

Intrinsic Factors Influencing Career Development among College Music Teachers in Establishment Stage from Fujian, China

Wang Xiaolu¹, Poon Chiew Hwa^{2*}, Cheong Ku Wing³

¹Department of Music, Faculty of Creative Arts, University of Malaya, Kuala Lumpur 50603, Malaysia.
Email: wangxiaolu.music@gmail.com

²Department of Music, Faculty of Creative Arts, University of Malaya, Kuala Lumpur 50603, Malaysia.
Email: chiewhwa.poon@um.edu.my

³Institute of Music, UCSI University, Kuala Lumpur 56000, Malaysia.
Email: cheongkw@ucsiuniversity.edu.my

ABSTRACT

CORRESPONDING AUTHOR (*):

Poon Chiew Hwa
(chiewhwa.poon@um.edu.my)

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In the career development, individuals show a stronger need on the professional advancement and are expected to make more definite career decisions in the establishment career stage. This study used semi-structure interview of qualitative study to investigate the intrinsic motivation influencing career development among three music teachers who were in the career stage of establishment from higher educational institutions in Fujian, China. The interview was modelled and the interview transcriptions were analysed and coded based on the theory of Maslow's Hierarchy of Needs. The results indicated that higher education music teachers who sought for professional upgrading in the music industry in their establishment career stage will be intrinsically influenced by the needs of love and belonging in terms of the salient life roles (for example, son/daughter, spouse, and parent); the needs on esteem that boosting the career expectation toward receiving recognition from students, students' parents, and music professionals; and the needs on self-actualization on music professionalism by enhancing music playing skills, mastering new music skills, and lifelong learning. The study offered a valuable knowledge to the field of music education, inform policy and practice, and ultimately empower music teachers to realize their full potential in nurturing the next generation of musicians and scholars.

Contribution/Originality: This study is one of very few studies which have investigated the intrinsic factors influencing career development among college music teachers in the establishment career stage in Fujian, China. It contributes to the logical analysis in using Maslow's Hierarchy of Needs to understand the personal motivation in the career development.

1. Introduction

In recent years, there has been significant expansion and transformation to the higher educational institutions in China. An increasing number of colleges and universities are proactively responding to the global trajectory of higher education and evolving requirements of national strategic development that advance the undergraduate education since 2012 (Ling & Xianshun, 2021). The undergraduate education has been prioritized as the focal point for talent cultivation, pedagogy, and educational advancement in the contemporary era. These institutions are dedicated to implementing enduring reforms in higher education with the aim of fostering sustainable progress (Li et al., 2011; Ling & Xianshun, 2021). Based on this context, teachers from higher educational institutions were facing more challenges in teaching and work requirements.

Establishment is one of five career stages in Super's (2012) Developmental self-concept theory. It refers to a career stage when a person has identified in the right field of specialization and have established a largely stable position within it (Super, 2012). In this stage, individuals put efforts in securing job position, developing skills, and acquiring seniority (Super, 2020). Individual in the establishment have a greater tendency towards vertical mobility compared to employees in other career stages (Kong et al., 2012). From this view, music teachers in the establishment career stage with a growing sense of competence and the pursuit of long-term career goals encountered a critical juncture in the professional lives particularly in situations where the professional environment becomes progressively challenging for their teaching tasks.

1.1. Research Problems

Career development is the dynamic process of developing one's internal career identity and expanding one's external career impact (Hoekstra, 2011). The interplay between internal factors such as intrinsic motivation and career goals and the external factors such as environmental influence is ongoing (Hoekstra, 2011). When the working environment brings greater career challenges and pressure to college music teachers, what internal needs and intrinsic influencing factors will affect their professional advancement in the establishment stage becomes a crucial issue.

The limited studies have presented that the professional development is characterized by unique challenges, such as the intrinsic need on maintaining motivation and commitment (Day & Gu, 2007), and balancing personal and professional commitments. The intrinsic need on work-life balance was closely linked to the improvement of job effectiveness and satisfaction in career development among higher education teachers (Punia & Kamboj, 2013). However, the career development of college music teachers in the establishment career stage in Fujian, China, remains an understudied area. There has been limited investigation into the intrinsic motivations that have a substantial impact on college teachers' professional advancement.

The higher educational institutions play a vital role in shaping the future of music education in the region (Sun, 2011; Luo, 2017), thus understanding what intrinsic factors influence higher education music teachers' career development is not only academically significant but also offers practical insights for educators, institutions, and policymakers seeking to enhance the quality of music education in Fujian and beyond.

