The Influence of Organizational Identity on Employees' Work Competence: The Mediating Role of Improvisational Behavior

QINXI ZHANG[1], KRISADA CHIENWATTANASOOK[2,*]
[1]Faculty of Business Administration,
Rajamangala University of Technology Thanyaburi,
Pathum Thani,
THAILAND

[2]Department of Management, Faculty of Business Administration,
Rajamangala University of Technology Thanyaburi,
Pathum Thani,
THAILAND
*Corresponding Author

Abstract: - The purpose of this study is to investigate the impact of organizational identity on employees' workability in the Chinese art education industry and the mediating role of improvisational behavior in this context. Although the role of organizational identity and improvisational behavior has been extensively researched by scholars, little attention has been paid to the relationship between organizational identity and improvisational behavior on the work competence of employees in the arts education industry. Survey data were collected from 507 employees teaching art education in different regions of China. Quantitative research methods were used to test the research hypotheses and structural equation modeling was used to analyze the data. Organizational identity is positively related to employees' work competence, organizational identity is positively related to improvisational behavior, and improvisational behavior is positively related to employees' work competence, and improvisational behavior plays a mediating role between organizational identity and employees' work competence. This study shows that organizational identity is an important factor in employee motivation this study shows that organizational identity is an important factor for employee motivation, and also shows the mediating mechanism of improvisational behavior between organizational identity and employee work competence.

Key-Words: - Organizational identity, Improvisational behavior, Work competence, Art education industry, Career development, Creativity, Personal traits.

1 Introduction

Art education has always been an important topic in China and has experienced an upswing in the context of rapid economic development. As the understanding of education in Chinese families continues to change, more and more parents are paying attention to the influence of art education on the holistic development of their children, which has led to the rapid growth of the art education industry and taken an important position in the Chinese education market. However, despite the great development of the Chinese art education industry, there are still some challenges and problems within the industry. On the one hand, due to the rapid development of the industry, the market competition has become increasingly fierce and the competitive pressure between companies has increased; on the other hand, due to the special characteristics of the art education industry, employees face some unique dilemmas and challenges in their work. Therefore, it is of great theoretical and practical significance for the further development of the entire industry to explore how to improve the work competence of employees in the Chinese art education industry. In 2021, the Chinese government issued the Opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Extracurricular Training (hereinafter referred to as "double reduction"), which had a great impact on the survival and development of China's art education industry and raised the threshold for employees to practice. raised the threshold for employees to practice. As parents attach importance to improving the overall quality of their children, the number of students enrolling in art education

continues to rise. The huge competition in the industry is getting more intense day by day. As stated in [1] quality and innovation provide a competitive advantage in global markets. These attributes require flexible employees willing to extend themselves by addressing unanticipated contingencies, solving novel problems, and generally satisfying customers in increasingly interdependent and fluid contexts.

Art education is the main driving force for the development of early life and an important way to comprehensively improve individual quality and ability. The gradual increase in the demand for art education by the masses has promoted the industrialization of the art education industry, which is gradually moving towards a personalized and high-quality service path. According to statistical data, the market size of China's art education industry has grown year by year and has developed into a huge industry. The number of art education institutions has increased, and the various types of education courses cover a wide range of fields such as painting, music, dance, performance, etc., satisfying the needs of different groups of people for art education. There are several main reasons for the development of China's art education industry. First, with the rapid development of China's economy and the change of people's ideas, art is no longer just the goal of a few special groups. More and more people are focusing on personal development and the expression of their inner feelings, and art education has become an important means to achieve these goals. Secondly, Chinese families pay more attention to education, and art education has become a way for parents to cultivate the comprehensive quality of their children. In addition, the social recognition of the arts has gradually increased, and the art education industry has received more attention and support. The point of education is to support students to be in the best possible position to be able to live meaningful, autonomous lives, filled with rich experiences, [2].

However, the competitive pressure in the art education industry is high, and organizations must constantly innovate and improve their service quality to survive in the market. The quality of staff has a direct impact on the quality of teaching. The key to teaching lies with the teachers, so improving the quality of staff is essential if the arts education industry is to continue to develop positively.

