

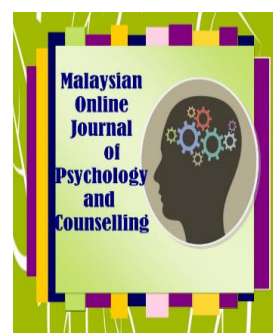
## THE INTERPLAY OF TEACHERS' BELIEFS-ATTITUDES, JOB MOTIVATION, AND DEVELOPMENTALLY APPROPRIATE VISUAL ARTS PRACTICES IN PRIVATE PRESCHOOLS IN SELANGOR

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### ABSTRACT

Early childhood education provided a critical foundation for children's holistic development, with visual arts contributing to communication, creativity, and problem-solving skills. Teachers played a central role in the effective implementation of visual arts instruction, as their beliefs, attitudes, and job motivation influenced developmentally appropriate practices (DAP). However, limited resources and the undervaluation of visual arts constrained effective implementation. This study examined whether job motivation mediated the relationship between teachers' beliefs and attitudes and the implementation of DAP in visual arts teaching in private preschools in Selangor. A survey was conducted with 400 private preschool teachers selected through a two-stage stratified random sampling procedure. Data were collected using a validated questionnaire administered via Google Forms and refined through expert review and a pilot study involving 84 teachers from selected districts in Selangor and nearby Kuala Lumpur areas. Quantitative data were analyzed using SPSS v26 and SmartPLS v3. The results revealed significant positive relationships among teachers' beliefs and attitudes, job motivation, and DAP implementation, with job motivation acting as a partial mediator. The study proposed a context-specific model to strengthen DAP-oriented visual arts teaching in private preschool settings.

**Keywords:** *Beliefs-attitudes, job motivation, developmentally appropriate practices, visual arts, private preschool teachers.*



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## INTRODUCTION

The role of early childhood education was pivotal in fostering the holistic development of young learners, particularly through visual arts education (Lindsay, 2020; Vasilaki, 2024; Wright, 2014). Visual arts provided opportunities for children to socialize, acquire new ideas, and reflect on their experiences within supportive preschool settings (Chen, 2014; Ozola, 2017; Tyler & Likova, 2012). Additionally, it enabled children to explore, interact, and express ideas creatively, highlighting its importance within hands-on learning environments (Lindsay, 2020; Regassa et al., 2021).

Teachers' beliefs-attitudes represented personal interpretations that influenced their decisions to embrace or avoid teaching visual arts. Educators with strong beliefs-attitudes significantly shaped and enriched their classroom practices (Ata-Akturk & Sevimli-Celik, 2020; Garvis & Pendergast, 2011; Li & Li, 2019). Previous studies emphasized that arts curricula were more effective when delivered by teachers who valued Developmentally Appropriate Practices (DAP) and recognized their developmental benefits (Lorenza, 2021; Mengstie, 2022).

Job motivation also played a crucial role in enhancing classroom practices. Defined as a psychological trait driven by human needs, it motivated individuals to exert effort and dedicate energy toward achieving goals (Arifin & Narmaditya, 2024; Siti Nur Aishah & Zainordin, 2018; Tabak et al., 2019; Taşkesen, 2020). Teachers who were motivated and believed in DAP were more likely to provide learners with meaningful engagement in artistic activities, enhancing sensory development and ensuring teaching strategies aligned with children's developmental stages, interests, and cultural backgrounds (Copple & Bredekamp, 2009; Dikmen et al., 2023; Mengstie, 2022).

This study examined the mediating role of job motivation in the relationship between teachers' beliefs-attitudes and the implementation of DAP in visual arts among private preschool teachers in Selangor. It aimed to provide the Ministry of Education with insights into teachers' beliefs-attitudes, job motivation, and DAP implementation, to enhance teaching standards in preschool education across Malaysia.

