

Motivation and Effectiveness of Participating in Theme-Based School Education of Culture Art Project: Focusing on artists and teachers

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Abstract

This study was conducted to investigate the motives and effects of artists and teachers who participated in the 'Explore Life through Art' support project for school education by theme of culture and arts. As a result of research analysis using online survey and in-depth interview research method, it was found that both intrinsic and extrinsic motives have a complex effect on artists and teachers' motivation to participate in the project. As for the effectiveness of participating in the project, the trust between artists and teachers and the contribution of education were positive, but the trust and satisfaction with the institution were negative. In order to increase the effectiveness of the project, it is required to improve the operation and management of the operating institution. Motivation and effectiveness of project participation are important factors in improving the quality of a project, and it is hoped that this study will serve as a basis for practical discussions on the role of operating institutions and projects.

Keywords : school education of culture art | artists and teachers | participation motivation | effectiveness

1. INTRODUCTION

In 2003, the inclusion of cultural and arts education in the cultural policy marked the starting point of cultural and arts education in Korea[1]. The Korea Arts and Culture Education Service (KACES), established in 2005 under the Ministry of Culture, Sports and Tourism, is a public organization that aims to enhance the ecosystem of cultural and arts education and promote its value through various educational programs. In 2021, the Korea Arts and Culture Education Service operated the "Exploring Life through Art" project, a support program for culture arts education in schools, in order to

improve the quality of school culture arts education and diversify its support structure. It is crucial to support artists and teachers in designing and operating the project in accordance with its objectives. The motivation and effectiveness of artists and teachers participating in a project serve as important factors for improving the quality of the project. This study aims to be utilized as fundamental data for the consolidation and expansion of the topic-centered "Exploring Life through Art" support project in accordance with its intended purpose. The purpose of this study is to identify the motivations and effectiveness of participation, and to

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derive practical implications for improving the efficiency of participation by artists and teachers in the project, by exploring ways to clarify their motivations and effectiveness.

II. BACKGROUND

1. Program for School Culture – Arts Education

School cultural arts education is an education targeting teenagers attending school[2]. The School Culture and Arts Education Support Project is a policy being pursued jointly by the Ministry of Culture, Sports, and Tourism and the Ministry of Education in response to the need for effective cooperation between the school education system and external cultural arts support to activate cultural arts education in elementary, middle, and high school[3]. The vision of school cultural arts education is to enable students to experience cultural arts in their daily lives and cultivate their creative expression, integrated thinking, understanding of diversity, and abilities for empathy and communication. Through this, students can grow into cultural citizens[4]. The cultural arts education program supports "school cultural arts education," "social cultural arts education," "professional personnel development and research," "education program development and policy research," "international exchange and external promotion," and "online cultural arts education support program." The School Culture and Arts Education Project supports artists to work as art instructors in schools, providing them with the

opportunity to engage in artistic creation and education activities simultaneously. The "Support for Art Seed Schools" project focuses on creating an environment for cultural and arts education to enhance cultural sensitivity. "Exploring Life with Art" is a school-based cultural and arts education support project that is centered on themes based on the needs and demands of schools and students[5].

2. 'Exploring Life through Art' project

The 'Exploration of Life through Art' project started in August 2021. It is a cultural and arts education project aimed at providing students with diverse opportunities to access art and supporting them to grow into creative and interdisciplinary talents. Provide funding for teachers and artists to collaborate on projects during the class. The Ministry of Culture, Sports and Tourism will oversee the project, and the Korea Arts Education Foundation will compete for, select, and support operating organizations, and prepare plans for the management, promotion, and sharing of the project. The operating organization is responsible for establishing project plans, developing the project, managing it, and reporting on its performance. The approach involves regional operating organizations supporting project announcements, selection, and management, while project teams comprising teachers and artists collaborate to design the curriculum on a team basis. An artist can collaborate with a school teacher, or a group of 2–3 artists can work together to collaborate with a school teacher in designing

projects that involve fusion between different art genres or the integration of art with science and technology. This approach involves teachers and a group of artists forming a project team to establish project plans, which are then selected and managed by regional operating organizations through evaluation [6].