To thoroughly explore the impact of organizational identity on the work competence of staff in the Chinese art education industry and the mediating role of improvisational behavior in this regard, this study aims to explore the impact of organizational identity on the work competence of staff in the Chinese art education industry by reviewing relevant theoretical and empirical studies and analyzing the mediating role of improvisational behavior in their work competence. As [3] showed, for the individual, higher identification should result in greater job satisfaction, higher motivation, and higher levels of physical and emotional well-being.

It is hoped that this study can provide a theoretical basis and practical support for in-depth understanding and promoting the development of employees' work competence in China's art education industry.

2 Theoretical Background and Hypotheses

2.1 The Influence of Organizational Identity on Employees' Work Competence

[4], pointed out that organizational identity is " organizational member has linked his or her organizational membership to his or her self-concept, either cognitively (e.g., feeling a part of the organization; internalizing organizational values), emotionally (pride in membership), or both". The higher organizational identity stimulates stronger motivation to work, [5] study found that work motivation affects job satisfaction, and [6] argue that work motivation also affects employee performance.

That work motivation affects positively and significantly teacher job satisfaction and this kind of motivation may become consideration to realize teacher job satisfaction. Organizational identity has a significant impact on the work competence of employees. The research on organizational identity shows that Organizational identity is the overlap between the self-identity characteristics of the organization's employees and the organization's image perceived by the individual, which is a kind of self-reinforcement process of the identity characteristics of the organization, and is the process of individual's self-attribution to the organization, so as to achieve the effective integration of personal goals and organizational goals. The construction of organizational identity is achieved via an iterative, dynamic process of communication and social influence, [7]. In other words, employees with a high level of organizational identity are more likely to be committed to the organization, possess more loyal feelings towards the organization, have higher acceptance of the organization's goals and tasks, and be able to spontaneously increase their attention to

their work, thus improving their work competence. This is because organizational identity promotes positive attitudes and commitment to the job, increases employees' acceptance of their work and their sense of responsibility, and motivates them to keep learning and improving their skills to adapt to the demands of the job and become competent at it.

Organizational identity is also the degree of emotion and identification of employees with the organization, a psychological connection between the employee and the organization. It is known from social identity theory that organizational identity is the process by which individuals define themselves and ultimately belong to the organization. Therefore, individuals identifying with their organizations show more engagement for their organization (e.g. overtime) [8], promote come into being organizational values among employees, and positively affects their psychological state, [9]. When employees have a high level of identification with the organization and develop a psychological attachment to the organization, they are more likely to contribute to the organization and use their professional skills. Organizational identity can motivate employees to actively engage in their work and increase the demands of their position, thereby improving their job competence. Therefore, we hypothesize the following:

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

2.2 The Influence of Organizational Identity on Improvisational Behavior

Employees with a strong sense of organizational identity are more likely to exhibit positive improvisational behavior at work, which can have a positive impact on a company's ability to innovate, employee effectiveness, and overall teamwork. This interaction can help create a positive work environment that encourages employee initiative and innovation. Employees who are highly identified are more likely to show innovation and initiative and are more willing to develop new ideas, solve problems, and participate in organizational improvement and innovation activities to promote innovation and initiative. [10], found that organizational commitment increases job satisfaction, and different levels of organizational commitment lead to different levels of job satisfaction.

Improvisation means that individuals develop novel, unique, and creative thoughts or behaviors in a given situation, and improvisation play often goes hand in hand with employee creativity;

improvisation allows individuals to react quickly without prior preparation, while creativity means finding unique and innovative solutions in problem-solving to achieve the goal of solving practical problems. Therefore, we hypothesize the following:

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

2.3 The Influence of Improvisational Behavior on Employees' Work Competence

Improvisational behavior has a positive influence on employees' work competence. [11], expands the connotation of improvisation as the ability to engage in creative thinking and action. Improvisation is the ability to react spontaneously to every moment without planning. Improvisation is the ability to react spontaneously to each moment without planning, and consists of three elements: the spontaneous reaction to the "here and now" and the responsibility for this reaction, and the reconstruction of the relationship between the internal reality of the actor (feelings, emotions, thoughts, etc.) and the external reality (other people and the physical, political, social and cultural environment), [12]. [13], found, improvisation is part of any moment in teaching, the teaching has a lot to do with improvisation. Ability to utilize physical and cognitive resources available at the moment to solve problems during instruction. [14], findings show that improvisation as a professional concept in education can draw from a number of practices and sources. The student teacher or teacher must respond to pupils' needs for different ways of learning and to be able to respond at the right time and in adequate ways relating to different pupils and groups. Therefore, when teachers teach people based on a certain "script", they must "put down or turn off" the script, the camera, and the wisdom of "educating people through improvisation" in time. In the process of teaching art, improvisation is a spontaneous behavior that can encourage teachers to show flexibility, innovation, and freedom in the process of creative teaching. As [15] has shown, improvisation as a teaching skill, descriptions of improvisation in teaching vary from the ability to make spontaneous decisions and solve problems, there and then, to the enactment of concrete instructions regarding what to do. By incorporating elements of improvisation, lessons can become more interesting and flexible, offering students a richer and fuller artistic experience.

