

The Influence of Faculty Professionalism of Social Art Training Teachers on Professional Dedication

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Abstract: The purpose of this research is to study the overall status of the faculty professionalism and professional dedication of the current social art training teachers and reveal the relationship between them. To this end, a questionnaire survey of 68 music teachers and 30 art teachers from 5 social art training schools in Northeast China was conducted. The conclusions are as follows. First, the faculty professionalism and professional dedication of teachers in social art training schools are generally at a middle level, but professional autonomy, service mission, professional awareness, and enthusiasm are at the middle and lower level; Second, faculty professionalism positively correlates with professional dedication. That is to say, the higher the faculty professionalism, the higher the level of professional dedication; Third, the faculty professionalism will significantly positively affect professional dedication. The professional autonomy has the highest impact on professional dedication, followed by intellectual skills and a sense of service mission. It can be seen that the professional autonomy of teachers causes the best motivation for professional dedication.

1. Introduction

Education is the core foundation of the development of all countries. In order to promote the educational system and achieve the educational goal of efficiency, the society has carried out many reforms of teacher evaluation and teacher system, resulting in the continuous increase of the number of teachers. However, there are also many problems, such as the doubts about the quality of public education and the professional level of teachers, It also has a certain impact on Teachers' professional identity, self-efficacy and teaching quality. Therefore, it is more important to strengthen the professionalism and professional dedication of teachers in order to make teachers follow the era's policies. Especially for teachers in social culture and art education and training, they also have a higher impact on the progress and development of society, Like university teachers, they play the role of promoting cultural development, facing children, teenagers and adults, and need professional knowledge and quality to develop their own work (Katz, 1988).

As the needs of society, the definition of professional characteristics of culture and art training teachers tends to altruism. They carry out independent judgment behavior in line with moral standards, have high self-control and self-discipline, and take practice as the standard in their professional knowledge, and compare with professional characteristics or standards, The

professionalism of teachers' profession in social and cultural training refers to the intelligence and technology that teachers have in educational activities, which leads to teachers' need for long-term education related training. Moreover, the higher teachers' understanding of teaching profession, the greater teachers' demand for professional development, which further leads to the impact on professional dedication.

In addition, the school responsibility management system emphasizes more on the responsibility of the unit school. Teachers are given an important role in the school organization. The degree of their dedication to teaching determines the success or failure of school education goals. Although the government has made many plans for education reform, the dedication of teachers has a greater impact on the reform plan (Kushman, 1992), Teachers' teaching dedication is also closely related to the success of education. From this perspective, it is very important to study the scheme to improve teachers' teaching dedication. The professional and professional dedication of teachers will be greatly influenced by leaders, which can reflect the guidance of leaders in the relationship between teachers, The purpose of this study is to investigate the overall situation of professional type and professional dedication of social art training teachers, and reveal the relationship between them, hoping to bring some reference value for the development of social public education.

2. Theoretical Background

2.1 Professional Teaching

Professionalism is a word with a variety of complex properties. Different occupations need certain knowledge and skills standards when carrying out the work content, which can also be called executive qualification or executive conditions. The concept and characteristics of professional positions have attracted much attention for a long time, Etzioni (1961) pointed out that professional jobs are jobs in schools or research institutions that use relevant knowledge to create or apply to work and have received more than five years of long-term professional education. For example, nurses and waiters who have received less than five years of short-term professional education are called semi professional jobs, while industries, construction, accounting and other professions can be called professional jobs, The standard contents of professional work are knowledge of the nature of work, personal responsibility, substantive content, skills acquired in professional education, internal organization and altruism. Lieberman (1956) believes that there are seven elements of professional work, namely, independent and clear social service, intellectual skills, long-term training, self judgment, action responsibility, the importance of service, and autonomous organization, The above is a summary of the standards and characteristics of professional positions proposed by scholars. Through the above research, we can find that professional professionalism requires a high degree of professional knowledge and skills, and needs to be committed to self-control of the group, perform the social service function and code of ethics, ensure self-discipline, and receive professional education for a long time. Compared with other ordinary professional groups, teachers' work is special. Teachers' work is related to personality and spiritual life, Moreover, it serves the social situation at that time and ensures the development and progress of society. Therefore, teachers' profession emphasizes intellectual skills, professional autonomy and sense of service mission.