1.2. Research objective

The research objective of this study is to explore the intrinsic factors influencing career development among college music teachers in the establishment career stage in Fujian, China. To address the research objective, one research question was raised: what intrinsic factors influenced career development among college music teachers in the establishment career stage in Fujian, China?

2. Literature Review

2.1. Career development and intrinsic motivation

Career development refers to the dynamic process of shaping one's internal career identity and expanding the external recognition to one's career (Hoekstra, 2011). From intrinsic perspective, individuals have significant autonomy in shaping their profession based on their own desires and motivations (Hoekstra, 2011). This statement shared the similar idea with Super's (2012) self-concept theory, that individual develops and implements the self-concept in the career development.

In the career development, the individual develops self-concept growing through time and experiences five career stages of growth, exploration, establishment, maintenance, and decline (Super, 2012). People shows different career goals and preferences at the different stages. The career goals were regarded as the motives to underline the career commitment and reasons for resulting in different career identity esteem (Hoekstra, 2011). In the career stage of establishment, individual experiences a career phase where they have identified an appropriate area of expertise and have secured a relatively stable position within it (Xie et al., 2016; Super, 2012; Bhagat, 1983). The career goal in this stage is the job advancement embracing the efforts in securing position, acquiring seniority, developing skills, demonstrating superior performance, and resume building actions (Super, 2012).

Intrinsic motivation is the factors within individual showing the growth needs in the career (Herzberg, 2017). The job advancement, responsibility, or rewards flowing from the performance of work were the presence of the need in the career to achieve job satisfaction (House & Wigdor, 1967). The key factors that contribute significantly to attaining job satisfaction are the attributes that promote the individual's need for self-actualization in their profession (House & Wigdor, 1967).

From the existing studies, the intrinsic motivation influencing career choice and career development include the factors, for example, the interest (Jamil, 2019; Edwards & Quinter, 2011) that is the desire to focus one's attention on something or to get involved in something and learn more about it (Cambridge Dictionary, 2022); the recognition (Nyambegera & Gicheru, 2016; Awan & Tahir, 2015) referring to a psychological feeling of being appreciated and praised for one's contributions is known as recognition (Singh, 2016); the life roles (Warburton et al., 2014) that might exist the conflict between various life roles (Holahan & Gilbert, 1979); or the financial influence (Shibu & Rengaraj, 2019) that could be an issue concerning awareness of the need to optimise the money amount, or a person wanted to be self-funded as an intrinsic factor (Warburton et al., 2014).

2.2. Career development of music teachers in China

The reform of music education in the new period puts forward higher requirements for music teachers in higher educational institutions, which forced Chinese music teachers to advance the profession to ensure the development of music education (Sun, 2011). For college music teachers who seek for the career advancement, the job requirements from the external environment coincide with the personal intrinsic needs of advancing profession for career development. However, college music teachers are also facing higher challenges that influenced their professional development (Sun, 2011; Lang, 2012; Luo & Guo, 2016; Luo, 2017).

Except the environmental factors like school system and platform constraints (Luo, 2017; Yang, 2017; Luo & Guo, 2016) and the opportunity of getting promoted (Luo & Guo, 2016) influencing career development, the raised challenges also presented the college music teachers' intrinsic need when advancing profession. It included the personal enhancement in music skills (Sun, 2011) and music research ability (Sun, 2011; Lang, 2012), deepening the knowledge of music theory and having a wide range of knowledge (Shi & Chen, 2015), proficiently utilizing network and computer technologies (Sun, 2011; Cao, 2012; Lang, 2012), keeping abreast of the times in mind and consciousness (Sun, 2011; Luo & Guo, 2016), upgrading educational qualification (Lang, 2012), and strengthening career motivations (Luo & Guo, 2016; Yang, 2017).

2.3. Theoretical framework

In Maslow's hierarchy of need, individual's needs were determined to five levels, and the satisfaction of lower-level needs is a prerequisite for persons to address higher-level needs. The needs from the bottom level are *Physiological* needs which was the biological needs satisfied by the food, water, warmth, and rest. It was believed that human being could function optimally only when this need is satisfied (Maslow, 1974).