## LITERATURE REVIEW

### ***How Teachers' Beliefs-Attitudes Shape Developmentally Appropriate Practice (DAP) in Visual Arts***

An important area of research in preschool education concerns the relationship between teachers' beliefs-attitudes and the implementation of Developmentally Appropriate Practice (DAP) in teaching visual arts (Leung et al., 2024; Phang et al., 2021; Zupancic et al., 2015). Teachers' beliefs-attitudes significantly influenced how they applied their expertise in classroom contexts, particularly in creative domains such as visual arts (Abdul Halim et al., 2021; Garvis, 2012; Hien & Hung, 2021). These beliefs-attitudes played a pivotal role in shaping instructional practices (Chan, 2016), especially with respect to DAP, which emphasized aligning educational experiences with children's developmental characteristics and learning needs (Mosuin et al., 2019).

Teachers who held strong beliefs in the value of DAP were generally better equipped to navigate classroom challenges and more consistent in implementing DAP principles (Copple & Bredekamp, 2009; Leggett, 2017; Wong, 2019). Research consistently showed that educators who internalized DAP philosophies employed approaches that corresponded to children's developmental stages, interests, and abilities. According to Abu-Jaber et al. (2010), preschool educators with a sound understanding of DAP principles tended to design engaging, age-appropriate learning experiences.

Similarly, Denee and Cherrington (2023) highlighted that teachers who adopted a DAP framework fostered stronger teacher-child interactions, thereby supporting children's holistic development.

### ***Teacher Job Motivation and Its Relationship with DAP in Visual Arts***

International educational research extensively examined the relationship between teacher job motivation and the implementation of Developmentally Appropriate Practices (DAP) in visual arts instruction among private preschool teachers. Studies consistently emphasized that both job motivation and participation in professional development programs were key to supporting high-quality, developmentally appropriate instruction (Lunenborg, 2011; Melhuish et al., 2016; Nwakasi & Cummins, 2018; Suyono et al., 2021). Motivation not only enhanced teachers' commitment to their professional roles but also drove them to adopt pedagogical strategies aligned with children's developmental needs (Tentama & Pranungsari, 2016).

Chu and Kuo (2015) highlighted that motivated teachers were more likely to engage in ongoing professional development and implement evidence-based practices in their classrooms. This was particularly relevant in visual arts education, where fostering creativity, adaptability, and responsiveness was essential to children's self-expression and overall development (Richards & Terreni, 2022; Tyler & Likova, 2012). According to Tomljenović (2018), visual arts, with its interactive and hands-on approaches, enhanced both children's learning outcomes and teachers' enthusiasm for teaching.

When educators implemented visual arts strategies grounded in DAP principles such as child-led exploration, sensory engagement, and creative expression, they often experienced greater job satisfaction as they observed meaningful developmental progress in their students (Lindsay, 2020; Salifu & Agbenyeya, 2013a; Semmar & Al-Thani, 2015). This reciprocal relationship between effective pedagogy and teacher motivation created a positive feedback loop: as teachers witnessed the impact of developmentally appropriate visual arts practices, their motivation increased, further enhancing the quality of their teaching (Ahmed Hassan & Ibrahim Amin, 2016; Guera & Wubbena, 2017; Siraj et al., 2019). These findings highlighted the importance of supporting teachers' intrinsic motivation to facilitate the effective and sustained incorporation of DAP in visual arts instruction.

### ***The Significance of DAP in Visual Arts***

Visual arts education greatly enhanced young children's linguistic and social-emotional development, critical thinking, fine motor coordination, and problem-solving abilities (Çetin, 2021; Cremin et al., 2006; Julius, 2018; Robb et al., 2021). Research demonstrated that integrating visual arts into the early childhood curriculum significantly improved children's holistic learning outcomes (Hayes et al., 2021). Effective pedagogical strategies often involved open-ended questioning, such as prompts beginning with "What if...?", which encouraged creativity, reflection, and sustained engagement (Garvis, 2012; Santin & Torruella, 2017; Semmar & Al-Thani, 2015).

