The Influence of Artistic Innovation Atmosphere on Artistic Creativity Based on Digital Media — Creative Motivation as Intermediary Variable

Wei-Ying Wang* and Li-Chu Tien

***Abstract*—Based on the creativity component theory, this paper discusses the influence of school organizational innovation atmosphere on artistic creativity from the perspective of digital media art. With the method of convenient sampling, 1,000 college students majoring in art were selected from representative comprehensive universities in Jilin, Shanxi, Chongqing, Guangxi and Shaanxi provinces for a questionnaire survey. According to the received valid data, SPSS 24.0 and AMOS 24.0 were used for statistical analysis, and SEM was used for path analysis of intermediary effect. The results are as follows: The higher the degree that art majors perceive the innovative atmosphere of school organization, the stronger their artistic creativity; The higher the degree that art majors perceive the innovative atmosphere of school organization, the easier it is to stimulate creative motivation; The stronger the creative motivation of art majors, the stronger their artistic creative ability; Creative motivation plays a partial intermediary role between the innovative atmosphere of school organization and artistic creativity, that is, the innovative atmosphere of school organization perceived by art majors can have a positive impact on their artistic creativity directly or indirectly through the intermediary effect of their creative motivation. Therefore, it is suggested that colleges and universities should make full use of digital media art, optimize the innovative atmosphere of school organization, and optimize the teaching scene of art majors. Stimulate the creative motivation of art majors and improve their artistic creativity.**

***Index Terms*—Digital media art, school organization innovation atmosphere, creative motivation, artistic creativity.**

I. Introduction

With the development of science and technology, society has put forward higher expectations for art professionals. This study has discovered via its examination that there is still some need for research into the teaching and preparation of art majors in China's comprehensive universities. Throughout the current state of art professional education, it is a prominent problem of art major education in local comprehensive colleges and universities that technology is more than enough but art is not enough. First, local comprehensive colleges and universities have relatively short time to offer art major education in order to meet the actual needs of social and economic development, and have not accumulated enough experience in various aspects; Secondly, due to the original intention of cultivating practical talents, many local comprehensive universities' art major education focuses on technology and skill education in curriculum setting, educational form, teaching content, etc., and some aspects such as artistic thought, aesthetic appreciation, innovation and creativity are neglected or missing. Any artistic behavior is the integration of people's creative thinking and creative action. This study will recommend that, in order to maximize the innovative environment of learning and teaching in comprehensive universities throughout China, administrators should turn to digital media art., build an immersive scene of digital media art, help the cultivation pattern of art major education, show vivid Chinese traditional culture and digital media art in students' field of vision, enhance the appeal of artistic atmosphere, and build a three-dimensional cultivation mode of art major education, which is "eye-catching, ear-catching, brain-catching and heart-catching". Cultivate high-level art professionals who can contribute higher value to society.

On the basis of literature analysis and theoretical discussion, this study intends to explore the influence of school organizational innovation atmosphere on the artistic creativity of art majors from the perspective of digital media art, with creative motivation as an intermediary variable. Research motivation mainly comes from the following two aspects:

Explore the factors and paths that influence the artistic creativity of art majors in comprehensive universities.

It is of great significance to study the artistic creativity of art majors in local comprehensive colleges and universities to enhance the national and regional creativity, and the education of art majors has become the focus of local higher education. In 2015, Nicolas Bourriaud, the president of a French academy of fine arts at the "Forum of International Presidents of Higher Art Colleges" held in China, pointed out that art colleges should not blindly adopt the traditional teaching mode. It is not a unitary, but a comprehensive synthesis that includes artworks, collections, exhibitions, and all the rest. Art is "smoked", and a successful work of art is often unconsciously effective, obtained in a good artistic atmosphere. Art colleges are not only a narrow art world, but also a comprehensive ecosystem [1]. It can be seen that the above scholars' research belongs to the innovative atmosphere of school organization, which restricts the artistic creativity of art majors to varying degrees, resulting in many art majors' shallow artistic accomplishment, lack of artistic development details and internal motivation. Thus, it is worthwhile to analyze the factors influencing the artistic creativity of art majors and other related factors.

It's worth studying the relationship between the innovative

Manuscript received May 16, 2022; revised June 20, 2022; accepted July 1, 2022.

The authors are with Krirk University, Thanon Ranon Intra, Khwaeng Anusawari, Khet Bang Khen, Krung Thep Maha Nakhon 10220, Thailand.

*Correspondence: wangweiying1972@163.com

atmosphere of school organization, creative motivation and artistic creativity.

Reviewing the past, the related research on artistic creativity focused on the relationship between school organizational innovation atmosphere, artistic creativity and creative motivation, such as school organizational innovation atmosphere and creative motivation [2, 3], creative motivation and artistic creativity [4, 5]. However, how do the two variables of school organizational innovation atmosphere and creative motivation interact with each other to influence artistic creativity? And whether the innovative atmosphere of school organization will have an intermediary effect on artistic creativity through creative motivation? At present, no detailed analysis of relevant research has been found. This study attempts to use Amabile creativity component theory [6] and Csikszentmihalyi flow (immersion) theory to construct the artistic creativity model of school organizational innovation atmosphere [7], so as to explore whether the school organizational innovation atmosphere has an impact on the artistic creativity of art majors through creative motivation.

Based on this, this study attempts to explore two questions.

First, do school organizational innovation climate and creative motivation have a significant positive effect on improving artistic creativity of art college students?