It has been found that there is a strong link between improvisational behavior and work competence. By encouraging their employees to engage in improvisational behaviors at work, organizations can improve their employees' ability to successfully meet the challenges of work in different contexts and thus increase their work competence. Therefore, we hypothesize the following:

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

2.4 The Mediating Role of Improvisational Behavior

Organizational identity influences work competence through the mediating role of improvisational behavior. Improvisational behavior has a mediating role as an expression of employee behavior in the workplace. Improvisational behavior is usually not subject to prior rules or explicit instructions but is based on employees' intuition, judgment, and experience. [16], pointed out that improvisation seems to be an effective behavioral strategy for dealing with change, particularly in dynamic conditions. Improvisational behavior contains new ideas and methods, which can promote innovative activities and improve the innovative ability of employees. The study found that improvisation plays a mediating role in the influence of organizational identity on employees' work competence, that is, organizational identity motivates employees to engage in positive improvisation behavior, and this improvisation behavior further promotes the improvement of employees' work competence.

Improvisation is a process for generating novelty that is also intended to be useful, it is, by definition, a creative process, [17]. [18], research suggests that it is a rare and fleeting phenomenon even in the most creative of organizations, rather than thinking of super-individual creativity as a persistent organizational phenomenon with varying degrees of collectiveness. In other words, that actors in complex and ambiguous situations must respond appropriately and creatively to these situations, conceptualizing creativity as a brief moment of genius. This "moment of genius" can maximize employees' work competence. Therefore, we hypothesize the following:

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

2.5 Outcome of Improving Work Competence

In organizations, improving work competence is important for the personal development of employees and the long-term development of the organization. Improved work competence is usually noticeable in the performance of the employees and the organization and has a positive effect on both the organization and the employees themselves.

In art education in particular, teaching competence has a direct impact on student learning outcomes and the overall effectiveness of teaching. Pedagogical competence is the ability to guide learners' learning and includes understanding learners, designing, and delivering instruction, assessing learning outcomes, and developing learners to reach their potential.

2.5.1 One of the Manifestations of Improved Work Competence: Outstanding Employee Competence

When employees have sufficient work competencies, they are better able to cope with various work challenges, improve work efficiency and quality, adapt quickly to the demands of the position, have problem-solving skills, and can proactively seek and implement improvements. [19], points out that competence is a critical tool in predicting a person's success in a position. Art educators' competencies are expressed in many ways and their pedagogical, personal, professional, and social skills have a significant impact on improving work competencies.

[20], think that competencies are a behavioral approach to emotional, social, and cognitive intelligence. [21], refers to an employee's competency can predict the employee's performance, and competence is the ability to carry out or carry out a job or task based on the skills and knowledge required by the job. [22], studies have found that competence has a significant and positive effect on teacher's performance. Therefore, outstanding staff competence is one of the most important manifestations of increased work competence.

2.5.2 The Second Benefit of Improving Work Competence: Employees' Career Development and Promotion Opportunities are Increased

Employees with high work competence are better able to fulfill their tasks. Their value in the organization is recognized and they have more opportunities to participate in important projects and

decisions, which promotes their professional development. Employees should set clear goals for their career development and implement effective action plans that enable them to progress in line with these goals and ultimately succeed. [23], study confirm that effective training and development is an investment in the human resources of an organization, with both immediate and long-range returns.

Organizations need to provide their employees with opportunities for training and promotion in order to facilitate their career development, in order to meet the career expectations of employees. Promoting an internal culture of advancement, providing effective training programs are key factors that contribute to employee career growth and satisfaction, [24].