Children's natural exploration through scribbling and mark-making represented early attempts at communication, which gradually evolved into more complex cognitive and creative processes (Baroutsis et al., 2019; Koster, 2015; McChesney & Clarkin-Phillips, 2020; Michalopoulou, 2014; Shulsky & Kirkwood, 2015). These developmental processes aligned closely with DAP, which emphasized intentional, responsive, and child-centered teaching approaches that promoted meaningful learning experiences (Abad et al., 2019; Copple & Bredekamp, 2009).

### ***Conceptual and Theoretical Framework***

To examine the relationships between teachers' beliefs-attitudes, job motivation, and the implementation of Developmentally Appropriate Practices (DAP) in visual arts education, this study

developed a conceptual model integrating key theoretical perspectives. While early childhood education (ECE) research in Malaysia has largely focused on curriculum development, particularly in language, STEM, and technology, a critical gap remained in understanding how psychological and motivational factors influenced DAP implementation in visual arts. This gap may reflect broader societal perceptions that undervalue ECE compared with other levels of schooling.

The study incorporated three theoretical perspectives: Ajzen's (1991) Theory of Planned Behaviour (TPB), McClelland's (1961) Theory of Needs, and Vygotsky's (1978) Zone of Proximal Development (ZPD), which collectively formed the basis of the conceptual model.

### ***Teachers' Beliefs-Attitudes***

Grounded in TPB, teachers' beliefs-attitudes shaped their confidence, decision-making, and willingness to implement DAP in visual arts (Chan, 2016; Dikmen et al., 2023; Maier et al., 2013). Following Maier et al. (2013), three sub-dimensions: teacher comfort, challenges, and perceived child benefits were adopted to assess how teachers perceived and taught visual arts (Denee & Cherrington, 2023). Teachers who valued developmental benefits, felt comfortable teaching, and managed associated challenges were more likely to implement DAP effectively (Leung et al., 2024; Mengstie, 2022). Common barriers included exam-oriented curricula, limited resources, time constraints, and insufficient professional opportunities (Garvis & Pendergast, 2011; Leggett, 2017; Leung et al., 2024; Lorenza, 2021; McClure et al., 2017), which affected teachers' confidence and commitment to DAP practices (Denee & Cherrington, 2023; Kocaarslan & Eryaman, 2024).

### ***Job Motivation***

Informed by McClelland's (1961) Theory of Needs, job motivation included achievement, encouragement, needs, beliefs, and power as key motivational dimensions (Tabak et al., 2019). In this study, job motivation functioned as both an independent and mediating variable, influencing the relationship between beliefs-attitudes and DAP implementation. Motivated teachers were more likely to adopt effective pedagogical strategies and pursue professional growth (Hidayatullah & Csikos, 2023; Kahveci, 2021). Motivation positively affected performance, innovation, and engagement (Nong et al., 2025; Nur Kholifah et al., 2024; Riyanto et al., 2021; Suyono et al., 2021).

### ***Implementation of DAP in Visual Arts***

DAP in visual arts was grounded in Vygotsky's (1978) ZPD, emphasizing child-centered, culturally responsive, and scaffolded learning. The model, adapted from Gheith and Al-Shawareb (2016), integrated visual arts activities, child-centered environments, and authentic assessment. Visual arts classes based on constructivist principles recognized children as active learners who thrived in environments promoting curiosity, exploration, and creative problem-solving (Tomljenović & Vorkapić, 2020). Supporting developmental needs required providing experiences that nurtured discovery and expression, such as early artistic behaviors like scribbling, which represented children's first forms of symbolic communication (Anim, 2012; Mendeš & Županić Benić, 2021; Michalopoulou, 2014; Terreni et al., 2021).

