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Identifying Components and Dimensions of Effective Art Education Teaching

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ABSTRACT

Purpose: This study was conducted with the aim of identifying the components and dimensions of effective art education teaching.

Methodology: This research is an applied-developmental study in terms of its objective and a non-experimental (descriptive) study in terms of data collection method, utilizing a cross-sectional survey approach. A qualitative research design was employed to achieve the research objective. The qualitative participant community included professors, teachers, school administrators, and art education specialists in Iraq, selected through purposive sampling. Ultimately, theoretical saturation was achieved after 10 interviews. The qualitative validity was evaluated and confirmed based on Lincoln and Guba's four criteria of credibility, transferability, confirmability, and dependability from the reviewers' perspective. The reliability of the coding of the conducted interviews was estimated using Holsti's coefficient at 0.712, which is considered acceptable. For data analysis, the grounded theory method was utilized in MAXQDA software, and with the extraction of the main and sub-categories of the research, the final model was presented.

Findings: In the present study, the components and dimensions of effective art education teaching were identified to provide a model for art education teachers in Iraq. A total of 210 initial codes were extracted from the interview texts. Through coding, eight concepts and 45 sub-categories were identified, and by classifying these themes into similar categories, eight main categories were recognized.

Conclusion: Based on the obtained results, the paradigmatic model of the research was determined. Causal conditions, including educational content, factors related to the teacher, and teaching style, affect the central phenomenon, which is effective art education teaching. This component, along with contextual conditions, including educational infrastructure and intervening conditions, such as the status of art in society, leads to strategies and actions, including educational policymaking, resulting in the outcome of drafting the art curriculum charter in Iraq.

Keywords: effective teaching, art education, educational content, educational policymaking

1. Introduction

Effective teaching can be regarded as that which leads to the learner's optimal performance. Research on the application of effective teaching criteria is crucial in identifying and addressing educational deficiencies, as it provides a comprehensive picture of educational quality and helps strengthen existing strengths and rectify weaknesses in the quality of teaching (Anthony & Walshaw, 2023). Effective teaching and identifying indicators of teaching effectiveness are among the most important issues that, on one hand, provide appropriate feedback for analyzing educational issues, making fundamental decisions, and strategic planning for higher education officials. On the other hand, it enables instructors to understand the quality of their performance in teaching, allowing them to refine educational methods and thus enhance the quality and effectiveness of their teaching (Mehrabiniya et al., 2022). Effective teaching requires the interaction and control of three main and direct elements: the educational environment, the learner (student), and the teacher. The teacher must be able to manage all three elements and use their capacities to deliver the best possible teaching (Heidari, 2020).

Art education within the educational system fosters and enhances the general creativity level of students. Additionally, applying creative educational methods in art instruction improves the quality and capabilities of artistic education. Educational activities in any country can be viewed as an investment by one generation for the next (Shouri Bidgoli et al., 2022). Among the most important issues in contemporary art education is the invention and design of programs that can engage students in various educational stages, especially secondary levels, in exploring the meanings of works, complex ideas intertwined with the beliefs of their creators. Moreover, these programs should incorporate art forms from local, ethnic, and national cultures alongside dialogues based on fine arts unique to specific cultures (Zhang et al., 2018).

One of the primary reasons for teaching art is that it aids in the development of children's creativity. Elementary school is when children begin to form their identities and learn how to express themselves. Art helps them discover their creative potential and find new ways to express themselves. It allows students to explore different media and express their viewpoints uniquely, building their confidence and teaching them to think independently (Dow, 2023). Researchers assert that the usefulness of educational courses is always accompanied by terms such as evaluation,

assessment, effectiveness, and measurement. Evaluation ensures the achievement of objectives, assesses strengths and weaknesses, and aids decision-making to improve efficiency, effectiveness, and quality (Khakbaz et al., 2021). The main stages of educational functioning include identifying and analyzing educational needs, formulating an educational policy (educational planning), implementing the devised policy or program, and evaluation. The most critical part of planning and designing educational programs is assessing and measuring the attainment of predefined objectives. By emphasizing the evaluation of the effectiveness of educational programs and the feedback obtained for future program implementation, necessary reforms can be made to achieve these objectives (Shouri Bidgoli et al., 2022).