Promotion opportunity can encourage the employees to work harder and put more effort, [25]. Promotion opportunities also show employees that career development within the organization is possible. In addition, with the promotion, it means that there is trust and recognition regarding the ability and competence of the employee concerned to occupy a higher position, [26]. Promotion is the best motivation for employees, with this motivation they will compete in a healthy manner, [27]. Employees who are good at their jobs and perform well are likely to have more chances of getting promotions, and the company or organization will also give them opportunities and possibilities to get promoted based on their excellent performance at work.

2.5.3 The Third Advantage of Improving Employee Work Competence: Is the Ability to Increase Employees' Job Satisfaction and Self-Confidence

If employees have acquired sufficient work skills in practice, they can handle work challenges better, have a more perfect performance, and enhance their self-confidence. In addition, it also enables employees to feel respected and recognized, and their satisfaction at work is improved. The improved work competence enables employees to better achieve their career goals and strengthen their sense of identity and belonging to the company. The results of the study show that the work competence of employees in the field of cultural education has a positive and significant impact on performance.

In other words, the higher the work competence, the higher the performance of the teachers. human resource development through improving work competence has a positive and significant effect on employee performance. The study of [28] teachers'

professional learning practices improve their professional and pedagogical competencies and skills, and ultimately utilization of cooperative learning in classrooms. This practice improves students' positive interdependence, individualistic accountability, social skills, communication skills and group processing skills, students' learning engagement and outcomes.

The following conceptual model is proposed as shown in Figure 1.
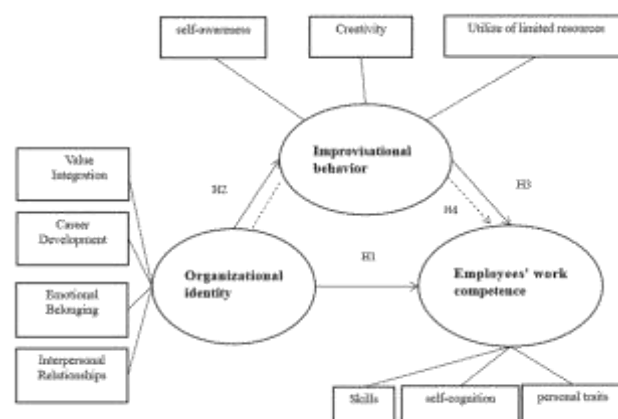

Fig. 1: Conceptual framework

3 Results

3.1 Population and Sample
This study examined the top 10 regions in China in terms of the number of schools or institutions belonging to the art education industry and collected a total of 507 questionnaires from employees. Of these, 235 were male (46.35%) and 272 were female (53.65%), reflecting the fact that slightly more women than men work in the art education industry in China.

Employees aged 22-39 accounted for 74.16%, while those aged 40 and older accounted for 25.84% overall, which is also in line with the general rejuvenation of the workforce in the arts education industry.

Work experience statistics show that 13.81% of 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, with a proportion (a quarter) of older employees.

3.2 Measures
The present study was a quantitative test using established scales. A 5-point Likert scale ranging from "strongly disagree" to "strongly agree" with a total of 10 indicator scales was used to measure all

independent and dependent variables to measure the underlying constructs of the studies from the literature review and synthesis described above. First, organizational identity (OI) is measured with a four-component indicator: Value Integration (VI), Career Development (CD), Emotional Belonging (EB), and Interpersonal Relationships (IR). Secondly, improvisational behavior (IB) is measured using a three-component indicator: self-awareness (SF), creativity (CT), and use of limited resources (ULR). Thirdly, employees' work competence (EWC) is measured using a three-component indicator: Skills (SK), Self-Awareness (SA), and Personality Traits (PT).

3.3 CFA

CFA's results indicate that the model has an acceptable fit to the data: $x2 = 412.853$, df = 392, $x2/df=1.053$, Goodness of Fit Index (GFI) = .949, Adjusted Goodness of Fit Index (AGFI) = .949, comparative fit index (CFI) = .998, Tucker-Lewis index (TLI) = .997, Root Mean Square Residual (RMR) = .050, Root mean square error of approximation (RMSEA) = .010, Incremental Fit Index (IFI) = .998. Table 1 shows that the values of the model are all within the valid range. All the data indicates that the model is an good fit.