### ***Conceptual Model and Hypotheses Development***

Based on the reviewed literature and theoretical foundations, this study examined the relationships between teachers' beliefs-attitudes, job motivation, and the implementation of Developmentally Appropriate Practices (DAP) in visual arts education. Job motivation was posited as a mediating variable linking beliefs-attitudes to DAP implementation. Previous research supported the interconnections among these constructs. For example, Kula (2022) found that teachers' self-efficacy beliefs and professional attitudes were significantly associated with their motivation to teach effectively. Similar findings were reported by Hafsah et al. (2015), Nor Masharah et al. (2017), and

Usman Kojo Abonyu et al. (2020), who observed that teachers' professional beliefs–attitudes closely influenced both their motivation and teaching performance.

Drawing from these insights, the study formulated the following hypotheses:

**H1:** Teachers' beliefs–attitudes were significantly related to their implementation of DAP in teaching visual arts among private preschool teachers in Selangor.

**H2:** Teachers' beliefs–attitudes were significantly related to job motivation in implementing DAP in visual arts education among private preschool teachers in Selangor.

**H3:** Teachers' job motivation was significantly related to DAP implementation in teaching visual arts among private preschool teachers in Selangor.

**H4:** Job motivation significantly mediated the relationship between beliefs–attitudes and the implementation of DAP in teaching visual arts among private preschool teachers in Selangor.

## RESEARCH DESIGN AND INSTRUMENT

This study employed a quantitative research design, using a self-administered survey as the primary data collection instrument. A stratified two-stage probability random sampling technique was used to select participants, ensuring a representative sample of private preschool teachers across 10 districts in Selangor. The survey examined teachers' beliefs–attitudes, job motivation, and the implementation of Developmentally Appropriate Practices (DAP) in visual arts education. Due to the COVID-19 pandemic, the questionnaire was administered electronically via Google Forms.

A total of 444 questionnaires were distributed, yielding 411 responses (92.6%). After screening, 400 valid responses were retained for analysis, providing sufficient statistical power for meaningful inferences.

The sample comprised 400 private preschool teachers, predominantly female (96.2%, n=385). Most respondents were Chinese (76%, n=304), followed by Indian (10.8%, n=43), Malay (6.5%, n=26), and other ethnicities (6.0%, n=27). Age distribution showed that the majority were young adults aged 21–30 years (49%, n=196), with smaller proportions aged 31–40 years (15.5%, n=62), 41–50 years (16%, n=64), 51–60 years (14.7%, n=59), below 20 years (1.8%, n=7), and 61–70 years (3.0%, n=12).

In terms of qualifications, Diploma holders represented 36.2% (n=145), Bachelor's degree holders 36.0% (n=144), O-Level/SPM 18.0% (n=72), Master's degree 9.3% (n=37), and PhD 0.5% (n=2). Overall, the sample was predominantly young, female, and well-qualified, reflecting the general demographic trends of the preschool workforce in Selangor, as shown in Table 1.

The primary research instrument was a structured questionnaire comprising four sections: demographic information, teachers' beliefs–attitudes (Maier et al., 2013), job motivation (Tabak et al., 2019), and DAP implementation in visual arts (Gheith & Al-Shawareb, 2016).

### *The Respondents Background*

Table 1 summarizes their demographic profile.

**Table 1**

*The Respondents' Background*

Demography	Description	Number (N)	Percentage (%)
Gender	Female	385	96.2

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	Male	15	3.8
Ethnicity	Malay	26	6.5
	Chinese	304	76.0
	Indian	43	10.8
	Other	17	6.0
	Age-Range	Below 20 years old	7
	21-30 years old	196	49.0
	31-40 years old	62	15.5
	41-50 years old	64	16.0
	51-60 years old	59	14.7
	61-70 years old	12	3.0
Academic Qualification	O-Level/SPM	72	18.0
	Diploma	145	36.2
	Degree	144	36.0
	Master Degree	37	9.3
	PhD Degree	2	0.5
	Total	400	100

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### ***The Questionnaire's Validity and Reliability***

The instrument was pre-tested for validity and reliability before the collection of data. A panel of five experts evaluated the questionnaire to ensure content validity, focusing on item consistency, conceptual relevance, alignment with the study objectives, and language clarity. A 4-point rating scale for the instrument validity assessment is presented in Table 2.