The second level of need is the *Safety* needs that was satisfied by the protection from elements like law and order, or satisfied by the security, or stability (Maslow, 1974). The third level of needs is *Love and belonging*. At this level, human behaviour is derived from a desire for emotional or interpersonal relationships (Maslow, 1987). The need to love and be loved is equal in significance in Maslow's theory, and humans will pursue this ideal of loving connections. The fourth level of needs is *Esteem*, that encompasses the inherent desire for respect and reputation. The things that boost one's sense of self-esteem were like the personal achievement, social recognition, the dignity, the prestige or status (Maslow, 1987).

The top level of needs is *Self-actualization*, which refers to the condition of feeling fulfilled or the sense that one is making progress toward one's potential (Maslow, 1987). It was the being needs (or growth needs) after deficiency needs in terms of the first four levels of needs were met (McLeod, 2007). At this level, the individual shows the desire for personal growth rather than a deficiency. An individual's potential can be fully realized once the demands for personal growth are adequately satisfied (McLeod, 2007).

Maslow (1987) stated that the higher level of need may arise although the lower level of need is not fully met. It should be noticed that the hierarchy of needs is not fixed, but rather can be adaptable depending on the external factors or individual variations (McLeod, 2007). Since various life events might lead individuals to experience

fluctuations in the levels of needs within the Maslow's Hierarchy of Needs model. Individuals may not progress straight up the hierarchy, but rather have a tendency to shift between various categories of needs (McLeod, 2007).

3. Research Method

This study adopted the qualitative approach and the case study research design as the methodology. Qualitative research is an analytical approach to comprehending the inherent characteristics or nature of a phenomenon in a particular setting (Brantlinger et al, 2005). It examines human behaviours in real-life environments, emphasizes the analysis of subjective experiences or facts that cannot be effectively quantified, and focused on the variations in individuals' perceptions of reality, particularly in the realms of social and psychological reality (Hancock et al, 2001). Case study aimed at acquiring comprehensive knowledge about an individual or group, with the intention of extrapolating the findings to a broader population (Heale & Twycross, 2017).

3.1. Sample

This study used the snowball sampling to select participants from one person to the next one who is referenced by the previous. It is useful and technique in accumulation of sampling numbers in qualitative research where is on small-scale exploratory samples or no sampling frame (Denscombe, 2017). The snowball sampling typically ends after either a predetermined sample size or a point of saturation has been attained (Parker et al, 2019).

The snowball sampling was used to selected participants who meet the certain criteria: (a) music teacher; (b) working in the higher educational institution in Fujian, China; and (c) in the establishment career stage. Three college music teachers aiming for the professional advancement joined the investigation through semi-structure interview.

3.2. Procedure

This study uses the semi-structure interview to the selected participants. Semi-structure interview uses a pre-planned guide centring around a main subject and encourages exploration for the relevant paths as the discussion progresses (Magaldi & Berler, 2020). The semi-structured interview method ensures a certain degree of uniformity in the interview setting and mitigates any issues related to potentially unsuitable heuristics employed by the interviewer (McIlveen et al., 2003).

The procedure to semi-structure interviews followed the five steps according to Mathers et al. (1998) suggestion. Firstly, the interviews were carefully prepared and the research interview invitations were sent to the prospective interviewee. Secondly, after obtaining the first participant's agreement, the interview was arranged on March 3, 2022. Since the study used the snowball sampling method, the other two cases' interview were respectively arranged on March 5, 2022 and on March 6, 2022. Thirdly, to establish rapport with interviewees, the participants were guaranteed that their confidentiality and anonymity (Mathers et al., 1998).

Fourthly, a one-to-one semi-structured interview was conducted through the online video-call with video recorded. It was conducted individually and lasted approximately half an hour to one hour. The guide for semi-structured interview was clustered into five

broad categories based on Maslow's Hierarchy of Needs (Maslow & Lewis, 1987) to provide information: (1) physiological, (2) safety, (3) love and belonging needs, (4) esteem, and (5) self-actualization. The interviews were tape-recorded and transcribed by researchers.

Finally, in closing part, the interviewer summarized the interview content and invited respondents to correct or supply points. The interview data were transcribed, and the transcriptions were analysed using the thematic analysis method (Maguire & Delahunt, 2017). Thematic analysis is a flexible method used in qualitative data to identify the themes or patterns (Clarke & Braun, 20013). In thematic analysis, data is summarised, organised, and interpreted to each theme or patterns (Maguire & Delahunt, 2017). The themes were coded into five categories based on the framework of Maslow's Hierarchy of Needs (Maslow & Lewis, 1987).