Table 1. Goodness of Fit Indices Test Results for the Structural Model

Index	Cutoff criterion	Goodness of Fit Results
X2	>=0	412.853
Df		392
X2/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	>.05	.225

As shown in Table 2 (Appendix), we can see the CR values of Organizational Identity(OI) factors were from .847 to .870, greater than .7, The values of average variance extracted (AVE) were from .650 to .691, greater than .5. The results show that the four factors of organizational identity have good convergence validity.

The CR values of Improvisational Behavior(IB)'s factors were from .852 to .868, greater than .7. The values of average variance extracted (AVE) were from .657 to .687, greater than .5. These results show that the three factors of improvisational behavior have good convergence validity.

The CR values of Employees' Work Competence(EWC) factors were from .854 and .877, greater than .7. The values of average variance extracted (AVE) were from .678 and .703, greater than .5. This indicates that the three dimensions of employees' work competence have good convergent validity.

As shown in Table 3 (Appendix), of the four dimensions of Organizational Identity, the values of the square root of AVE is .814, the AVE square root of Career Development is .822, the AVE square root of Emotional Belonging is .831, and the AVE square root of Interpersonal Relationship is .806, all of the values were greater than the correlation coefficient, so the discriminant validity is significant.

Of the three dimensions of Improvisational Behavior, the AVE square root for Utilization of Limited Resources was .829, the AVE square root for Creativity was .815, and the AVE square root for Self-Awareness was .810, all of the values were greater than the correlation coefficients, so the differential validity was significant.

Of the three dimensions of employees' work competence, the AVE square root of Personal Traits is .823, the AVE square root of Self-cognition is .812, and the AVE square root of Skills is .838, which are greater than the correlation coefficient, so the differential validity is significant.

According to [29] a Pearson correlation coefficient greater than 0.7 indicates significant upward col-linearity between the variables, and a value greater than 0.85 indicates improper correlation, suggesting that the variables are too closely related, which may lead to serious multicollinearity problems that affect the explanatory, and predictive power of the model. Therefore, in this study, care was taken to ensure that the Pearson's correlation coefficient between the variables was less than 0.7 to avoid the problem of multicollinearity and to ensure the robustness and reliability of the results of the regression analysis. Table 4 (Appendix) shows that the correlation coefficients for all three variables are greater than 0 and range from .406 to .456, which means that the relationship between these three variables is positive. The value of the correlation coefficient is between .406 and .456, indicating that there is a moderate positive correlation between the three variables.

3.4 Structural Model and Hypotheses Testing

The overall fit of our hypothesized model (Table 1) was acceptable: $\chi^2 = 412.853$, df = 392, $\chi^2/df =$

1.053, Goodness of Fit Index (GFI) = .949, Adjusted Goodness of Fit Index (AGFI) = .949, comparative fit index (CFI) = .998, Tucker-Lewis index (TLI) = .997, Root Mean Square Residual (RMR) = .050, Root mean square error of approximation (RMSEA) = .010, Incremental Fit Index (IFI) =.998.

The data in Table 5 (Appendix) are all standardized values. Standardized estimates generally range from -1 to 1. The coefficient of the influence of organizational identity on improvisational behavior is .595, which means that improvisational behavior increases by 0.595 standard deviations when organizational identity increases by one standard deviation. The coefficient of influence of improvisational behavior on employees' work competence is .342, which means that employees' work competence increases by .342 standard deviations when improvisational behavior increases by one standard deviation. The coefficient of influence of Organizational Identity on employees' work competence is .355, which means that employees' work competence increases by .355 standard deviations when Organizational Identity increases by one standard deviation.

All test results show that:

Organizational identity has a positive influence on employees' work competence of Hypothesis (H1) is valid.

Organizational identity has a positive influence on employees' improvisational behavior. Hypothesis (H2) is valid.

Improvisational behavior has a positive influence on employees' work competence. Hypothesis (H3) is valid.

Improvisational behavior plays a mediating role between organizational identification and employees' work competence. Hypothesis (H4) is valid.

3.5 Indirect Effects Test

Table 5 and Figure 2 in Appendix show that the direct effect of organizational identity on employee work competence is .355, which is 64% of the total effect. The direct effect of organizational identity on the positive impact of employee work competence is significant.