(1) Intellectual skills

The intellectual skills required by teachers are usually related to literacy and curriculum knowledge. Literacy refers to the soft knowledge that liberates the individual from ignorance and prejudice. Curriculum knowledge refers to the hard knowledge based on the subject content. It is also related to pedagogy. Different from the intellectual skills of technical personnel, teachers need to have learning guidance, motivation stimulation, self-control, self-control, self-control,

concern is the degree of teachers' love for the professional group of teachers, also known as organizational dedication (firestone pennell, 1993).

Therefore, dedication is a multi-attribute Tyree (1996) which uses teacher dedication to represent the definition of professional, school and work unit by using teacher dedication instead of organizational dedication. It also holds that teacher dedication is related to teaching object and environment. The concept of defining teaching dedication needs to be meaningful and valuable according to the image. It puts forward the identity, participation degree and participation of teaching objects. The three factors of professional sincerity are the identity of teachers' education, which gives priority to cognitive field, pays attention to the growth and development of students, and pays attention to the needs and problems of students. Participation refers to formal or informal teaching activities, which can improve the teaching professional level, or spontaneous behavior of guiding and investing students, Professional sincerity refers to the intention of teachers to work for teachers and have spontaneous intention to work for their career. This study takes this as an integral part of professional dedication, and judges teachers' professional dedication according to the degree of psychological attachment to curriculum, students and teaching itself.

2.3 Social Art Training

Social art training can be divided into music, art, dance, broadcast host, etc. it is the form of education for cultural and technical training. There are the dissemination of ideology and ideology and culture, and the property of commodity management. Unlike general cultural and entertainment activities and commodity markets, art training should implement national art education in accordance with the requirements of cultural market construction and development, The development of social art education has a long history. At first, the school units actively publicize and recruit students and promote music training products. However, with the increasing competition, the marketing concept of music training market appears, pursuing economic benefits, and most of the products in the art training market are educational and training products, that is, non-physical products, and can not give detailed standard samples, Therefore, it is easy to appear the concept of empiricism. No matter from the brand or the longer the teacher time, the more superior the nature, the market it aims at is mainly for youth training, on-the-job adult education training and other training.

Youth training is the main field of social art schools. With the development of quality education, art training programs have become more and more abundant. The learning groups are mainly composed of young children to junior high school students. However, the initiative of consumption depends on parents. Therefore, family background is also one of the factors that determine art needs, The purpose of on-the-job adult education training is to provide convenient services and related training for individuals who need certificates and diplomas. Other training is in addition to the above two forms, such as short-term art training for the elderly, such as hobbies or bodybuilding and health preservation, or art training for college entrance examination. Therefore, the types, objects and forms of art training are diverse, However, whether it is youth, adult education and training or other training, all the subjects should learn professional function in their spare time.

2.4 The Relationship between Teachers' Professionalism and Professional Dedication

Choi so young (2003) pointed out that teaching motivation comes from social respect and self realization. The stronger the teacher's professional motivation, the higher the degree of dedication. Lee hyung GI (2003) found that men's dedication is higher than women's, and the higher the position, the higher the degree of dedication. Han sang won (2003) made a professional research on primary school teachers, The results show that the overall professionalism of primary school

teachers is relatively uniform, but the sub variable professional autonomy is relatively low. Jung Eun young (2000) believes that teachers' professional cognitive level can affect their role play, and then positively affect their professional efficacy and dedication. The above research shows that teachers' professionalism has a positive impact on their professional dedication, And in different objects will reflect different effects, teachers' professionalism and professional dedication will be improved with the growth of professional time.

3. Research Methods

3.1 Research Object

The group of this study is music and art teachers from five social art training schools in Northeast China. The questionnaires were distributed and collected by school related personnel. Of the 170 questionnaires distributed, 132 were collected, with a recovery rate of 77.6%. The table < 1 > summarizes the distribution of the objects used in the final analysis, including 64 girls (65.3%), 34 boys (34.7%), 68 music teachers (69.4%) and 30 art teachers (30.6%).