Thus, drafting the art curriculum charter in Iraq is a vital issue that improves teaching quality and contributes to the development and expansion of Iraq's authentic arts. Conversely, if the components and dimensions of effective art education teaching based on the art curriculum charter in Iraq are not addressed, Iraq's ancient and historical arts will face serious threats in the widespread era of communication, specifically targeting the country's authentic culture. Hence, the research problem from a negative perspective is also significant, making the study of effective art teaching a necessary imperative. To expand and develop this authentic art, necessary measures for art education must be considered. The effectiveness of art education depends on its teaching method; thus, a model for effective art teaching must be provided. The first step is to identify the components and dimensions of teaching effectiveness, then use these factors to draft a charter for the art curriculum in Iraq. This study aims to draft such a charter and seeks to provide a scientific and practical solution for developing art in Iraq. The study answers the key question: What are the components and dimensions of effective art education teaching in Iraq?

2. Methods and Materials

This research, based on its objective, is an applied-developmental study aiming to identify the components and dimensions of effective art education teaching to provide a model for art education teachers in Iraq using the grounded theory method. Given that this study uses both library research and field methods such as semi-structured interviews, it can be considered a cross-sectional survey based on the data collection method.

The sample included experts, professors, teachers, school administrators, and art education specialists in Iraq, selected through purposive sampling. Theoretical saturation was achieved after 10 interviews. The data collection tool in the qualitative section was semi-structured interviews. Holsti's coefficient was used to measure the reliability of the interview results. The "percent agreement observed" (PAO) was calculated using Holsti's coefficient, yielding a value of 0.712, which is acceptable. The validity was also assessed and confirmed by estimating the content validity ratio (CVR). For data analysis in the qualitative section, the grounded theory method was employed, using MAXQDA software for qualitative analysis.

3. Findings and Results

In this study, 10 interviews were conducted, comprising 6 males and 4 females. Regarding age range, 1 participant was under 35 years, 4 participants were between 35 and 45 years, and 5 participants were above 45 years. In terms of education, 3 participants had a master's degree, and 7 participants held a doctoral degree. Concerning work experience, 7 participants had between 10 to 20 years of

experience, and 3 participants had over 20 years of experience.

Initially, the grounded theory qualitative analysis method was used to identify the underlying factors of the research. The perspectives of professors, teachers, school administrators, and art education specialists in Iraq were collected through semi-structured interviews. The interview protocol included five open-ended questions, with additional questions posed as needed during the interviews. The interviews continued until theoretical saturation was reached, determined by the repetition of extracted codes. The interview texts were repeatedly reviewed after being imported into the MaxQDA software as text files, and key points were coded into the software. During the open coding phase, 8 main categories and 45 sub-categories were identified. These indicators were categorized into main and sub-categories. The identification of components and dimensions of effective art education teaching to provide a model for art education teachers in Iraq, derived from interviews using the grounded theory method, is presented in Table 1.

Table 1

Summary of Axial Coding Results

Selective Coding	Axial Coding	Open Coding
Causal Conditions	Course Content	1. Up-to-date art lesson content
		2. Alignment of art educational content with global standards
		3. Quality of art educational content
		4. Attractiveness of art educational content
		5. Richness and usefulness of art educational content
	Teacher-related Factors	6. Knowledge and expertise of art teachers
		7. Teaching skills for art lessons
		8. Functional competencies of art teachers
		9. In-service specialized training for teachers
		10. Experience in teaching art
	Teaching Style	11. Continuous improvement of art teachers
		12. Implementation of new educational methods for art
		13. Collaborative teaching style in art education
		14. Up-to-date teaching methods for art lessons
		15. Focus on problem-oriented art education
Central Phenomenon	Effectiveness of Art Teaching	16. Continuous review and improvement of teaching style
		17. Encouraging students towards art lessons
		18. Achieving the high goals of art education
		19. Institutionalizing art among students
		20. Long-lasting impact of artistic skills
		21. Connecting students with Iraqi arts
		22. Improving the quality of students' artistic activities
		23. Facilities and hardware infrastructure for art education
		24. Utilization of new and up-to-date educational software
		25. Educational equipment and facilities for art lessons
Contextual Conditions	Educational Infrastructure	26. Access to new educational technologies