Second, does creative motivation have a mediating effect between school organizational innovation climate and artistic creativity of art college students?

II. Literature Review

A. Conceptual Meaning

1) Digital media art

In the era of mass media, digital media art is deeply concerned by the society, and its applications in various fields are becoming more and more extensive [8]. As far as artistic expression is concerned, digital media art has diversified characteristics. In addition to the visual impact of art, digital media art can highlight its differences with other artistic creation forms by using scientific and technological means, and it is more personalized [9]. The development and application of digital media art has opened up new possibilities for art majors' education and teaching. It can enhance instruction in the classroom while also enhancing the artistic ambiance in the area.

2) Teresa. M. Amabile's theory of creativity components

Amabile particularly emphasizes the influence of motivation on creativity, and integrates motivation into a model of creativity component research, In Teresa. M. Amabile's view, creativity is not only affected by individual internal components (such as ability, motivation, etc.); but also by external environmental components (such as cultural atmosphere, leadership support, etc.). Amabile put forward the components of creativity in all fields in the theory of creativity components and its functional framework (component model) [6]. She believes that creativity is the result of the interaction domainr-relevant skills, creativity-related skills and Task Motivation of three basic elements, Amabile revised its creativity component model and added the "social environment" component, emphasizing that the supportive social environment will directly affect intrinsic motivation, synergistic extrinsic motivation, and then affect creative process [10].

Amabile believed that social environment affects the generation of creativity, and task motivation plays a mediating role in the relationship between social environment and creativity [10]. Teresa.M.Amabile linked the four factors related to creativity with the five stages in the creative process, and constructed a theoretical framework of creativity components, Fig. 1.

From Teresa.M.Amabile's creative component theory, it can be seen that scholars advocate that creativity is affected by motivation, and motivation is affected by environment. In order to keep the creative activities going on continuously, it is necessary to cultivate people's intrinsic motivation and transform the extrinsic motivation into the intrinsic motivation under appropriate conditions to stimulate the creative activities.

In summary, the creativity component model theory suggests that the social environment influences the key stages of the creative process through the mediation of task motivation and that the influence of the social environment on individuals' creative abilities is also mediated by motivation. The social environment mediates the learning of individuals through task motivation to increase professionally relevant skills, and it mediates the breaking of stereotypes through task motivation to improve creativity-related processing. This study thus constructs a research framework diagram of the influence of school organizational innovation climate on artistic creativity through creative motivation, as shown in Fig. 2.

B. Discussion on the Relationship between Variables

1) Research on the relationship between school organizational innovation climate and creative motivation

Litwin and Stringer found that atmosphere is the main determinant of motivation, which can shape individual motivation and behavior [11]. Zou Jing Research shows that creating favorable environment in training can fully improve students' motivation and their enthusiasm for training [12]. Chen Ruisan and Wu Qingyan Research shows that improving the creative environment of colleges and universities and creating a good environment for scientific and technological creation have a positive impact on the intrinsic motivation and extrinsic motivation of college students [13]. This also proves Teresa. M. Amabile's view put forward in 1996 that the influence of social environment on individual creative motivation should not be underestimated.

This study concluded that the organizational innovation climate in schools may have an impact on the creative motivation of college students majoring in the arts, based on the research findings that atmosphere and environment have a significant impact on motivation.

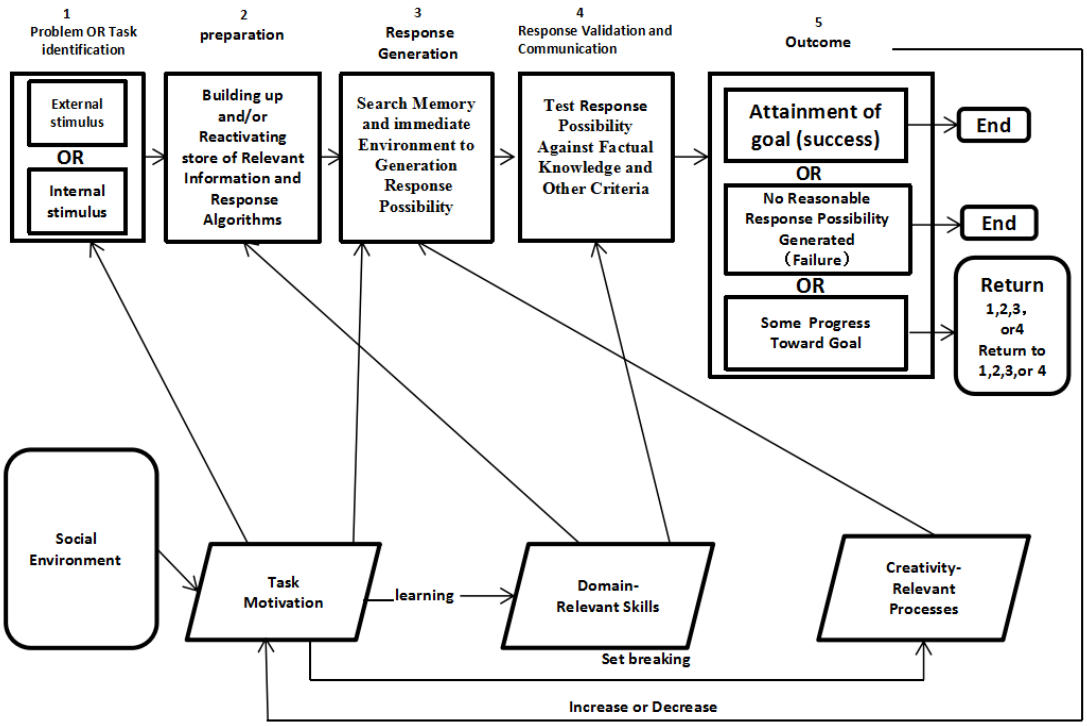

Fig. 1. Teresa. M. Amabile's creative component model; source: (Amabile, 1983) [6].