The Bootstrap method was used to test the mediating effect of improvisational behavior, and 5000 Bootstrap samples were taken for 95% confidence interval estimation, the indirect effect of improvisational behavior is .596*.342=.203832≈.204. The confidence interval does not contain 0. The mediating effect on the effects is 36%, which shows that the mediating effect of improvisational behavior on the effects of organizational identity and employees' work competence is significant and confirms the hypothesis.

4 Discussion and Conclusions

4.1 Research Conclusions

Our results indicate that employees who identify strongly with the organization are more willing to play to their strengths, perform their tasks better, and improve their work performance. This is because identification with the organization can strengthen employees' loyalty and identification with the organization and improve their work motivation and initiative. Improving the organizational identity of employees and fully stimulating their improvisational behavior is very beneficial to the development of China's art industry, which can improve the cultivation of art talents and further promote the development of the industry.

Organizational identity promotes cohesion and a sense of belonging among team members. When team members identify with the organization, they are more likely to empathize with other team members and build good team relationships.

Organizational identity enables employees to feel supported by the organization, As [30] research found that in the organization, employees will reciprocate the organization by adopting attitudes and behaviors expected by the organization and being committed to the organization when they feel the support and commitment from the organization. This can maintain the stability of the employee team and reduce the possibility of resignation.

Workforce stability is an important factor in maintaining job competency, especially in arts education. A stable teaching staff can improve teachers' teaching experience and professional skills, strengthen cooperation and exchanges among teachers, build stable relationships with students, and maintain the quality and stability of teaching to effectively promote students' learning and development.

In the specific context of China's art education industry, the work competence of employees is crucial to the provision of quality art education and training. Therefore, organizations should actively create an atmosphere and culture that promotes employees' organizational identity to enhance their work competence. This shows that organizational identification has a positive influence on employees' work competence.

[31], study found that employees who strongly

identify with a particular organization tend to exert extra effort on its behalf, and as a result are likely to exhibit relatively higher levels of performance. [32], argue 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. [33], was confirmed that organizational identification positively impacts job performance.

Therefore, H1 is supported.
Organizational identity has a positive influence on improvisational behavior. When employees feel a sense of identity and belonging to the organization, they are more willing to commit themselves to the organization. This also includes a willingness to engage in work situations that require improvisational behavior and to show a higher degree of initiative and creativity. A strong organizational identity inspires employees to be more engaged in their work and contributes to the growth and success of the organization. When teaching art, one is often faced with unpredictable situations that can bring changes and challenges to the teacher's psyche. Different people have different abilities to deal with changes or challenges in their environment, with fears or uncertainties. Different people have different abilities to deal with changes or challenges in their environment, with anxiety or discomfort, [34].

Teachers have to balance the teacher, learning and curriculum paradoxes in the different characteristics of improvisation as an ongoing process, and teachers see improvisation as a practical teaching skill that relates to their basic educational view. Teaching is a complex profession with a multitude of dimensions, and practical wisdom is at the heart of excellent teaching [35], so it is more likely to be able to play the improvisation behavior to promote the achievement of work goals. Generally speaking, employee identification with the organization leads to positive emotions.The study of [36] shows that positive emotions broaden the scopes of attention and cognition, enabling flexible and creative thinking. In the art classroom, improvisational behavior usually occurs in situations where problems need to be solved or challenges overcome, and there is a positive correlation between creativity and problem-solving skills. Creative people are better able to look at problems from new perspectives, so they are better able to adapt to a changing environment, find innovative solutions, and take effective actions and decisions when needed.

Therefore, H2 is supported.
Improvisational behavior has a positive influence on employees' work competence. Improvisation has become a key capability for contemporary organizations, and individuals gradually add new improvisation skills to their toolkit and choose which one to use depending on the situation [37], the goal of improving employees' work competence has been achieved.

Improvisation as (creative) ability, and presumed to be a desirable skill, characteristic, or capacity, [38]. Improvisation requires creative effort, identification may promote a range of creativity stimulating processes, and identification was positively related to creative effort [39], employees invest creative effort, striving to achieve group goals. Employees need to be better trained in improvisational behaviors so that they can consciously apply and use improvisational behaviors in the process of teaching art. Improvisation training focused on allocating attention outwardly and adapting to unpredictable environments 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, [40].