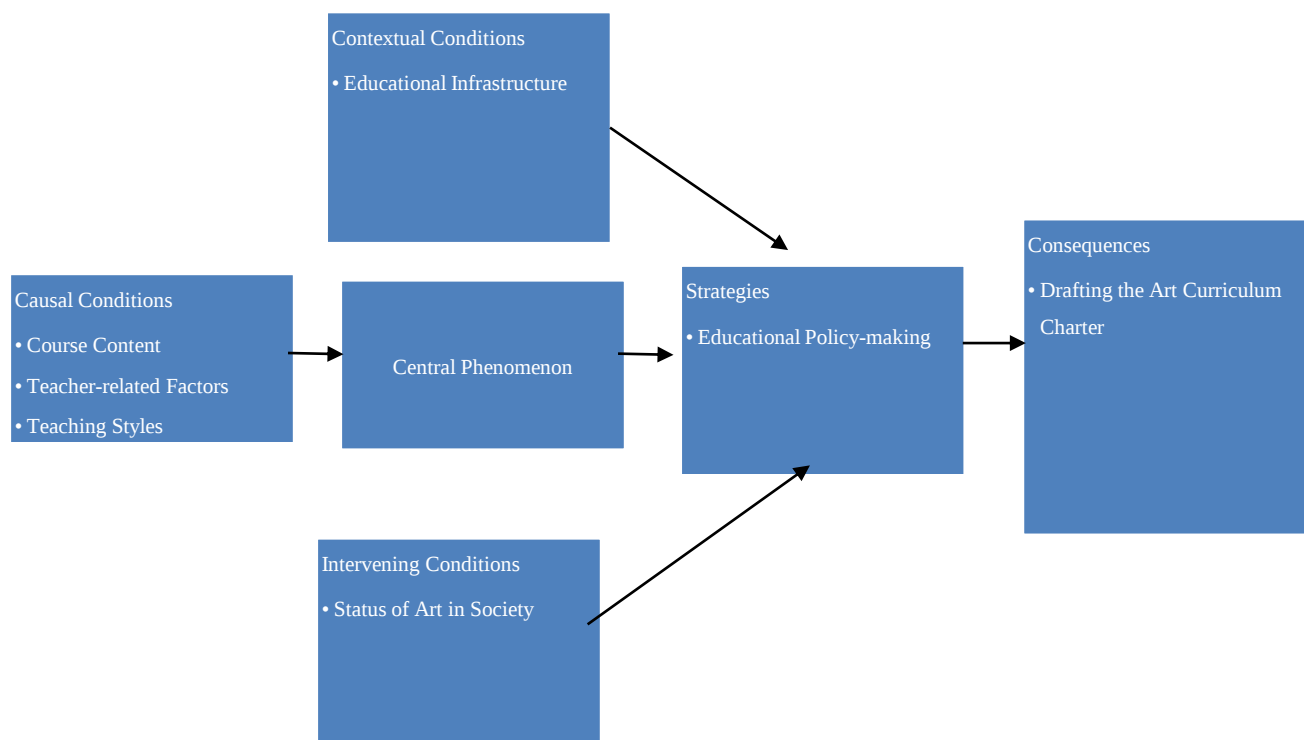
Intervening Conditions	Status of Art in Society	27. Specialized human resources for art lessons
		28. Use of internet-based technologies
		29. Art-loving culture among the public
		30. Public interest in art
		31. Historical and cultural background of art in Iraq
Strategies and Actions	Educational Policy-making	32. Revival of ancient arts and heritage in Iraq
		33. Public familiarity with ancient art and civilization
		34. Setting long-term educational goals for art lessons in Iraq
		35. Developing strategies for implementing long-term goals
		36. Setting short-term educational goals for art lessons
Outcomes	Drafting the Art Curriculum Charter	37. Formulating policies and guidelines for implementing goals
		38. Developing procedures and processes for policy implementation
		39. Drafting and issuing regulations for educational policies
		40. Applying and implementing educational policies for art lessons
		41. Defining the vision for art education
		42. Clarifying the educational missions for art lessons
		43. Mechanisms for applying the art curriculum charter
		44. Monitoring the implementation of the art curriculum charter
		45. Continuous evaluation and improvement of the art curriculum charter

Based on the results of the selective coding of the research, the paradigmatic model of the research includes causal conditions (course content, teacher-related factors, teaching style), contextual conditions (educational infrastructure), and intervening conditions (status of art in society). The central phenomenon is the effectiveness of art

teaching. Strategies and actions involve educational policy-making, and the outcomes include drafting the art curriculum charter. After data collection, analysis, and interpretation, the research process proceeds to model presentation, conclusion, and summary. The paradigmatic model of the research is presented as follows:

Figure 1

Final Model of The Study



4. Discussion and Conclusion

In the present study, the components and dimensions of effective art education teaching were identified to provide a model for art education teachers in Iraq. A total of 210 initial codes were extracted from the interview texts. Through coding, eight concepts and 45 sub-categories were identified, and by classifying these themes into similar categories, eight main categories were recognized.