2) Research on the relationship between school organizational innovation atmosphere and artistic creativity

Zhou & Xing investigated 201 college students with the scale of innovation ability and the scale of innovation atmosphere, and discussed the correlation between innovation ability and innovation atmosphere [14]. The results showed that there was a correlation between innovation ability and school innovation atmosphere, indicating that the better the school innovation atmosphere, the stronger the innovation ability for college students. Wang Hongyu and Yu Jiali put forward that there is a positive correlation between the innovative atmosphere of school organization and the deviant innovative behavior of employees [15]. Zhang Kexin reviewed the environmental factors affecting creativity from three aspects: organization, colleagues and leaders on the basis of combing the relevant literature at home and abroad [16]. In conclusion, the findings of each study confirm that the environment, or the organisational climate at the school, has a major impact on the participants' creativity or invention. It can be inferred that school organizational innovation climate will have an impact on artistic creativity of art college students.

3) Research on the relationship between creative motivation and artistic creativity

Michael Ceci and Kumar In the research on the correlation of creativity, happiness, motivation and stress in the pursuit of creativity' it is found that among its variables, innovation ability has the highest correlation with intrinsic motivation [17]. Wang Tianli Research suggests that effective coordination of internal and external motivation can determine the degree of creativity of employees [18]. Weng Chenjiao and Jiang Minzhao The research found that when the prosocial motivation is high, the internal motivation can significantly improve creativity [19]. Zhang Wenjiang, Luo Yifan and Zhang Min The research found the relationship between college students' achievement motivation and creativity tendency, and the pursuit of success motivation can better predict creativity tendency [20]. In summary, the literature validates that combined with creativity component theory, this study infers that the creative motivation of art college students has an impact on their artistic creativity.

4) Research on the relationship among school organizational innovation atmosphere, creative motivation and artistic creativity

Zhang Jianwei, Zhao Hui, Li Haihong, and Ren Yongcan believes that the innovative atmosphere has a significant positive predictive effect on team scientific creativity, and the internal motivation of the team plays a partial intermediary role in the relationship between them [21]. Xiao Junping shows that organizational climate has a significant positive impact on employees' creative ability in the research of organizational climate, intrinsic motivation and employees' innovative ability [22]. Dong Xiaoyu, Zhang Yilin, Zhang Jie and Fan Xiuzhen The research found that team atmosphere can directly and positively predict the creativity of nursing postgraduates, and it can also indirectly influence the creativity through the intermediary of intrinsic research motivation [23]. Wang, Cui, Wang, Wang & Luo Research shows that intrinsic motivation plays an intermediary role between promoting focus and creativity, and provides inspiration for cultivating creativity in classroom or enterprise environment [24]. Yuan Rui, Huang Shihua, Psychological capital can not only directly affect college students' innovative behavior, but also indirectly affect college students' innovative behavior by challenging difficult motivation or personal interest motivation [25]. Based on creativity component theory, the study combines the previous scholars' research on the relationship between school organization innovation climate and creativity motivation

and the relationship between creativity motivation and artistic creativity. This study infers that art college students in comprehensive colleges and universities may have a mediating role in their perceived creative motivation between school organizational innovation climate and artistic creativity.

III. Research Methods

Based on the creativity component theory, the following research structure diagram is constructed

A. Research Architecture

Fig. 2 is research framework.

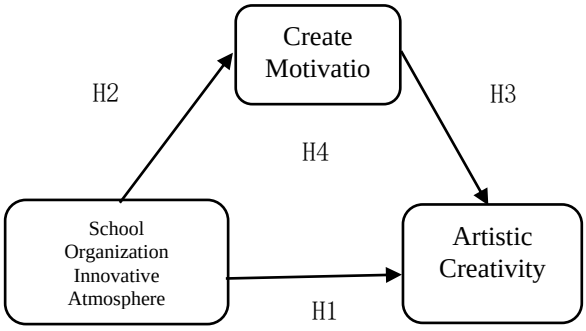

Fig. 2. Study architecture diagram; source: Drawing from this study.

B. Research Hypotheses

Based on the research framework diagram and the discussion of the relationship between variables, the following four assumptions are put forward:

H1: The innovative atmosphere of school organization has a positive impact on the artistic creativity of art majors.

H2: School organizational innovation atmosphere has a positive impact on the creative motivation of art majors.

H3: Creative motivation has a positive impact on the artistic creativity of art majors.

H4: Creative motivation has a mediating effect between the atmosphere of school organizational innovation and the artistic creativity of art majors.

C. Research Object

According to the recommendation of scholar Wu Minglong, the average sampling number of regional research samples should be around 1000 [26]. Therefore, this study conducted a questionnaire survey on 1,000 art majors in five representative comprehensive colleges and universities in Jilin, Shanxi, Chongqing, Guangxi, and Shaanxi in China. After the questionnaires were answered, 96 invalid questionnaires were excluded, and 904 valid questionnaires were recovered, with a recovery rate of 90.4%. Therefore, 904 valid samples were drawn for this study.