Notably, [41] study found that improvisation is a way to achieve innovation. Meanwhile. the improvisation can improvement of employee competence and performance, including through enhanced creativity and innovation. [42], shows that 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. Thus, improvisational behaviors is beneficial for employees to improve their work competence. In addition, it also confirms the positive effect of improvisational behavior on improving teacher competence in arts teaching. Just as [43] improvisation could be considered an adaptive behavior to a real-time unpredicted event, based on creativity and divergent skills, providing a wide scale set of stimuli. it is a teaching technique that could give input for renovating current educational methods. Especially in terms of employee creativity, innovation, adaptability, and flexibility, it helps to improve work capability and promotes personal growth and organizational development.

Therefore, H3 is supported.
Improvisational behavior plays a mediating role between employees' organizational identification and work competence. This study shows that

organizational identity enhances employees' improvisational behavior, while improvisational behavior further enhances employees' work competence. The reason for this is that organizational identity strengthens employees' sense of responsibility and identity towards the organization, making them more inclined to actively participate and engage in their work, which in turn leads to greater improvisational ability. Employees' ability to improvise is particularly important in Chinese arts education, a field that requires constant responses to change and innovation. Table 5 (Appendix) shows that the mediating effect of improvisational behavior on employees' organizational identity and work ability is .204, which means that the mediating effect of improvisational behavior on employees' organizational identity and work ability is significant. Improvisation involves creativity, passion and flexibility, [44] study confirms that the mediating role of improvisational behavior, i.e. harmonious passion fosters a sense of control and flexibility, facilitating creative problem-solving and resource acquisition, thus enhancing performance. In addition,the improvisation is not just an inherently individual phenomenon. Rather, it is also affected by the characteristics of the organizations in which employees are embedded, [45].

Therefore, H4 is supported.

4.2 Research Contributions
In terms of theoretical significance, this study constructs a new research framework for the field of organizational behavior management by exploring the impact of organizational identity on employees' work competence in the Chinese art education industry and the mediating role of improvisational behavior in it. At present, most domestic and international studies on organizational identity, improvisational behavior, and work competence focus on traditional industries such as manufacturing or service industries, and there is a relative lack of research on the art education industry. The contribution of this study is to expand the field of research and open a new avenue to a deeper understanding of the application of organizational behavior management in the arts education industry.

Second, the findings of this study have some practical significance for organizational managers and practitioners in the arts education industry. Showing the direct and mediating role of organizational identity on employees' work competence, can help organizational managers to better adjust and optimize their management strategies and improve employees' overall competence and performance level in their work. As a leader of art education, it should provide staff with opportunities for professional development, support participation in academic exchange activities, promote educational research in the field of art education, and encourage teachers to participate in research projects to improve their subject knowledge and teaching standards. Internally, a scientific teacher evaluation mechanism can be established to promote outstanding teachers based on their competence while providing appropriate support and training to under-performing teachers. Externally, a platform for sharing resources for arts education in the industry can be established so that teachers can better share their teaching experiences, teaching materials, and teaching methods and promote the joint improvement of arts education.

Third, the management of a school or institution must organize team-building activities at the right time to promote cooperation and communication among employees, strengthen team cohesion, and enhance their sense of organizational identity. Set up a clear performance appraisal system to align employee performance with training objectives and organizational goals. Provide incentives, such as bonuses and promotion opportunities, for employees with outstanding performance. Establish an effective feedback mechanism to keep employees informed of their performance while providing them with specific suggestions and recommendations for improvement so they can continuously improve. Encourage employees to propose innovative teaching methods and projects to stimulate their creativity and enthusiasm, and actively create conditions for employees to show improvisational behavior in their practical work to improve their work ability.

4.3 Limitations and Future Research
First, this study only focused on the effects of organizational identity on employees' professional competence in the Chinese art education industry and did not consider other potentially influential factors such as organizational culture and leadership. Future research could further explore the influence of these factors on employee job competence.

Second, this study was conducted in the context of China's art education industry, and the results of the study may be influenced by the specificity of the industry's culture. Future research can be extended to the mechanism of organizational identity's influence on employee work competence in the cultural context of different industries.

Third, this study examined the mediating role of improvisational behavior between organizational identity and employee work competence. Future research could consider other mediating mechanisms, such as work satisfaction and a supportive work environment, to better explain the mechanisms by which organizational identity influences employee work competence.