4. Study Results

4.1. Music teachers' backgrounds

In order to gain a deeper comprehension of the participants with diverse experiences and motivations, the following profiles of three higher education music teachers provide the personal circumstances that have impacted on their career plan for job advancement in higher educational institutions.

Chen. Chen was age 33, holding the Master's degree in Music Education and majored in violin. He was employed as the higher education music teacher in 2017. Chen taught solfeggio and ear training, chamber music, and violin for music students in the college, had private violin teaching in his personal music studio as the part-time work in the weekend, and was committed to conduct a children-strings-orchestra once a week by a local cultural centre founded by the government. Chen married and without children at the time of the interview. He hoped to obtained a higher educational degree in the future, but he expressed that he would not plan for it currently since his wife was now in full-time postgraduate program and his career was the source of the family income. Chen put the effort on the music research in the spare time as the way to advance the music profession.

Zou. Zou was age 35, holding the Master's degree in Music Education and majored in piano. She was employed as the higher education music teacher in 2016. Zou taught solfeggio and ear training, choral conducting, Chinese traditional music appreciation class, and piano for music students in the college. She was also in charge of conducting and piano-accompanying a choir in the college. In the spare time, Zou had private piano teaching at home and now was in a remote study in a PhD program from Thailand. Zou married and had a two years old child at the time of the interview. She emphasized the importance of balance between work, life, and personal professional growth.

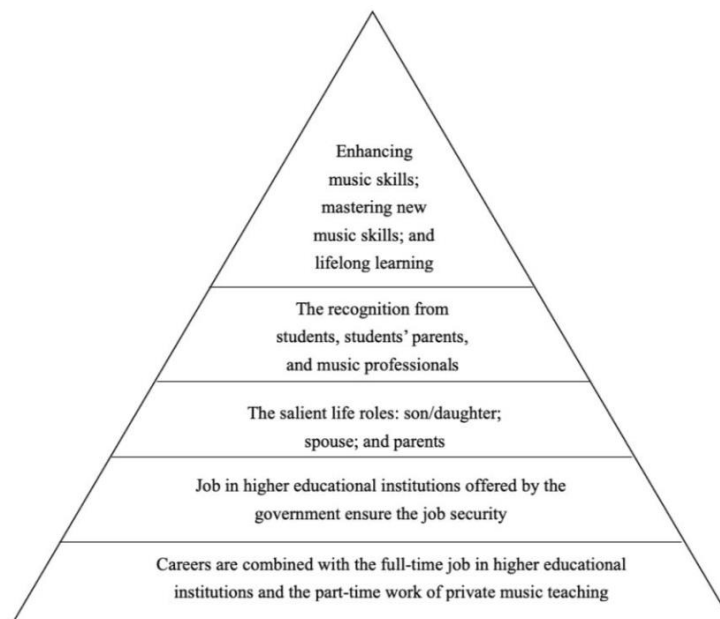
Lin. Lin was age 31, holding the PhD's degree in Musicology and majored in vocal. She was employed as the higher education music teacher in 2021. Lin taught musicology, methodology, and vocal for music students in college, and had private vocal teaching in the spare time. Lin was interested in doing research in the music sociology and music psychology, which was influenced by her mother who was also a higher education teacher. Lin stated that she enjoyed cooperating with her mother in a research project, that made her feel like their relationship were not only the mother-and-daughter but

also the cooperative partners. Zou did not marry and did not have children at the time of the interview. She was the only-child in the family and lived with her parents. She looked highly on parents' thoughts and she hoped to take good care of her parents.

4.2. Intrinsic factors influencing career development in the establishment career stage

The interviews with three higher education music teachers Chen, Zou, and Lin have output the valuable insights on the personal needs that influence career advancement. The analysis of the interview data was grounded into five themes: physiological need, safety, love and belonging needs, esteem, and self-actualization (see Figure 1).

Figure 1: Intrinsic Factors Influencing Career Development among Music Teachers



4.2.1. Physiological Need

The study found that all three higher education music teachers have the part-time work in private music teaching in their spare time. As they explained that the private instrument teaching was as important as their full-time job in higher educational institutions, which should be considered to be an important part in their whole career life. It was explained by them that the part-time income was always higher than the full-time salary, which was important to cover the living expenses, that satisfied their needs on the physiological perspective.