D. Research Tools

In this study, appropriate measuring tools are selected for measurement. This measuring tool consists of three scales. Including "Kaufman Creativity Scale (K-DOCS)". The scale consists of 50 items, including self/daily creativity; Academic creativity; Creativity in performance; Mechanical/scientific creativity; Artistic creativity is a creativity scale in five fields. Each scale has about 10 items. In the end, only 9 items are suitable for artistic creativity, so Kaufman decided to keep 11 items for self/daily creativity, while the other three scales are all 10 items. The reliability coefficient of the scale is not less than 0.80, both of which are greater than 0.7, and it has good structural validity. This study used the Performance Creativity and Artistic Creativity Scale [27]; the reliability coefficient of the School Organizational Innovation Atmosphere Scale and the Organizational Innovation Atmosphere Scale researched by Qiu et al. The reliability of each subscale ranges from 0.85 to 0.95, a total of 35 items and 7 dimensions, namely organizational philosophy, working methods, resource provision, team operation, leadership effectiveness, learning and growth, and environmental atmosphere [28]; This study uses the reliability coefficient of the Creativity Motivation Scale prepared is 0.80 by Zhang et al.[29]. The three dimensions of the scale are learning new things, doing new things, and completing new things. There are 9 items in total.

IV. Hypothetical Model Verification Analysis

A. The Direct Influence of School Organizational Innovation Atmosphere on Artistic Creativity

1) Model fitting diagram

This study constructs a model diagram of the influence of school organizational innovation atmosphere on artistic creativity through the linear structural equation model, and uses AMOS 24.0 statistical software to verify the impact model. The analysis results are shown in Fig. 3. The path of school organizational innovation atmosphere on artistic creativity the influence coefficient is 0.624.

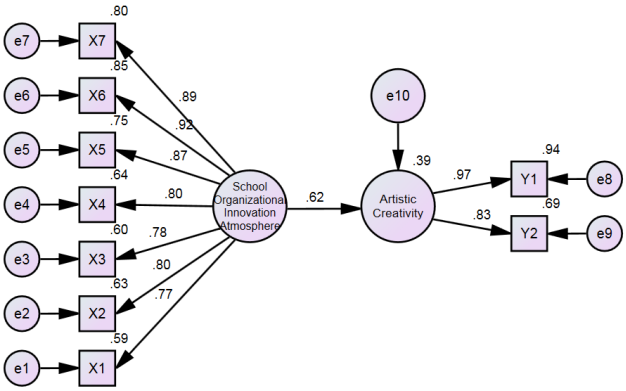

Fig. 3. Causal model diagram of school organizational innovation atmosphere and artistic creativity.

2) Violation of estimation test

The coefficients of this study are shown in Table I: The standardized weighted regression coefficient of the model of the direct effect of school organizational innovation climate on artistic creativity is between 0.624 and 0.969, and there is only one variable, the standardization between artistic creativity and other dimensions the weighted regression coefficient is 0.969, which is greater than 0.950, but less than 1, which is acceptable. The other standardized weighted regression coefficients of this model are not greater than 0.950; the standard error is between 0.049-0.133, and the *t*

values are all significant, the error variation numbers between 0.037-0.433, all positive; prove that there are not too many standard errors. Therefore, the model does not violate the estimation phenomenon.

TABLE I. ESTIMATION TABLE OF MODEL PARAMETERS FOR THE DIRECT EFFECT OF SCHOOL ORGANIZATIONAL INNOVATION CLIMATE ON ARTISTIC CREATIVITY

Influence Path	Regression Weighting Coefficient	Standard Error S.E	t value	Error Variance(EV)	Multivariate Correlation Squared
School organization innovation atmosphere -->Artistic creativity	0.624	0.049	16.254***	0.050	0.390
School organization innovation atmosphere -->Organization Philosophy	0.769	0.119	27.081***	0.360	0.592
School organization innovation atmosphere -->Creation method	0.795	0.111	28.247***	0.284	0.633
School organization innovation atmosphere -->Resource provision	0.775	0.133	27.118***	0.433	0.601
School organization innovation atmosphere -->Team operation	0.802	0.110	28.597***	0.273	0.642
School organization innovation atmosphere -->Leadership effectiveness	0.867	0.094	32.471***	0.155	0.752
School organization innovation atmosphere -->Learn and grow	0.921	0.096	35.901***	0.107	0.849
School organization innovation atmosphere --> Atmosphere	0.893	0.105	34.127***	0.164	0.797
Artistic creativity -->Artistic creativity	0.969	0.093	28.102***	0.037	0.939
Artistic creativity --> Show creativity	0.829	0.089	28.528***	0.241	0.688

Note:*$p<0.05$ **$p<0.01$ ***$p<0.001$.

3) Model fit test

In the overall model fitness test, the absolute fitness index is used to determine the overall model of the theory, which can predict the degree of observation variables or correlation matrices; the purpose of the value-added fitness test is to use a more stringent or layered baseline model to compare with the theoretical model, measure its degree of fit and the degree of improvement ratio; the simple fit test is used to present the estimated coefficients of the model fit degree that need to achieve a certain level [30]. A summary of the adaptability of school organizational innovation atmosphere to the mode of action of artistic creativity is shown in Table II below.