**Table 2**

#### ***4-Point Rating Scale for the Instrument Validity Assessment***

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Score	Assessment Level
1	Not Clear
2	Less Clear
3	Clear
4	Very Clear

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*Note.* Source: Modified from Shrotryia and Dhanda (2019, p. 4)

The findings from the expert evaluation based on the four key aspects for each section of the instrument are presented in Table 3. The results indicated that the questionnaire was appropriate and valid for use in this study.

**Table 3**  
*Validity Scores Across Four Assessment Aspects*

Section	Item	Consistency	Concept Relevance	Topic Relevance	Language Clarity
B	Teachers' Beliefs- Attitudes	3.56	3.65	3.72	3.50
C	Job Motivation	3.35	3.44	3.50	3.15
D	DAP in Teaching Visual Arts	3.70	3.72	3.70	3.63
Overall Scores		3.55	3.61	3.64	3.45

Following the experts' feedback, necessary revisions were made to the instrument before conducting a pilot test involving 84 private preschool teachers from three districts in Selangor (Klang, Hulu Langat, Gombak). Quantitative data were analyzed using SPSS v26 and SmartPLS v3.

### ***Measurement Model Assessments***

The study employed a hierarchical component model (HCM) with two measurement levels: the Higher Order Component (HOC) and the Lower Order Component (LOC). The lower-level measurement models involved reflective and formative analyses, whereas the upper-level model adopted a formative approach to assess relationships among variables rather than develop new theoretical constructs.

The measurement model assessment aimed to establish indicator validity and construct reliability, which were essential for evaluating latent variables within the structural model. Both reflective and formative assessments were conducted to ensure the robustness of the constructs.

A formative model was applied to examine three key variables, each composed of multiple sub-constructs. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed due to its suitability for handling formative measurement models and data with non-normal distributions (Hair et al., 2017). This approach was used to investigate the mediating role of job motivation in the relationship between teachers' beliefs-attitudes and the implementation of Developmentally Appropriate Practices (DAP) in visual arts education among private preschool teachers in Selangor.

### ***Instrument Validity and Reliability***

Confirmatory Factor Analysis (CFA) was performed to assess the reliability and validity of the measurement model, focusing on factor loadings, Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). Factor loadings ranged from .708 to .896, indicating that all items loaded significantly on their respective constructs. Cronbach's alpha values ranged from .83 to .95, demonstrating strong internal consistency (Doval et al., 2023; Mohamad Adam et al., 2018; Tavakol & Dennick, 2011). CR values ranged from .900 to .950, reflecting excellent construct reliability

without redundancy, while AVE values between .55 and .76 confirmed satisfactory convergent validity (Cheung et al., 2023; Sekaran, 2003).

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio (HTMT) as shown in Table 4, which assesses correlations within and across constructs (Henseler et al., 2016). HTMT values below the recommended thresholds of 0.85 (Kline, 2015) or 0.90 (Gold et al., 2001) confirmed the distinctiveness of all constructs and sub-dimensions. These results collectively established that the study instrument achieved acceptable to excellent reliability, convergent validity, and discriminant validity.

**Table 4**  
*Analysis of Heterotrait-Monotrait Ratio (HTMT)*

	BA-C	BA-CB	BA-TC	DAP-AA	DAP-CCE	DAP-VAA	JM-A	JM-B	JM-E	JM-N	JM-P
BA-C	█										
BA-CB	0.216	█									
BA-TC	0.250	0.653	█								
DAP-AA	0.145	0.301	0.573	█							
DAP-CCE	0.185	0.315	0.536	0.697	█						
DAP-VAA	0.199	0.452	0.631	0.827	0.664	█					
JM-A	0.315	0.513	0.716	0.564	0.509	0.546	█				
JM-B	0.214	0.505	0.725	0.565	0.591	0.586	0.651	█			
JM-E	0.187	0.366	0.645	0.639	0.544	0.538	0.751	0.668	█		
JM-N	0.358	0.457	0.598	0.511	0.475	0.539	0.636	0.613	0.556	█	
JM-P	0.079	0.339	0.623	0.705	0.592	0.632	0.639	0.717	0.670	0.489	█