3. Motivations and effectiveness of the project.

The motivations that drive human behavior can be defined as factors that elicit, maintain, and direct the behavior [7]. The types of motivations for participating in an activity are classified as intrinsic motivation and extrinsic motivation. Intrinsic and extrinsic motivations can have different effects on behavior and differ in the way they pursue goals. Intrinsic motivation is when an individual engages in behavior for its own sake, placing importance on the activity itself rather than any external reward. Intrinsic motivation arises from internal desires to participate in an activity for one's own purposes. Extrinsic motivation occurs when there is a motive to engage in behavior to receive a reward or avoid punishment. Motivation to participate is an important factor that drives project participation behavior and is a desire to support the project towards its goals or objectives. Motivation can be considered as the driving force for artists and teachers to achieve specific goals [7,8].

Effectiveness refers to the degree of achievement of a goal or function agreed upon, utilizing the capacity to achieve it [9,10]. Motivation and performance are highly correlated. Effectiveness will

include improved operational performance and activity, loyalty, etc. The important factors that determine effectiveness are the complex interaction of motivation and the human and policy environments of the operating institution.

III. RESEARCH METHOD

1. Methods

This study was designed using a combination of survey and in-depth interview research methods with artists and teachers in Gwangju who participated in the 2021 theme-centered school cultural and art education project 'Exploring Life through Art'. The reason for conducting surveys and in-depth interviews was to understand artists' and teachers' motivations for participating in the project from a specific perspective, which would contribute to deriving validity and content evidence for identifying the research questions [11,12].

2. Questions and Methods

The survey was designed by referring to previous studies by Lee (2019) and Kim (2018), and was modified and supplemented to fit the characteristics of this study.

1) Survey

① Participation Motivation

The motivational factors for artists and teachers to participate in projects have been classified into two aspects: intrinsic motivation and extrinsic motivation, as revealed in previous research.

② Effectiveness

The effectiveness of the "Artistic Exploration Program" is categorized into

five aspects: awareness, contribution, credibility, satisfaction, and policy.

2) In-Depth Interview

To analyze the motivation and effectiveness of artists and teachers' participation in the project through in-depth interviews, and to derive practical implications for enhancing the effectiveness of project participation. To achieve this, the following research questions have been formulated.

<Study Question 1> What are the motivations of artists and teachers to participate in the project?

<Study Question 2> What are the project effectiveness of artists and teachers?

<Study Question 3> What is the policy effectiveness of the Operating Authority?

Table 1. In-Depth Interview Questions

		Question
motivation		“What was the purpose of applying for the research life support project with thematic art?” “What is the outcome you want to achieve through the research life support project through thematic art?”
effectiveness	contribution	“What role should I play to contribute to the education of cultural arts students?” “How does the support project contribute to artists and teachers?”
	reliability	“Do you think teamwork can influence education?” “What do you think of the operating organization's program support and organization?”
	satisfaction	“What do you think of the subject-centered education of culture arts operation?” “What supplementary points are needed for the efficient functioning of the operating institution?”
	environmental factors	“What do you think the role of the operating organization is?” “What do you think the role of the person in charge of the operating organization is?”

3. Interview

This study conducted a survey of artists and teachers who participated in

the 'Exploring Life through Art' project in the Gwangju area in 2021. The research method involved conducting an online survey as the primary data collection method, and selecting three artists and three teachers out of 21 respondents for in-depth interviews. The in-depth interview period lasted around 60 minutes for a total of 8 days from November 4, 2021 to November 16, 2021. To reduce the disparities based on age, gender, and occupation, and to gather diverse opinions in a balanced manner.

Table 2. In-Depth Interview Participants

respondent	Age	gender	vocation	Experience
A1	60	female	artist	Yes
A2	20	female	artist	No
A3	30	female	teacher	No
A4	50	female	artist	Yes
A5	40	male	teacher	Yes
A6	30	male	teacher	No

The interview format was an open-ended questionnaire that allowed the interviewee to freely express their opinions.

IV. RESULTS

1. Survey Analysis

① Participation Motivation

The motivation for project participation was classified into intrinsic and extrinsic factors. 11 respondents (52.4%) reported intrinsic motivation, while 10 (47.6%) reported extrinsic motivation.

② Effectiveness

To measure the effectiveness of the support program, five factors were identified: awareness, contribution, credibility, satisfaction, and policy. The results are presented in Table 3.