TABLE II: A SUMMARY TABLE OF THE MODEL ADAPTATION DEGREE OF THE INFLUENCE OF SCHOOL ORGANIZATIONAL INNOVATION ATMOSPHERE ON ARTISTIC CREATIVITY

Check Index	Index	Standard Value	Identification knot Fruit value	Model fit match judgment
Absolute fit indicator	χ^2/df	<5.000	31.385	does not fit
	GFI	≧0.800	0.818	adaptation
	AGFI	≧0.800	0.685	near
	RMR	≦0.080	0.043	adaptation
	SRMR	≦0.080	0.052	adaptation
	RMSEA	≦0.100	0.183	near
Incremental adaptation indicator	NFI	>0.900	0.888	near
	NNFI (TLI)	≧0.900	0.850	near
	CFI	≧0.900	0.891	near
	RFI	≧0.900	0.876	near
	IFI	>0.900	0.892	near
Streamlined adaptation metrics	PNFI	≧0.500	0.642	adaptation
	PGFI	≧0.500	0.473	near
	PCFI	≧0.500	0.644	adaptation

As shown in Table II, in terms of absolute fit index, χ^2 is 815.999 (df=26, p=.000, χ^2 /df=31.385),

If it reaches a significant level, it means that the theoretical model does not fit the observed data, but the formal sample size of this study is 904, and the χ^2 value is often affected by the sample size and is only used as a reference index. In terms of other indicators, GFI=0.818, AGFI=0.685, RMR=0.043, RMSEA=0.183, SRMR=0.052, except that RMSEA is close to the indicator value, all others meet the adaptation standard. Therefore, in terms of the absolute fit index, the mode fit is good. In terms of incremental adaptation index, each index NFI=0.888, NNFI (TLI)=0.850, CFI=0.891, RFI=0.876, IFI=0.892, the index values are all close to the adaptation standard, showing In terms of the incremental fit index, the

mode fit is good. In terms of simple-effect adaptation indicators, PNFI=0.642, PGFI=0.473, and PCFI=0.644. Except for PGFI that is close to the indicator value, all others have reached the adaptation standard. The display mode adaptation degree is still good, which meets the requirements of mode reduction.

4) Path relationship test

It can be seen from Table I and Table III that the path coefficient of school organizational innovation atmosphere to artistic creativity is 0.624, *t*=16.254,

The path coefficient is significant, so the hypothesis 1 of this research is established, which means that the higher the degree of art majors' perception of the school's organizational innovation atmosphere, the stronger the artistic creativity.

TABLE III: SUMMARY OF THE PATH RELATIONSHIP TEST OF THE INFLUENCE OF SCHOOL ORGANIZATIONAL INNOVATION ATMOSPHERE ON ARTISTIC CREATIVITY

Hypothesis	Path	Hypothetical Relationship	Path Value	Hypothesis True or not
H1	The atmosphere of school organization innovation --> artistic creativity	Positive	0.624***	Established

Note:*$p<0.05$ **$p<0.01$ ***$p<0.001$.

B. Examination of the Effect of School Organizational Innovation Atmosphere on Artistic Creativity through Creative Motivation

1) Model fitting diagram

This study constructs a model diagram of the influence of creative motives on artistic creativity by school organizational innovation atmosphere through linear structural equation model. Use AMOS 24.0 statistical software to verify the impact model, and organize the analysis results

As shown in Fig. 4, the influence coefficient of school organizational innovation atmosphere on creative motivation is 0.684 (unstandardized path coefficient is 1.121), and the influence coefficient of creative motivation on artistic creativity path is 0.527 (unstandardized path coefficient is 1.121). The path influence coefficient of organizational innovation atmosphere on artistic creativity is 0.273 (the unstandardized path coefficient is 1.121).

2) Violation of estimation test

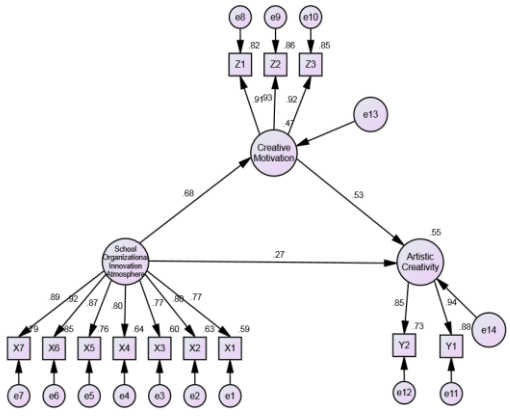

Fig. 4. Causal model diagram of school organizational innovation atmosphere, creative motivation and artistic creativity.

The coefficients of this study are shown in Table IV: The standardized weighted regression coefficient of the model of the effect of school organizational innovation atmosphere on artistic creativity through creative motivation is between 0.273 and 0.941, not greater than 0.950.The standard error is between 0.048 and 0.133, and the *t* values are all significant, and the error variance is between 0.050 and 0.438, which are all positive values, Which prove that there is not much standard error. Therefore, this model does not violate the estimation.

3) Model fit test

The summary of the adaptation degree of school organizational innovation atmosphere to artistic creativity through creative motivation is shown in Table V. In terms of absolute adaptation degree index, χ^2 is 909.388 (df=51, p=0.000,χ^2 /df= 17.831).

If it reaches a significant level, it means that the theoretical model does not fit the observed data, but the formal sample size of this study is 904, and the χ^2 value is often affected by the sample size and is only used as a reference index. In terms of other indicators, GFI=0.846, AGFI=0.890, RMR=0.036, RMSEA=0.137, SRMR=0.044, except for AGFI and RMSEA that are close to the indicator values, all others have reached the adaptation standard. Therefore, in terms of the absolute fit index, the mode fit is good. In terms of incremental fitness index, each index NFI=0.914, NNFI (TLI)=0.894, CFI=0.918, RFI=0.889, IFI=0.919, except NNFI (TLI) and RFI are close to the index value In addition, all others have reached the adaptation standard, showing that the mode adaptation is good in terms of the incremental adaptation index. In terms of simple-efficiency adaptation indicators, PNFI=0.706, PGFI=0.553, and PCFI=0.731, all of which are greater than 0.500. The display mode adaptation degree is still good, which meets the requirements of mode reduction.