4.2.2. Safety

Through the investigation, it indicated that the higher education music teachers' need on safety were satisfied by their employment that offered by the government. To illustrate, Chen, Zou, and Lin all showed that their job in the public higher educational institutions was a governmental authorized job, which was provided and offered by the government, that ensures the stability of income and job position. As Lin described that:

Governmental authorized job ensures stable yields despite drought or excessive rain. It was a stable job with security, even not in high-pay, but

it promised me a stable income and all kinds of security, like insurance and housing found provided by the government (Lin).

Zou added that:

Once you got the authorized position offered by the government, you will not experience layoff by schools, because teachers in public schools enjoy the five insurances and housing found provided by government, like working in the governmental department (Zou).

All three higher education music teachers showed their job satisfaction for this reason. Chen and Zou even expressed that they probably will not change the job, and will remain the job until they retired. It indicated that the security tagged to the teaching job in public schools offering by government was an important issue to higher education music teachers' job satisfaction and would probably attract them remain the job.

4.2.3. Love and belonging needs

Human beings have an inherent drive to fulfil their social and emotional needs, covering the desire for love, affection, friendship, and a feeling of belonging. These needs are indicative of inherent longing for significant connections and interpersonal relationships. Many salient life roles involve social interactions and relationships. For instance, the roles of a parent, husband or wife, or son or daughter, all involve forming and maintaining loving and belonging relationships with others. These roles provide opportunities for individuals to give and receive love, affection, and a sense of belonging.

Salient life role of son/daughter. To some higher education music teacher, their role as a son/daughter importantly influenced their career decision making. Just like in the cases of Chen and Lin, they expressed that the parents' expectation greatly motivated them to make progress in the career. It seemed that the salient life role of children has an innate need for and value their parents' approval, thus it makes sense that parental expectations would be a driving force in their development.

Lin especially mentioned that she was the only-child in the family, and she would take more responsibility in taking care of parents, so that she will not think about working in another city even if she can find better employment opportunities in other big cities in the future. It indicated that the career mobility will be important factors to higher education music teachers when they took the salient life role of son/daughter, which could possibly limit an individual's ability to take on new job opportunities or move to new locations, further impacting their career growth and advancement.

Salient life role of spouse. Higher education music teachers confirmed that their career development was tightly to their current salient role as husband/wife in family. It was indicated that their career goal and plan were influenced by their concerning on family. In Chen's case, his current goal in career was to make more money for better playing his husband role in family. Considering that his wife was still studying and family was in a limited income, he took on the main family expenses. He said:

With the current family situation, I wouldn't leave my job to pursuit a higher degree far away from home. Maybe someday when my wife got a

job and my economic burden reduced, then I will consider the further study like PhD program for professional development (Chen).

Chen believed that his role as husband in the family was more important than his own personal development at the current stage. He thought it was his responsibility as a husband to set the work goal as bearing the expenses of the whole family. Thus, he would not consider the personal growth in higher educational degree like his colleagues around him. Of course, he also looked to the future about the next stage when his wife will have stable income. It indicated that the husband role made some music graduates regarded a stable financial situation as an important issue in a specific life stage and impacted on their career development.

However, Chen also expressed his belief that the present plan would not be regrettable if he chose not to pursue higher education for the purpose of job progression. He shown a willingness to dedicate a portion of his time towards personal development in order to make a meaningful contribution to the family. This decision was motivated by his deep affection for the family, and his spouse expressed gratitude for his endeavours. Chen believed that it was worth it.

Salient life role of parent. A higher education music teacher elaborated that the career development was also influenced by the role as father/mother in family. In Zou's story, a noticeable change has occurred in her life, as she has transitioned from a focus on work to a focus on balancing work and life of better taking caring for her child. As she expressed that, in order to better support her child and balance job and professional growth, she chose for a part-time PhD program when she made the decision to advance her career. She also avoided arranging classes throughout the evening. Zou believes that it was the best plan. Because since she became a mother, she could not abandon her love for her children, as her original words showed that:

Since I became a mother, I think the children's need for mother and the maternal love are innate...But at the same time, I am also on the stage of career advancement, and I keep exploring the balance between career development and taking care of my family (Zou)

The above illustrated the higher education music teachers' career goals and development direction are closely linked with their salient life role of son/daughter, spouse, and parent, reflecting in that they probably made work plans out of consideration for the love need in the family.

4.2.4. Esteem

Recognition in the work. It was agreed by higher education music teachers Chen, Zou, and Lin that the recognition from students and students' parents were important for their confidence on teaching, and were important issues driving them to be more professional in work.