Table 1 General Characteristics Of Research Objects

component		Frequency (name)	Percentage (%)
Gender	female	64	65.3
	male	34	34.7
Professional categories of Teachers	music	68	69.4
	Fine Arts	30	30.6
total		98	100%

3.2 Research Tools

(1) Professionalism of teaching staff

The questionnaire used by Jeon hye mi (2005) in this study is composed of three factors: intellectual skills, professional autonomy, and sense of service mission. There are 20 questions in total. The five degree Likert scale with “totally disagree” score of 1 to “totally agree” score of 5 indicates that the higher the score is, the higher the professionalism of teaching staff is. The overall reliability of the questionnaire is 0.767, There were 6 sub variables of intelligence and technology, with a reliability of 0.778, 8 sub variables of professional autonomy, with a reliability of 0.885, and 6 sub variables of service mission, with a reliability of 0.789.

(2) Professional dedication

The teacher professional dedication scale developed by RO Jong hee (2004) consists of three sub variables: professional consciousness, professional morality and enthusiasm. There are 15 questions in the scale. The five degree Likert scale is from 1 point of “totally disagree” to 5 points of “totally agree”. The higher the score is, the higher the teacher's professional dedication is. The overall reliability of the questionnaire is 0.837, and the sub variable professional consciousness reliability is 0.822, There are 5 questions about professional ethics, the reliability is 0.801, and 5 questions about enthusiasm, the reliability is 0.767.

3.3 Analysis Procedure

This study uses SPSS 25.0 program to analyze the data collected by social art training teachers. Firstly, frequency analysis is carried out to understand the general characteristics of the respondents.

Secondly, reliability test is conducted on the collected data. Finally, correlation test and regression analysis are conducted on the relationship between perfectionism and performance anxiety.

4. Research Results

4.1 Descriptive Statistics of Research Variables

In order to understand the level of the main variables in this study, descriptive statistical analysis was carried out. The average value, standard deviation, skewness and kurtosis of comparison are shown in Table 2. The average calculation results are as follows: the average value of professionalism of teaching staff is 3.22, standard deviation is 0.45, the average value of intelligence and technology is 3.23, standard deviation is 0.50, the average value of professional autonomy is 2.90, standard deviation is 0.37, and the average value of sense of service mission is 2.97, The standard deviation is 0.72, the average value of professional dedication is 3.28, the standard deviation is 0.26, the average value of professional consciousness is 2.85, the standard deviation is 0.49, the average value of professional ethics is 3.29, the standard deviation is 0.33, the average value of enthusiasm is 2.94, the standard deviation is 0.50.

Table 2 . Descriptive Statistics

component	average	standard deviation	skewness	kurtosis
Professionalism of teaching staff	3.22	0.45	.682	.448
Intellectual skills	3.23	0.50	.142	-.220
Professional autonomy	2.90	0.37	-.955	.906
Sense of service mission	2.97	0.72	.327	-.374
Professional dedication	3.28	0.26	-.159	-.236
Professional consciousness	2.85	0.49	-.585	-.069
professional ethics	3.29	0.33	-.986	-.019
enthusiasm	2.94	0.50	-.665	-.207

4.2 Correlation Analysis

In order to determine the correlation between teaching professionalism and professional dedication, correlation analysis was conducted. As shown in < Table 3 >, teaching professionalism and professional dedication ($r = 0.885$), professional awareness ($r = 0.485$), professional ethics ($r = 0.357$), enthusiasm ($r = 0.538$) were significantly positively correlated, and intellectual skills and professional dedication ($r = 0.375$), professional awareness ($r = 0.376$), professional ethics ($r = 0.577$), 487), professional autonomy and professional dedication ($r = 0.490$), professional awareness ($r = 0.380$), professional ethics ($r = 0.821$), enthusiasm ($r = 0.637$), sense of service mission and professional dedication ($r = 0.419$), professional awareness ($r = 0.329$), professional ethics ($r = 0.621$), enthusiasm ($r = 0.804$) were significantly positively correlated.

Table 3 Orrelation Analysis

component	1	2	3	4	5	6	7	8
1Professionalism of teaching staff	1							
2Intellectual skills	0.422**	1						
3Professional autonomy	0.369**	0.513**	1					
4Sense of service mission	0.609**	0.396**	0.833**	1				
5 Professional dedication	0.885**	0.375**	0.490**	0.419**	1			

6 Professional consciousness	0.485**	0.376**	0.380**	0.329**	0.434**	1		
7 professional ethics	0.357**	0.577**	0.821**	0.621**	0.366**	0.387**	1	
8 enthusiasm	0.538**	0.487**	0.637**	0.804**	0.461**	0.593**	0.708**	1
**. At 0.01 level (two tailed), the correlation was very significant.								