*Note.* BA-CB=Beliefs-Attitudes-Child Benefit; BA-C= Beliefs-Attitudes-Challenges; BA-TC= Beliefs-Attitudes-Teachers' Comfort; JM-A= Job Motivation-Achievement; JM-B= Job Motivation-Beliefs; JM-E= Job Motivation-Encouragement; JM-N= Job Motivation-Needs; JM-P= Job Motivation-Power; DAP-AA= Developmentally Appropriate Practice-Authentic Assessment; DAP-CCE= Developmentally Appropriate Practice-Child-Centered Environment; DAP-VAA= Developmentally Appropriate Practice-Visual Arts Activities.

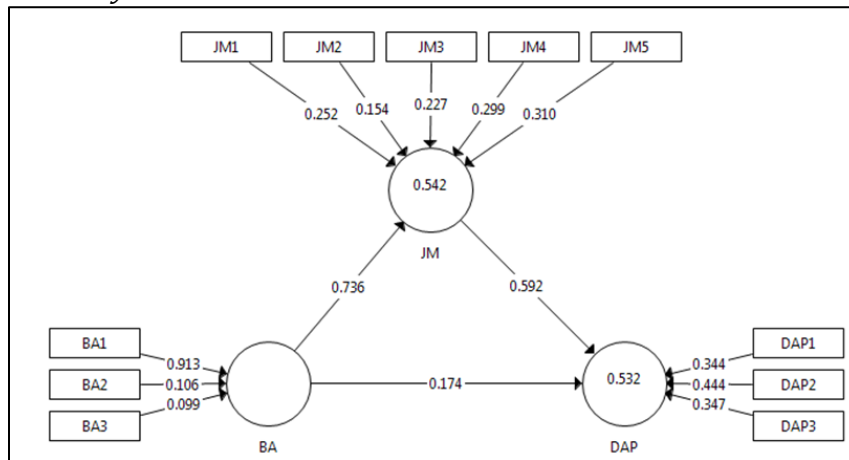
## RESULTS AND DISCUSSION

### *The Relationship between Teachers' Beliefs-Attitudes, Job Motivation, and the Implementation of DAP in Teaching Visual Arts*

Figure 1 illustrates the inner (final structural) model, showing the relationships between exogenous and endogenous latent constructs. The study employs a high-level hierarchical model (HOC) to investigate and predict relationships among latent variables, which was assessed to test Hypotheses H<sup>1</sup>, H<sup>2</sup>, and H<sup>3</sup>.

The path relationships between the exogenous and endogenous latent constructs are shown in the SmartPLS analysis results presented in Figure 1 and Table 5.

**Figure 1**  
*The Study's Structural Model*



**Table 5**  
*Path Coefficient Analysis and Hypothesis Testing*

	<b>Path</b>	<b>Beta</b>	<b>SD</b>	<b>t-Value</b>	<b>p Value</b>	<b>Results</b>
H <sub>1</sub>	BA → DAP	0.174	0.068	2.568	0.005*	Significant
H <sub>2</sub>	BA → JM	0.736	0.024	30.293	0.000*	Significant
H <sub>3</sub>	JM → DAP	0.592	0.061	9.682	0.000*	Significant

*Note.* Significant at  $p < .05$ ) (one-tailed test).

A total of three direct hypotheses were tested, as shown in Table 5 and Figure 1. Using SmartPLS 3.0 with 5,000 bootstrapping samples, the significance levels and path coefficients were evaluated. The results indicate that all three hypothesized relationships were statistically significant (t-values  $> 1.645$ , p-values  $< 0.05$ ). The analysis revealed a significant relationship between BA and DAP ( $\beta = 0.174$ ,  $p < 0.05$ ). Additionally,  $BA \rightarrow JM$  exhibited a strong positive effect ( $\beta = 0.736$ ,  $p < 0.05$ ), and  $JM \rightarrow DAP$  was also significant ( $\beta = 0.592$ ,  $p < 0.05$ ), confirming support for Hypotheses H<sub>1</sub>, H<sub>2</sub>, and H<sub>3</sub>.