Zou described the moment she made the transition from an inexperienced university lecturer to an experienced educator. She recalled her initial fears as a major course lecturer that her students wouldn't grasp the knowledge and wouldn't enjoy her teaching style. She would plan ahead for lessons, writing down everything she needed to say so she wouldn't forget a single word. After much training and practice, she has

learned that when she put in her best effort, the pupils respond positively, and it boosts her self-assurance whenever she has to teach. Now she was confident to be a higher education teacher since she was recognised by the students as she said:

The first thing I do when I walk into a classroom is look around at the pupils' faces, and I always feel a sense of warmth and familiarity. For me, the career growth is being able to go to every class with ease (Zou).

Chen showed that the recognition from students' parents proved the personal devotion to music education career, which was important for a music teachers' career growth. As Chen's exact words were "whenever receiving the thankful words from the students' parents, I would feel like my work was deserved effort. It's a recognition to my work!". In addition, Lin also indicated that the recognition in work was important in conducting research studies. She said that:

Whenever my research topic was admitted and received by the educational department, it really encouraged our music teachers' passion on research studies. It is another recognition to your work from the professionals, and encouraged us to devote to it (Lin).

It is indicated that music teachers' recognition from students and students' parents revealing the effort in teaching works was appreciated for their contributions, it positively influences those music teachers more engaged in their work and committed to the education industry. Another, it also presented that the work recognition in music academic study benefit for personal growth that help music researchers to feel acknowledged and valued.

4.2.5. Self-actualization.

Higher education music teachers' self-actualization was realised in three ways: enhancing performing skills, mastering new music skills, and lifelong learning.

Enhancing performing skills. All three of interviewees Chen, Zou, and Lin had private teaching on their respective instruments at college, and they all agreed that performing skills is crucial for career success in the music industry. They believed that the excellent performing skills is essential for teaching music major students, and for this purpose, they all willing to enhance their performing skills as the way to realize the self-actualization in music playing and music teaching. Chen explained for that:

Teaching students to learn a music instrument is actually a process of accompanying their growth. The growth of students also motivates me to constantly grow and excellent my playing skills. This process makes me a to be a student and allows me to grow (Chen).

Chen further described that:

During this process, I have fulfillment that I not only enhance my music playing skills but also doing better in music teaching (Chen).

Lin showed the similar yearning for more professionalism in music playing skills, and transferred her view that being a music teacher does not meant to stop studying.

Continuously learning from professionals and enhancing music playing skills were an important way to develop personal professionalism, and benefit for career development. From Lin's story, her confidence on playing and teaching that comes from her constantly improving vocal skills. With the improved performing skills, she has been more confident in the performing abilities and are better equipped to handle the demands of performing in front of an audience and engaging in teaching activities. As Lin added that:

Since I have learned from a piano professional and kept practicing, my playing skills have improved a lot. In the last individual concert, I received warm applause and praise from many music professionals. I feel great proud! (Lin).

Accordingly, from the pursuing in better professional skills, it helped Lin to secure the position. It is indicated that as a skilled music professional, the enhanced skills can enhance an individual's professional standing and a reputation, which can increase a person's professional status and open up new doors for career advancement.

Mastering new music skills. Chen and Zou showed their passion in mastering new music skills in spare time to work more effectively in career. It revealed their need for new music skills and confirmed it positively developed their career professionalism.

In Chen's story, he was committed to conduct a children string orchestra by a local cultural centre offered by the government. He expressed that he was chosen to take charge on that orchestra was for his professional in string music and the reputation as the in the higher education lecturer. But he added that to prove his profession in string orchestra and won a good achievement, he especially to learn the music skills in orchestra conducting from a conductor. Obviously, the good results that he led the string orchestra to win the prize awarded allowed him to be officially recognized and made him feel fulfillment. He emphasized that the mastering new music skills was sometimes necessary in professionalism.

Zou have the similar experience when she has taken charge on the college choir. At first, she was just a piano accompaniment for the choir, but after multiple rehearsals, she learned some techniques for conducting and rehearsing the choir. For this reason, she specially went to learn choral conductor from a teacher in her spare time. Her original words:

...I think I could also do that conducting job...So, later I learned the professional knowledge of chorus conducting from a profession for half a year. Now I am in charge of the college choir. I am not only being able to accompany but also conduct to a choir. One person does two jobs, which cannot be replaced by other teachers (Zou).