4.3 The Influence of Teaching Profession on Professional Dedication

In order to test the influence of teaching professionalism on professional dedication, multiple regression analysis was conducted. The overall level results are shown in Table 4. The descriptive power of regression model is about 64.7%. Teaching professionalism is an independent variable, and professional dedication is a subordinate variable. The statistical results are as follows $\beta = 0.804$, $t = 13.270$ ($P < 0.001$), with a significant positive (+) influencing factors, indicating that the professionalism of teaching staff has a positive effect on career dedication.

Table 4 the Influence Of Perfectionism on Performance Anxiety

dependent variable	Independent variable	Nonstandard coefficient		Standardization coefficient	t	p
		B	SE	β		
Professional dedication	(constant)	1.806	0.127		14.233	.000***
	Professionalism of teaching staff	0.461	0.035	0.804	13.270	.000***
R2	0.647					
F(p)	176.104(<0.001)					
***p<0.001						

Among the sub variables of teaching professionalism, professional autonomy, intellectual skills and sense of service mission were the independent variables, and professional dedication was the subordinate variable. The overall regression model was significant ($F = 72.844$) ($P < 0.001$) $\beta = 0.470$, $t = 7.097$ ($P < 0.001$) $\beta = 0.511$, $t = 8.992$ ($P < 0.001$), with a significant positive (+) impact, sense of service mission $\beta = 0.257$, $t = 3.890$, ($P < 0.001$), with significant positive (+) influencing factors, the explanatory power was 69.9%, indicating that intellectual skills, professional autonomy and sense of service mission will enhance professional dedication, among which professional autonomy has the greatest impact on professional dedication, followed by intellectual skills, and finally sense of service mission.

Table 5 the Influence Of Sub Factors of Professional Autonomy on Professional Dedication

dependent variable	Independent variable	Nonstandard coefficient		Standardization coefficient	t	p
		B	SE	β		
Professional dedication	(constant)	1.272	0.178		7.150	.000***
	Intellectual skills	0.181	0.024	0.470	7.097	.000***
	Professional autonomy	0.264	0.029	0.511	8.992	.000***
	Sense of service mission	0.170	0.046	0.257	3.890	.000***
R2	0.699					
F(p)	72.844(<0.001)					
***p<0.001						

5. Conclusion

The purpose of this study is to investigate the overall situation of professional type and professional dedication of social art training teachers, and reveal the relationship between them. Therefore, a questionnaire survey was conducted among music and art teachers in five social art training schools in Northeast China

First, teachers in social art training schools are at the middle level in terms of professionalism, professional dedication, intellectual skills and professional ethics, and at the lower middle level in terms of professional autonomy, sense of service mission, professional awareness and enthusiasm, which indicates that teachers in social art training schools have a general idea of professionalism and professional dedication, Among them, teachers' professional and professional service, autonomy and interest are weak.

Secondly, in the correlation, teachers' professionalism and sub variables, intelligence skills, professional autonomy, sense of service mission are positively correlated with professional dedication, professional consciousness, professional morality and enthusiasm, indicating that the higher the professionalism of teachers, the higher the level of professional dedication.

Finally, the regression analysis shows that professional and sub variables, intellectual skills, professional autonomy, service mission will significantly enhance the impact of career dedication. Among them, professional autonomy has the highest impact on career dedication, followed by the impact of intellectual skills on career dedication, and finally the impact of service mission on career dedication.

Therefore, in order to effectively enhance the professional dedication of teachers in social art training schools, teachers' professional autonomy and intellectual skills will get more good results. Although emphasizing the sense of service mission will also have an impact on teaching dedication, teachers' professional autonomy will determine the strong motivation of professional dedication, Relevant training institutions can provide more channels for teachers to expand their teaching ability and improve their skills, so that teachers can enter the teaching work of self-learning, self judgment and self reflection, and promote their own professional skills, which will have a good effect on the popularization and recognition of social art, but there may also be other intermediary factors that can achieve more significant results, And the sample size of this study is small, which has become the limitations of this study. In the follow-up study, we can consider the detailed differences of teachers' professional dedication in different educational backgrounds and cultures, and give more theoretical basis.

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