4) Path relationship test

It can be seen from Table IV and Table VI that the path coefficient of school organizational innovation atmosphere to creative motivation is 0.684, *t*=18.455, The path coefficient is significant, so the hypothesis 2 of this study is established, which means that the higher the degree of art majors' perception of the school's organizational innovation atmosphere, the easier it is to stimulate creative motivation. The path coefficient of creative motivation to artistic creativity is 0.527, *t*=11.872, The path coefficient is significant, so hypothesis 3 is established in this study, which means that the stronger the creative motivation of art majors,

the stronger the artistic creativity.

Through the test of the mediating effect of creative motivation between the innovation atmosphere of school organization and artistic creativity (see Table VII; Fig. 4), according to the order of the mediation effect test of Sobel, the first step is to check the total If there is an effect, it means that there may be an indirect effect, and if it does not exist, there is no need to verify it [31].The standardized point estimated effect value of the total effect is 0.942,the Z value of the significant level is 16.821 and greater than 1.96, the Bias-Corrected 95% CI is [0.827, 1.038], and the 0 value is not included, and the Percentile 95% CI is [0.833, 1.051]] does not contain a value of 0, indicating that the total effect is significant. Indirect effect (school organizational innovation atmosphere-->creative motivation-->artistic creativity) standardized point estimated effect value is 0.536, accounting for 56.90% of the total effect, the significant level Z value is 10.510 greater than 1.96, Bias-Corrected 95% CI confidence The interval is [0.446, 0.64], excluding 0 values, and the Percentile 95% CI confidence interval is [0.445, 0.639], excluding 0 values, indicating that the indirect effect is significant; the direct effect (school organizational innovation atmosphere --> artistic creativity) is standardized The point estimated effect value is 0.406, accounting for 43.10% of the total effect, the Z value of the significant level is 6.767, and the Z value is greater than 1.96. [0.296, 0.522] does not contain 0 value, indicating that the direct effect is significant. Namely: Hypothesis H4 of this study: The creative motivation of art majors plays a mediating role between their perception of the school's organizational innovation atmosphere and artistic creativity.

TABLE IV: ESTIMATED PARAMETERS OF THE MODEL FOR THE INFLUENCE OF SCHOOL ORGANIZATIONAL INNOVATION CLIMATE ON ARTISTIC CREATIVITY THROUGH CREATIVE MOTIVATION

Influence Path	Regression Weighting Coefficient	Standard Error S.E.	t value	Error Variance (EV)	Multivariate Correlation Squared
School Organization Innovation Atmosphere-->Creative Motivation	0.684	0.051	18.455***	0.050	0.468
The atmosphere of school organization innovation --> Artistic creativity	0.273	0.057	7.114***	0.050	0.549
create motivation-->Artistic creativity	0.527	0.048	11.872***	0.050	
School Organizational Innovation Atmosphere-->Organizational Philosophy	0.769	0.119	27.085***	0.360	0.592
School Organization Innovation Atmosphere-->Creation Method	0.795	0.111	28.275***	0.284	0.633
School Organization Innovation Atmosphere --> Resource Provision	0.773	0.133	27.023***	0.438	0.597
School organization innovation atmosphere --> Team operation	0.802	0.109	28.651***	0.272	0.643
School Organizational Innovation Atmosphere-->Leadership Effectiveness	0.870	0.094	32.694***	0.151	0.758
School organizational innovation atmosphere --> Learning and growth	0.921	0.096	35.932***	0.107	0.848
School organization innovation atmosphere-->Environmental atmosphere	0.891	0.105	34.030***	0.167	0.794
Ceate motivation-->Learn new things	0.908	0.075	32.719***	0.121	0.825
Create motivation--> Do new things	0.929	0.073	33.307***	0.088	0.862
Create motivation--> Complete new things	0.922	0.069	33.475***	0.089	0.850
Artistic creativity--> Show creativity	0.854	0.008	28.354***	0.069	0.885
Artistic creativity-->Artistic creativity	0.941	0.078	27.964***	0.209	0.730

Note:*$p<0.05$ **$p<0.01$ ***$p<0.001$.

TABLE V: A SUMMARY TABLE OF THE MODE ADAPTATION OF THE SCHOOL ORGANIZATIONAL INNOVATION ATMOSPHERE THROUGH THE INFLUENCE OF CREATIVE MOTIVATION ON ARTISTIC CREATIVITY

Check Index	Index	Adaptation index standard	Identification knot fruit value	Model fit Match Judgment
Absolute fit indicator	χ^2/df	<5.000	17.831	does not fit
	GFI	≧0.800	0.846	adaptation
	AGFI	≧0.800	0.763	near
	RMR	≦0.080	0.036	adaptation
	SRMR	≦0.080	0.044	adaptation
	RMSEA	≦0.100	0.137	near
Incremental Adaptation indicator	NFI	>0.900	0.914	adaptation
	NNFI (TLI)	≧0.900	0.894	near
	CFI	≧0.900	0.918	adaptation
	RFI	≧0.900	0.889	near
Streamlined adaptation metrics	IFI	>0.900	0.919	adaptation
	PNFI	≧0.500	0.706	adaptation
	PGFI	≧0.500	0.553	adaptation
	PCFI	≧0.500	0.731	adaptation

