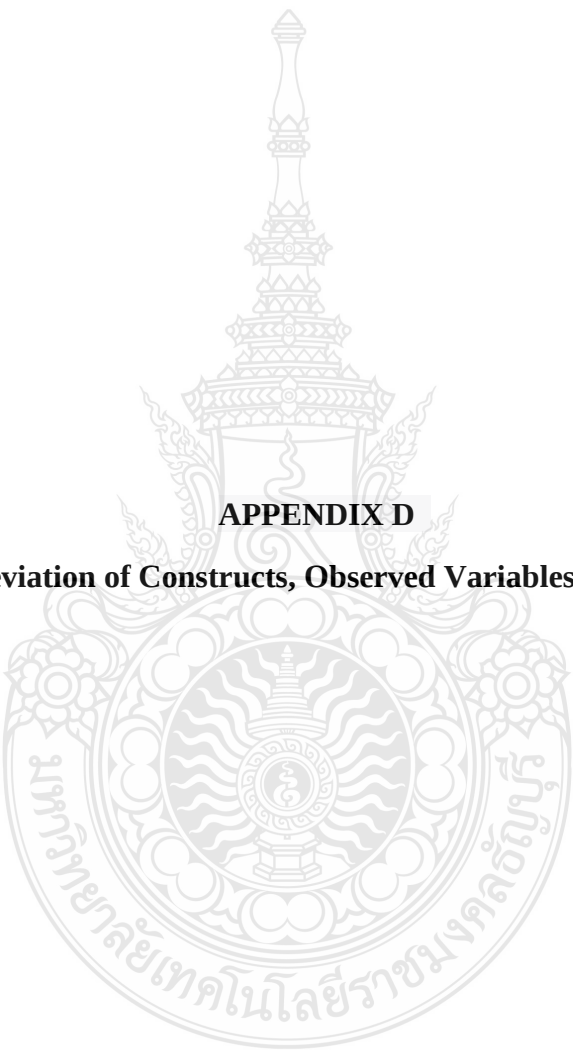
Index of Item-Objective Congruence (IOC) Assessment

Index of Item-Objective Congruence (IOC) Assessment

Variable	Item	Subject-Matter Expert				Item Average Score	Variable's Average Score
		No.1	No.2	No.3	No.4		
Value Integration	VI1	1	1	1	1	1	.83
	VI2	1	1	1	0	.75	
	VI3	1	1	1	0	.75	
Career Development	CD1	1	1	1	0	.75	.92
	CD2	1	1	1	1	1	
	CD3	1	1	1	1	1	
Emotional Belonging	EB1	1	1	1	0	.75	.92
	EB2	1	1	1	1	1	
	EB3	1	1	1	1	1	
Interpersonal Relationships	IR1	1	1	1	1	1	1
	IR2	1	1	1	1	1	
	IR3	1	1	1	1	1	
Self- Awareness	SA1	1	1	1	0	.75	.83
	SA2	1	1	1	1	1	
	SA3	1	1	1	0	.75	
Creativity	CT1	1	1	1	0	.75	.83
	CT2	1	1	1	0	.75	
	CT3	1	1	1	1	1	
Utilize of Limited Resources	ULR1	1	1	1	0	.75	.75
	ULR2	1	1	1	0	.75	
	ULR3	1	1	1	0	.75	

Skills	SK1	1	1	1	1	1	1
	SK2	1	1	1	1	1	
	SK3	1	1	1	1	1	
Self-Cognition	SC1	1	1	1	0	.75	.75
	SC2	1	1	1	0	.75	
	SC3	1	1	1	0	.75	
Personality Traits	PT1	1	1	1	1	1	1
	PT2	1	1	1	1	1	
	PT3	1	1	1	1	1	
Average IOC score							.883





APPENDIX D

Abbreviation of Constructs, Observed Variables and Items

Abbreviation of Constructs, Observed Variables and Items

Construct/ Observed Variable	Items	Abbreviation	Type of variable
Organizational Identity (OI)			
Value Integration (VI)	Personal image represents organizational image	VI1	Independent Variable
	Represent the organization with “we”	VI2	
	Organizational success	VI3	
Career Development (CD)	Room for advancement	CD1	
	There’s a lot to learn here	CD2	
	Good development prospects	CD3	
Emotional Belonging (EB)	Organization about my life	EB1	
	Working here makes me feel at home	EB2	
	Organization can help me	EB3	
Interpersonal Relationships (IR)	My leader is an easy person to get close to	IR1	
	Colleagues support	IR2	
	Good relations among colleagues	IR3	
Improvisational Behavior (IB)			
Self-awareness (SA)	Care about the way things are done	SA1	Mediating Variable
	Able to sense changes in mood	SA2	
	Focus on your inner feelings	SA3	
Creativity	Innovative ideas become reality	CT1	

Construct/ Observed Variable	Items	Abbreviation	Type of variable
(CT)	Innovative ideas applied in practice	CT2	
	Creative responses to multiple challenges	CT3	
Utilize of Limited Resources (ULR)	Sharing resources and cooperating to achieve common goals	ULR1	
	Trying new ways to solve problems	ULR2	
	Thinking and acting at work	ULR3	
Employees’ work competence (EWC)			
Skills (SK)	Establishment of good communication channels	SK1	Dependent variable
	Problem solving for your own professional development	SK2	
	Knowledge of and proficiency in the occupations and professions in which they are employed	SK3	
Self-cognition (SC)	Can get the work done	SC1	
	Positive examination of self	SC2	
	Has a lot of good qualities	SC3	
Personal traits (PT)	I’ll find a way to keep my promise	PT1	
	Always do work in an organized way	PT2	
	Able to notice changes in emotions and feelings	PT3	

Biography

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