Table 3. Effectiveness Survey Results
Strongly agree, A: Agree, N: Neutral, D: Disagree

	Question	Answer
expression	Understanding the project purpose	SA(8)>A(8)>N(5)
	Organizing exploration	SA(8)>A(11)>N(2)
	Helps with artistic understanding and subject matter exploration	SA(9)>A(11)>N(1)
Contributions	Enhance Fusion Abilities	SA(6)>A(14)>N(1)
	Transforming arts education	SA(8)>A(10)>N(3)
	Configure a new program	SA(7)>A(11)>N(3)
	the network	SA(2)>A(14)>N(4)>D(1)
Confidence	Trusted Operator	SA(4)>A(14)>N(3)
	Trusted Authorities	SA(4)>A(12)>N(4)>D(1)
	Team trust	SA(8)>A(13)
	Connectedness	SA(4)>A(16)>N(1)
	Information exchange	SA(6)>A(10)>N(4)>D(1)
Satisfaction	Operational efficiency	SA(4)>A(12)>N(4)>D(1)
	Help with activities	SA(7)>A(13)>N(1)
	Continuous engagement	SA(5)>A(15)>D(1)
	recommend	SA(6)>A(14)>D(1)
	Satisfaction	SA(5)>A(15)>D(1)
Policy	Information	SA(3)>A(13)>N(5)
	Selection/Evaluation	SA(5)>A(10)>N(5)>D(1)
	Operational Direction	SA(4)>A(8)>N(7)>D(2)
	Institutional workshops	SA(4)>A(12)>N(5)
	Integration workshop	SA(2)>A(14)>N(5)
	Dates and times	SA(4)>A(10)>N(5)>D(2)
	Grants	SA(5)>A(10)>N(5)>D(1)

2. In-depth interview analysis

① Participation Motivation

There were 5 positive responses to the motivation for participating in the 'Exploring Life through Art' project, and 1 other (neither positive nor negative). Given that the majority of respondents answered positively, it can be analyzed that participants have a favorable impression and expectation towards project participation. It was analyzed that the positive respondents had a

combination of intrinsic and extrinsic motivation for participating in the project. However, there were differences in the motivation to participate according to the affiliation. Teachers tended to value the motivation of activities that they or their students find interesting or enjoyable, while artists showed a stronger motivation for rewards-based incentives.

Table 4. Effectiveness Survey Results

Key Answers	motivation	likeability
"I wanted to participate in a new school education of culture arts with the grant money with artists who have been working together through the support project" (A1)	Intrinsic motivation	positive
	Extrinsic motivation	positive
"I think I didn't understand the application program correctly, so I participated through the introduction of my advisor" (A2)	Intrinsic motivation	Negative
	Extrinsic motivation	neutrality
"The students needed a new art education, and it was interesting that the art department and the teacher could work together" (A3)	Intrinsic motivation	positive
	Extrinsic motivation	positive
"I wanted to participate in a new school education of culture arts with the support with artists who have been working together through the support project" (A4)	Intrinsic motivation	positive
	Extrinsic motivation	positive
"I wanted to participate because it was possible to link the curriculum." (A5)	Intrinsic motivation	positive
	Extrinsic motivation	positive
"I participated in the school to operate a creative fusion education that can share the process and results of how professional artists express social issues through art" (A6)	Intrinsic motivation	positive
	Extrinsic motivation	neutrality

② Effectiveness

In terms of the effectiveness of the 'Exploring Life through Art' project, 4 respondents agreed that it was effective and 2 respondents disagreed. In the responses regarding the effectiveness of the program, the factors of team trust and the contribution of arts education were positively evaluated. However, the trust and satisfaction towards the institution were negatively evaluated. Although

there were difficulties in the process of designing lessons due to the lack of differentiation between integrated theme-based education and traditional arts education, the experience was considered as a rewarding opportunity to feel the value of new challenges and personal growth. The operational procedures of the operating agency and the hosting agency were mentioned as issues, particularly the budget support process and unfriendliness of the personnel. In particular, the operating procedures of the operating agency were identified as cumbersome administrative procedures for artists. Participants mentioned that the most significant problem was the complicated process of budget support, where the Foundation transfers the budget to the host organization and then to the operating agency. Additionally, they also highlighted the unfriendly explanation and guidance from the host organization, which made the administrative procedure uncomfortable for the artists. As a result, there were delays in purchasing materials for preparing the classes, and some participants expressed frustration towards the authoritarian and neglectful attitude of the host organization. While the impact of the 'Exploring Life through Art' project and the value of convergence education are positive, it was noted that the institution's psychological and environmental policy capacity needs to be strengthened.