TABLE VI: SUMMARY TABLE OF THE PATH RELATIONSHIP TEST OF THE INFLUENCE OF SCHOOL ORGANIZATIONAL INNOVATION ATMOSPHERE ON ARTISTIC CREATIVITY

Hypothesis	Path	Hypothetical Relationship	Path Value	Hypothesis True or not
H2	School Organization Innovation Atmosphere-->Creative Motivation	Positive	0.684***	established
H3	Create motivation --> Artistic creativity	Positive	0.527***	established

Note:*$p<0.05$ **$p<0.01$ ***$p<0.001$.

TABLE VII: TEST AND ANALYSIS TABLE OF THE MEDIATING EFFECT OF CREATIVE MOTIVATION ON THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL INNOVATION ATMOSPHERE AND ARTISTIC CREATIVITY

Influence Path	Point estimate Effect size	Total effect should ratio	Product of Coefficients		Bootstrapping				Two-tailed significance
					Bias-Corrected 95% CI		Percentile 95% CI		
			SE	Z	Lower	Upper	Lower	Upper	
Indirect effect									
School Organization Innovation Atmosphere-->Creative Motivation-->Artistic Creativity	0.536	56.90%	0.051	10.510	0.446	0.640	0.445	0.639	0.002**
Direct effect									
The atmosphere of school organization innovation --> Artistic creativity	0.406	43.10%	0.06	6.767	0.286	0.513	0.296	0.522	0.002**
Total effect									
Total effect	0.942	—	0.056	16.821	0.827	1.038	0.833	1.051	—

Note:*$p<0.05$ **$p<0.01$ ***$p<0.001$.

However, it can be seen from Table I and Fig. 3 that the path coefficient of school organizational innovation atmosphere to artistic creativity is 0.624, t=16.254. It can be seen from Table IV and Fig. 4 that when school organizational innovation atmosphere and creative motivation are put into the regression model at the same time, the path coefficient of school organizational innovation atmosphere to artistic creativity drops to 0.273, t=7.114. According to Baron & Kenny, when the independent variable and the intermediate variable are put into the regression model at the same time, when the prediction effect of the intermediate variable is significant, the prediction effect of the independent variable decreases, so it is part of the intermediary [32].

The results show that the creative motivation of art majors plays an intermediary role between organizational innovation atmosphere and artistic creativity.

V. RESEARCH CONCLUSIONS AND SUGGESTIONS

The research results show that the innovative atmosphere of school organization has a significant impact on the creative motivation and artistic creativity of art majors, that is, the higher the degree that art majors perceive the innovative atmosphere of school organization, the easier it is to stimulate their creative motivation and the stronger their artistic creativity; The creative motivation of art majors plays a partial intermediary role between organizational innovation atmosphere and artistic creativity in schools. That is, the innovative atmosphere of school organization can directly affect the artistic creativity of art majors. It can also indirectly have a positive impact on his artistic creativity through the intermediary role of his creative motivation.

According to the results of data analysis in this study, the following suggestions are put forward for comprehensive universities and future academic research. On the one hand, it provides reference opinions for the future teaching and management of local comprehensive universities, and on the other hand, it provides reference directions for future related research fields.

A. Suggestions for Comprehensive Universities

The integration of new technology and art is necessary for the traditional school organisational innovation environment to better serve the demands of art students in the modern day. Applying digital media art to education and teaching of art majors will enhance the atmosphere of school organisation and innovation, replace the old static mode with a dynamic mode, fully display the artistic characteristics of education for art majors, enrich the connotation of art culture, and improve the appeal of art.

In art professional education, the use of digital media art design immersive scene experience, stimulate the creative motivation of art students, improve their artistic creativity, for promoting the development of art professional education, has an important role.

B. Suggestions for Future Related Research

It is recommended that future researchers can further investigate more factors that affect artistic creativity, such as personality traits, psychological capital, creative self-efficacy, spiritual environment, material environment, institutional environment, parenting style, teachers' expectations, etc., and further study the influence of these factors on artistic creativity, so as to further enrich and improve the results of the influence factors on artistic creativity.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions

Wei-Ying WANG was responsible for the overall design and data analysis process of the study. Li-Chu TIEN was responsible for the conduct of the study and Data review. All authors had approved the final version.

Acknowledgment

The researcher s would like to thank the Art majors undergraduates, they made time to answer the online questionnaire given to them.

The author would like to thank this conference.