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APPENDIX

Table 2. The Aggregation Validity Test Results

Relationship of indicators			Standardized Factor loading	CR	AVE
VI1	<---	Value integration	.852		
VI2	<---	Value integration	.748	.847	.650
VI3	<---	Value integration	.815		
CD1	<---	Career development	.802		
CD2	<---	Career development	.857	.870	.691
CD3	<---	Career development	.834		
EB1	<---	Emotional belonging	.806		
EB2	<---	Emotional belonging	.808	.861	.674
EB3	<---	Emotional belonging	.849		
IR1	<---	Interpersonal relationships	.810		
IR2	<---	Interpersonal relationships	.805	.855	.663
IR3	<---	Interpersonal relationships	.827		
SA1	<---	Self-awareness	.817		
SA2	<---	Self-awareness	.799	.852	.657
SA3	<---	Self-awareness	.815		
CT1	<---	Creativity	.811		
CT2	<---	Creativity	.798	.855	.663
CT3	<---	Creativity	.834		
ULR1	<---	Utilization of limited resources	.829		
ULR2	<---	Utilization of limited resources	.811	.868	.687
ULR3	<---	Utilization of limited resources	.846		
SK1	<---	Skills	.848		
SK2	<---	Skills	.838	.877	.703
SK3	<---	Skills	.830		
SC1	<---	Self-cognition	.812		
SC2	<---	Self-cognition	.823	.854	.660
SC3	<---	Self-cognition	.803		
PT1	<---	Personal traits	.814		
PT2	<---	Personal traits	.835	.863	.678
PT3	<---	Personal traits	.821		

Table 3. The Discriminant Validity Test Results

	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

	Self-awareness	Creativity	Utilization of limited resources
Self-awareness	.810		
Creativity	.585	.815	
Utilization of	.565	.562	.829

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

Note: Bolded text is the square root of AVE

Table 4. 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. The correlations between the variables were statistically significant.

Table 5. Results of the Indirect Effect test

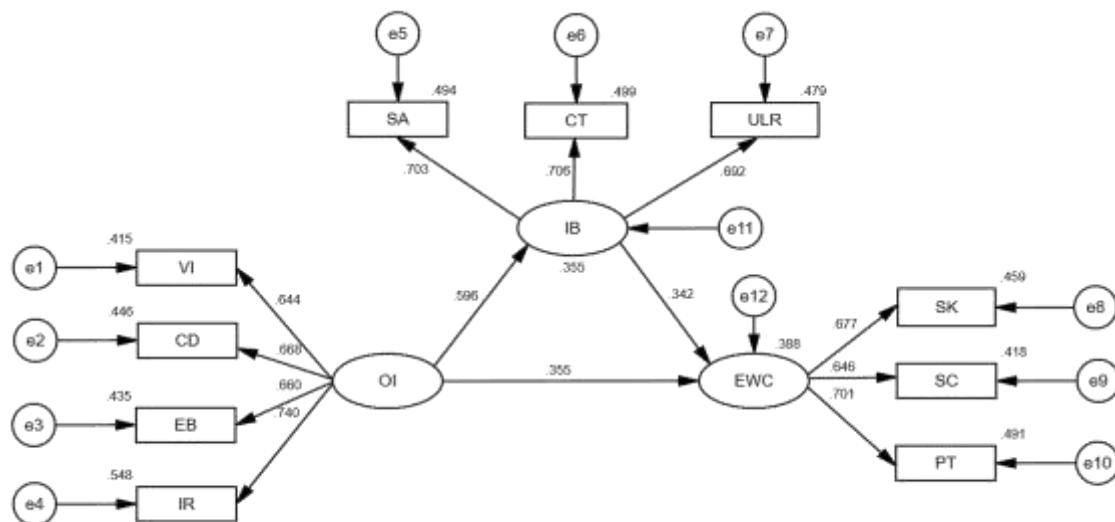| Effect Types	Estimate	Efficacy as a percentage of
Total effect	.558	—
Direct effect	.355	64%
Organizational identity → Improvisational behavior → Employees' work competence	.204	36%

Fig. 2: Indirect affect test results

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

Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)
- Krisada Chienwattanasook, formulate and volute overarching research goals and aims, design the methodology, Manage and coordinate responsibility for the research activity planning and execution, guidance to complete thesis revisions.
- Qinxi Zhang, collected, statistics, analysis data and interprets results, write - original draft.

Conflict of Interest
The authors have no conflicts of interest to declare.