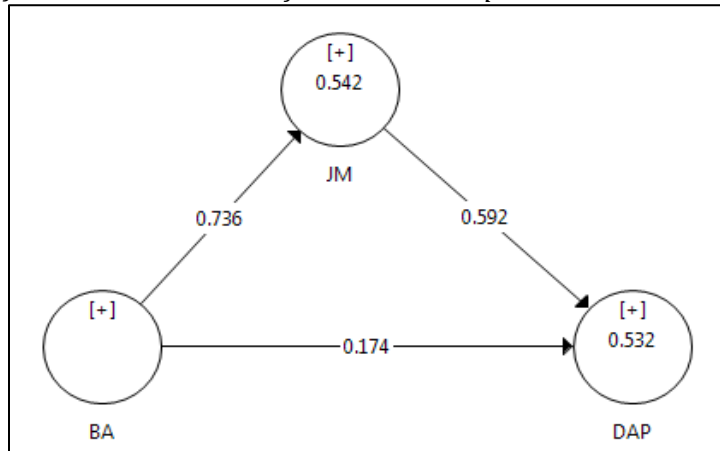
In summary, teachers who demonstrate positive beliefs-attitudes toward visual arts education and possess high job motivation are more likely to apply Developmentally Appropriate Practices (DAP) successfully, reflecting the significant relationships observed in this study.

### ***The Mediator, Job Motivation in the Relationship between Beliefs-Attitudes and DAP Implementation***

Hypothesis H<sup>4</sup> was evaluated using mediation analysis to explore whether job motivation (JM) mediates the relationship between beliefs-attitudes (BA) and Developmentally Appropriate Practices (DAP) in visual arts education.

**Figure 2**

*Job Motivation Model of the Relationship between BA and DAP*



**Table 6**

*Analysis of Job Motivation as a Mediator between BA and DAP*

Path	Beta	SD	t Value	p Value	CI 95%		Results	Effects
					LL 2.5%	UL 97.5%		
BA → JM (a)	0.736	0.024	30.397	0.000*	0.680	0.777	Significant	Partial
JM → DAP (b)	0.592	0.060	9.822	0.000*	0.459	0.700	Significant	
BA → DAP (c)	0.174	0.067	2.604	0.009*	0.043	0.302	Significant	Mediation
BA>JM>DAP (a x b)	0.436	0.048	9.133	0.000*	0.336	0.525	Significant	*positive

*Note.* Significant at  $p < .05$  (two-tailed test).

The findings in Figure 2 and Table 6 show that job motivation significantly mediates the relationship between beliefs-attitudes and developmentally appropriate practices (DAP) implementation. The direct paths (BA → JM, JM → DAP, and BA → DAP) were all significant ( $\beta = .736$ ,  $\beta = .592$ , and  $\beta = .174$ , respectively). The indirect effect ( $\beta = .436$ ,  $p < 0.05$ , 95% CI [0.336, 0.525]) was also significant, and the confidence interval excluded zero, confirming the presence of partial mediation (Choi et al., 2020).

This indicates that job motivation, encompassing its five sub-constructs (achievement, encouragement, beliefs, needs, and power), functions as a partial mediator between teachers' beliefs-attitudes and DAP implementation in visual arts education. Overall, including job motivation as a mediator, the influence of teachers' beliefs-attitudes on DAP implementation strengthened, rising from a direct effect of  $\beta = .174$  to a total effect of  $\beta = .610$  ( $\beta = .174 + \beta = .436$ ). Hence, Hypothesis H4 was supported.