Zou's effort in learning chorus conducting made her work irreplaceable. It is true that the new music skill enhanced some music teachers' competitiveness in career, that they are better equipped to compete for jobs and promotions, and to stay ahead in a rapidly changing job market. It indicated that mastering new music skills could improve higher education music teachers' job performance, since it helps them perform their jobs more effectively, allowing them to take on new responsibilities and advance in their careers.

Lifelong learning. Higher education music teachers Chen, Zou, and Lin all incorporate music learning into their daily routines. The most common example was that they undertook music-related research. For example, Chen showed that he was interested in the Chinese traditional music. To this, he read some related books and articles every day, and even carried out a research topic on traditional music. He said:

Lifelong learning is very helpful for myself development...I have a new but deep understanding of music. It even got me interested in doing related research. As it turns out, I've published some articles that have helped me a lot in my teaching career (Chen).

Chen further gave relevant examples to illustrate the benefit of life-long learning to his career development. He elaborated that:

My learning outcome, such as the published articles, have greatly helped me to promote my professional title, and I even have received financial rewards from the institution. This proves the old Chinese saying that "Wealth and beauty can be gained through diligent study (Chen).

Chen's experience indicated that his outcome from the interest in music lifelong learning brought him some rewards in career development. It confirmed that lifelong learning can bring personal growth and satisfaction, as individuals developing themselves, and developing their careers. The outcome of personal growth benefit from lifelong learning probably can help individuals stay current and relevant in their field, reducing the risk of job loss and unemployment.

5. Conclusion

It was concluded that higher education music teachers' career development in establishment stage were mostly seeking for professional advancement and job security. Their careers combining the full-time job in higher educational institutions and the part-time work in the private teaching satisfied their basic need on physiological perspective. The previous study has confirmed that the job security was an important issue for music teachers' intention on remaining or leaving the profession (Krueger, 2000). To attract more talents in music teaching career, the employment packages offered by the Singapore government ensures the music teachers' stable income from the financial consideration (Bennett & Chong, 2018). This study has the similar finding that the full-time employment offered by the government ensure the higher education music teachers' job security, which met their job satisfaction and the need on safety.

Since the intrinsic needs on these two levels have been met, higher education music teachers will put more effort (like upgrading the educational degree, achieving research success, or obtaining recognition in the music industry) for the music professionalism. When pursuing career advancement, there are some intrinsic factors that affect their career planning and development.

Firstly, higher education music teachers will be influenced by their needs on love and belonging in terms of the salient life roles. It was believed that people play various roles in life (Super, 2020), and there are expectations and responsibilities tagged to each role (Greer & Egan, 2012). In each particular circumstance, one's behaviour will be determined by the life roles that are most prominent. People will prioritize the more

crucial role and devote more effort to it (Greer & Egan, 2012). This study found that music teachers at age around thirty to forty will be impacted by their needs to be the salient life role of son/daughter to meet parents' expectation and to better take care of parents; the needs to be the salient life role of spouse and salient life role of parent, to make career plans to better take responsibility in family and to balance work and life.

Secondly, higher education music teachers showed the need on esteem in terms of the recognition from students, students' parents, and music professionals, which was regarded as the important issue for their career advancement. Previous study has showed that career expectations were predicted by self-esteem, which in turn influenced career planning and exploration independently of career aspirations (Patton, 2004). This study agreed with that and confirmed that music teachers' career expectation on receiving recognition encouraged their advancement in music profession and music teaching.

Finally, higher education music teachers showed their motivation on enhancing music skills, mastering new music skills, and lifelong learning to realize the self-actualization need for the music professionalism. It was indicated that music teachers' professional readiness was combined by professional activities of musical, educational, and research (Yavgildina et al., 2019). The study agreed with that and confirmed that higher education music teachers showed the pursuit on the music professional readiness as the way to realize the fulfilled. As Glavinska et al. (2020) stated that the academic achievement allowed the teachers to see the true effectiveness of their own actions.

This study provides some data regarding the intrinsic motivation of higher education music teachers regarding the professional advancement throughout their career development establishment stage. The study suggest that the music professional advancement is influenced and relate to the needs of love and belonging, esteem, and self-actualization. Future research could examine this concept with other music teachers in different career stages in order to create a more comprehensive view about higher education music teachers' needs and career development stages.

Ethics Approval and Consent to Participate

All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee.

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Conflict of Interest

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