References

[1] W. Wang, "Art education and contemporary ceramics," *Art Education (Z2)*, pp. 48-52, 2017.
[2] F. Chen, Q. Da, and N. Liu, "Research on the influence mechanism of organizational innovation atmosphere, job motivation and job characteristics on employees' creativity-taking Institute A as an example," *Journal of Nanjing University of Aeronautics and Astronautics*, vol. 18, no. 3, pp. 36-36, 2016.
[3] Y. Huang and X. Cheng, "Localization research on the relationship between transformational leadership and employees' initiative behavior-based on the perspective of intrinsic motivation and the mediating role of organizational innovation atmosphere," *Shanghai Management Science*, vol. 4, pp.22-26, 2015.
[4] M. Chen, "The influence of internal and external motivation on art students' creative performance," Master's Dissertation of Nanjing Normal University, Nanjing, Jiangsu Province, 2017.
[5] Y. Zhao *et al*., "Research on the relationship between graduate students' learning motivation and learning style and their creativity," *Journal of Hangzhou Normal University*, Natural Science Edition, vol. 2, pp. 128-134, 2019.
[6] T. M. Amabile, *The Social Psychology of Creativity*, New York: Spinger-Verlag, pp. 106-182, 1983.
[7] M. Csikszentmihalyi, "Beyond boredom and anxiety. The experience of play in work and games," *quest 6.2*, 1975.
[8] Y. Xie, "Analysis of the application of digital media art," *Information System Engineering*, vol. 10, no. 1, 2017.
[9] Q. Hao, "Practical analysis of digital media art in urban public landscape design," *China's Local Newspaper*, vol. 11, pp. 110-111, 2021.
[10] T. M. Amabile, "Creativity and innovation in organizations," *Harvard Business Review*, pp. 1-16, 1996.
[11] G. H. Litwin and R. A. Stringer, "Motivation and organizational climate," *American Journal of Sociology*, vol. 82 no. 4, pp. 1220-1235, 1968.
[12] J. Zou, "Creating favorable environment to enhance training motivation," *Jiangxi Education (Z6)*, p. 90, 2013.
[13] R. S. Chen and Q. Wu, "Analysis of the influence of domestic and foreign science and technology competitions on college students' creative motivation," *China Science and Technology Information*, vol. 7, pp. 208-209, 2013.
[14] X. Zhou and J. Xing, "The innovation ability of college students and school atmosphere of innovation," *China Journal of Health Psychology*, pp. 22-23, 2018.
[15] H. Wang and J. Yu, "Research on the influence mechanism of school organizational innovation atmosphere on deviant innovation behavior," *Soft Science*, vol. 33, no. 2, pp. 126-129, 2019.
[16] W. Michael, V. K.Ceci, and Kumar, "A correlational study of creativity，happiness，motivation，and stress from creative pursuits," *Journal of Happiness Studies*, vol. 17, pp. 609–626, 2016.
[17] T. Wang, "Promote or hinder? — Review of external motivation affecting creativity," *Journal of Hebei Geo University*, vol. 6, 2018.
[18] C. Weng and M. Jiang, "The role of team motivation in creativity: Research progress and review," *China's Collective Economy*, vol. 31, pp. 109-111, 2021.
[19] W. Zhang *et al.*, "Research on the relationship between college students' achievement motivation, security and creativity tendency," *Journal of Huaiyin Normal University*, Natural Science Edition, vol. 1, pp. 42-47, 2022.
[20] J. Zhang *et al*., "Team innovation atmosphere, internal motivation and team scientific creativity-the moderating effect of team sharing mental model," *Scientific and Technological Progress and Countermeasures*, vol. 6, pp. 149-155, 2018.
[21] J. Zhang *et al.*, "Team innovation atmosphere, internal motivation and team scientific creativity — The moderating role of team shared mental model," *Scientific and Technological Progress and Countermeasures*, vol. 6, pp. 149-155, 2018.
[22] J. Xiao, "Organizational climate, intrinsic motivation and employees' innovation ability," *Management and Technology of Small and Medium-sized Enterprises*, vol. 10, pp. 116-117, 2020.
[23] X. Dong *et al*., "Intrinsic scientific research motivation and implicit intelligence belief mediate the relationship between team atmosphere and creativity of nursing postgraduates," *Journal of Nursing*, vol. 23, pp. 6-10, 2021.
[24] L. Wang *et al*., "Regulatory focus, motivation, and their relationship with creativity among adolescents," *Frontiers in Psychology*, vol. 12, pp. 66-71, 2021.
[25] Y. Wang *et al.*, "The influence of psychological capital on college students' innovative behavior: The juxtaposition mediation effect of intrinsic motivation," *Chinese Journal of Health Psychology*, vol. 3, pp. 422-426, 2022.
[26] M. Wu, *Questionnaire Statistical Analysis Practice: SPSS Operation and Application*, Sichuan: Chongqing University Press, 2010.
[27] Kaufman, "Psychology of aesthetic," *Creativityand the Arts 2012*, vol. 6, no. 4, pp. 298-308, 2012.
[28] G. Qiu *et al*., "Development, reliability and validity of organizational innovation climate scale," *Journal of Testing*, vol. 1, pp. 69-97, 2009.
[29] Z. Zhang *et al*., "Creativity motivation construct development and cross-cultural validation," *Psychological Test and Assessment Modeling*, vol. 60, no. 4, pp. 517–530, 2018.
[30] F. Huang, *Structural Equation Model-Theory and Application*, Third Edition, Taipei: Wunan Books, 2004.
[31] M. E. Sobel, "Asymptotic confidence intervals for indirect effects in structural equationmodels," Sociological Methodology, pp. 290-312, 1982.
[32] R. M. Baron and D. A. Kenny, "The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations," *Chapman and Hall*, vol. 51, no. 6, pp. 1173-1182, 1986.

Wei-Ying Wang got the PhD in education management from Krirk University, Bangkok, Thailand. Her research field is art education. She is a teacher, associate research fellow, Jilin Engineering Normal University Changchun, China, the editor of "Science & Technology Information" magazine.

Li-Chu Tien was born in Taiwan, China in 1965. She is with the Department of Education Management, Krirk University. Bangkok, Dr. Tian is a teacher associate professor. Her research areas are teaching strategy, education technical and vocational education management.