This result revealed the crucial role of job motivation in enhancing DAP implementation. Motivated teachers are more likely to apply and sustain effective approaches in their classroom (Hidayatullah & Csikos, 2023; Kahveci, 2021). Therefore, strategies that foster achievement, encourage, align beliefs, fulfill needs, and empower teachers are essential for promoting DAP implementation (Brown et al., 2024; Taye et al., 2025).

Supporting studies further emphasize the importance of motivation in teaching effectiveness. Suifan (2019) identified that work motivation is a crucial mediating factor between environmental factors and job satisfaction, significantly influencing employee job performance. Similarly, Thoonen et al. (2011) explored how motivation, organizational factors, and leadership practices influence teaching effectiveness, finding that when teachers are confident in their capabilities and supported by their organizations, their motivation and professional learning increase, ultimately improving schools' conditions. Highly motivated teachers show commitment, effort, and effectiveness in delivering quality education compared to their less motivated counterparts (Boset & Asmawi, 2020; Gokha Bas, 2021; Kartini et al., 2017; Suyono et al., 2021).

Overall, enhancing teachers' beliefs-attitudes alone is insufficient; improving job motivation is essential to effectively increase the implementation of DAP in visual arts. Thus, understanding the individual motivational needs of teachers is critical to enhance high-quality teaching practices in private preschool settings (Gülçiçek, 2021; Silva et al., 2021)

### ***The Relationship between Beliefs-Attitudes, Job Motivation, and DAP Implementation in Teaching Visual Arts***

The findings confirmed that private preschool teachers' beliefs-attitudes toward implementing DAP in teaching visual arts in Selangor were positively and significantly related. Teachers with strong beliefs-attitudes are more likely to commit to implementing developmentally appropriate visual arts practices for the benefit of children. Central to this process are teachers' beliefs-attitudes toward their profession, which directly influence their instructional practices (Chan, 2016; Dikmen et al., 2023; Maier et al., 2013).

These beliefs-attitudes manifest across multiple dimensions, including teachers' perceptions of the benefits of visual arts, such as fostering creativity, self-expression, and cognitive development, as well as the challenges associated with implementation. Common barriers include exam-oriented curricula, limited access to materials, time constraints, and insufficient professional training (Garvis & Pendergast, 2011; Leggett, 2017; Leung et al., 2024; Lorenza, 2021; McClure et al., 2017). Additionally, teachers' comfort levels in facilitating visual arts shape their confidence and willingness to apply appropriate practices in the classroom.

Descriptive analysis showed that private preschool teachers in Selangor scored at level 4 on a 5-point Likert scale, reflecting high levels of beliefs-attitudes, job motivation, and DAP implementation in teaching visual arts. Specifically, mean percentage analyses revealed that teachers exhibit strong beliefs and positive attitudes toward conducting visual arts activities (82%), high levels of job motivation supported by preschool management (79%), and frequent implementation of DAP with children (75%). These three components are crucial in shaping high-quality teaching practices (Jia et al., 2022; Mayangsari et al., 2025; Tee & Mariani, 2018; Yahya Don et al., 2015).

## **Future Research**

To enhance the generalizability of results, future research could expand the sample size to encompass diverse educational settings, including public preschools and different geographic regions. Longitudinal research could offer insights into how teachers' beliefs-attitudes, and motivation evolve over time, as well as the long-term impact on their teaching practices and child development. Additionally, incorporating qualitative research methods could complement quantitative findings by exploring the nuanced experiences of preschool teachers regarding their beliefs-attitudes and job motivation. Finally, considering external factors like school environment and administrative support could enhance our understanding of the factors affecting DAP implementation in preschool education.

## **CONCLUSION**

Grounded in McClelland's Theory of Needs, this study demonstrates that job motivation plays a vital role in enhancing teachers' beliefs-attitudes into effective DAP teaching. The findings confirmed that job motivation significantly mediates the relationship between teachers' beliefs-attitudes and DAP implementation in teaching visual arts among private preschools in Selangor. Overall, the findings demonstrate that positive beliefs-attitudes are essential; it is teachers' motivation that ultimately drives the consistent and effective application of developmentally appropriate practices in the classroom.

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