Table 4. Project Effectiveness Answers

Key Answers to Effectiveness Questions	factors	Favorability
"It is an opportunity for students to	Contributio	Negat

experience various arts, and it is a class that combines arts with other fields." "The payment of operating expenses and consulting fees was late, and the person in charge of the host organization was frustrated over and over again saying to wait without explanation" (A1)	n	ive
	Reliability	Negat ive
	Satisfaction	Negat ive
	Environme ntal factors	Positi ve
"It didn't have much influence as the advisor designed the class and proceeded as planned, but it was worthwhile to see the students' reactions during the class." "I don't think there was any friction or inconvenience with the operating organization." (A2)	Contributio n	Positi ve
	Reliability	Positi ve
	Satisfaction	Positi ve
	Environme ntal factors	Positi ve
"It was meaningful because the students' interest in and interest in the arts program improved greatly." "The budget and communication with institutions are led by silver artists, and we only fill out paperwork, so I didn't feel any inconvenience." (A3)	Contributio n	Positi ve
	Reliability	Positi ve
	Satisfaction	Positi ve
	Environme ntal factors	Positi ve
"Although the project was hosted by Art, school art education was achieved through the voluntary participation of teachers in the school, rather than the beginning of the project outside the school. If the project that starts with teachers rather than artists is expanded more, I think it will be the most effective for universalizing art education and achieving the true purpose of school art education" "The person in charge of the operating organization was friendly, but the person in charge of the host organization was inconvenient in expressing instructions, and it was inconvenient to run the operation that interfered with our daily life by hasty delivery of workshops and events without prior notice." (A4)	Contributio n	Negat ive
	Reliability	Positi ve
	Satisfaction	Positi ve
	Environme ntal factors	Positi ve
"It was great that the students' interest and interest in the arts program improved greatly." "I think it would be good if the operating organization became the main body and operated it as the leading organization." (A5)	Contributio n	Negat ive
	Reliability	Positi ve
	Satisfaction	Positi ve
	Environme ntal factors	Positi ve

<p>“We want to operate a creative convergence education that can share the process and results of how professional artists express social issues through art through creative processes in schools.”</p> <p>“Since the duration of the support project is short, it tends to be rushed, but I was grateful that the operating organization made an effort to help the project team.” (A6)</p>	Contribution	Positive
	Reliability	Positive
	Satisfaction	Positive
	Environmental factors	Positive

IV. Conclusion and Suggestions

The purpose of this study is to identify the motivations for participation and to derive management factors that can obtain environmental satisfaction in order to establish and spread the school culture arts education project in accordance with the planning intent. This study utilized online surveys and in-depth interviews with artists and teachers who participated in the "Exploring Life through Art" support program in the Gwangju region. Based on the results of the survey and interviews, this study aims to explore ways to make the project participation of artists and teachers effective, and to propose suggestions for the role and direction of the operating agency and execution plan. The results of the analysis are as follows: First, participants are generally positively motivated to participate, although there are some differences in their criteria selection factors by age. The main reason for the positive attitude seems to be the high level of achievement in the design and operation of convergence education, where teachers and artists collaborate to express social issues through art, and the generous funding. However, the understanding of the purpose of the

support project is low. Second, most of the participants felt that they played a positive role in terms of contributing to cultural education. It is believed that the impact of creative interdisciplinary education exists because it created an effect as students were given the opportunity to artistically express the theme and waited for it. Third, trust among project team members is high, but trust in the governing body is low. This can include unilateral communication from the organizers and disruptions to the schedule. Fourth, I am satisfied with the design of the class, which combines various fields and arts, but the role of the management organization needs to be changed. Fifth, it was suggested that the operating agency can simplify the process stage by being an independent entity as the lead agency to change the operating structure. In addition, as a priority change task, the agency should establish expert advice and networks to design and operate education programs that are suitable for the project's purpose, and support the program to be designed in accordance with its purpose. There is a need for systematic research on guidelines to enhance the quality of educational design for artists and teachers, which can help improve the education design that is in line with the current project's objectives. In addition, the operating agency needs to make efforts to ensure that the education is designed and operated in line with the direction of the project's objectives. In other words, it is necessary to simplify the operating procedures and establish an efficient and trustworthy operating

system for artists and teachers to design and operate the project without inconvenience. The significance of this study lies in the analysis of the factors necessary to provide an educational environment that enables young people to leap into creative thinking and integrated talents through diverse experiences, through the qualitative improvement of school culture arts education and a cooperative structure system between schools and artists within the local community, in an era where the need for structural changes in the education paradigm is increasing. This analysis was conducted from the perspective of project participants, which adds to its significance. A limitation of this study is that it did not include a large number of artists and teachers from other regions. Considering the characteristics of nationwide regional support projects, future studies should expand the number and scope of survey participants in order to obtain more comprehensive results.

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