Art course content plays a significant role in developing students' creative thinking and artistic ideas. Effective teaching of art content to students can have various impacts. Teaching art content can transform their creative thinking, guiding them toward new ideas and innovations. Participation in artistic activities and the creation of art pieces can boost students' confidence, encouraging them to express themselves and their talents. Art lessons can help students enhance their communication skills, enabling them to express their feelings and thoughts in an appropriate and understandable manner. Ultimately, art course content, with effective teaching, can positively influence the development of students' personalities and artistic talents.

Regarding course content, it is suggested to ensure the art course content is up-to-date and aligned with global standards. The quality of the educational content and its attractiveness to individuals are crucial for effective art education. Relevant managers can achieve effective art education goals by enriching and enhancing the educational content's usefulness.

Teacher-related factors in art education play a crucial role in the effectiveness of teaching and impacting students. Art teachers must have sufficient expertise and experience in the field to effectively deliver the course content to students. Additionally, art teachers should possess high levels of creativity and innovation to inspire students with new ideas and designs. They must have strong communication skills to appropriately and understandably convey their feelings and thoughts to students. Given these factors, art teachers who are meticulous and sensitive to their role and responsibilities can significantly influence the artistic growth and development of their students.

Regarding teacher-related factors, it is recommended to focus on the knowledge and expertise of art teachers and their teaching skills at the time of hiring. Employing teachers with functional competencies in art education and providing them with in-service specialized training can create opportunities for their individual advancement and

development. Additionally, the amount of teaching experience in art can continuously strengthen and improve art teachers.

The teaching style in art education can be highly diverse and creative. The teaching style should consider students' artistic characteristics, encouraging creativity and flexibility. Depending on the audience and specific class conditions, various methods and styles may need to be employed to enhance the attractiveness and effectiveness of art education.

The study by Mehrabinia et al. (2022) identified the factors of effective teaching from the students' perspective based on the grounded theory method. These factors included contextual factors (school facilities, educational planning, peer atmosphere), causal factors (teacher and student roles), and outcomes (student character transformation). The central phenomenon identified was "student engagement." Effective teaching factors prioritized were modern teaching methods, teacher-student interaction, classroom assignments, scientific capability, and student engagement. Traditional teaching, large class sizes, and lack of teacher expertise were major factors leading to ineffective teaching. Thirty strategies for effective teaching in higher education were provided, categorized into individual characteristics, technology use, diverse teaching methods, supervision and evaluation, guidance and motivation, teacher-student interaction, classroom management, and educational and welfare facilities (Mehrabiniya et al., 2022).

Regarding teaching style, it is suggested to use new educational methods for art and a collaborative teaching style for effective art education. Keeping teaching methods up-to-date and focusing on problem-oriented education is necessary. Continuous review and improvement of teaching styles can help relevant managers achieve effective art education goals.

Educational infrastructure plays a crucial role in the effectiveness of art teaching. Utilizing modern equipment and technology in art classes can significantly enhance the learning process. Creating suitable and attractive educational environments, such as creative classrooms and interactive educational spaces, can increase students' motivation and interest in learning art. Improving and upgrading these infrastructures can improve performance and effectiveness in art teaching.

Regarding educational infrastructure, it is suggested to provide hardware infrastructure for art education and utilize new and up-to-date educational software to achieve effective art education goals. Providing educational equipment and access to new educational technologies is essential.

Additionally, employing specialized human resources for art education and using internet-based technologies are important for enhancing educational infrastructure.

Art, as a remarkable and constructive aspect of human life, has always been examined from various perspectives. Art is recognized as a principal factor in enhancing a society's culture and identity. Artistic effects on various aspects of social, cultural, and artistic life help strengthen individual and collective identity. Art, as a visual and auditory language, can display social, cultural, political, and economic realities, aiding in their analysis and interpretation. Art, as an influential factor in society, must be supported and attended to, to play its positive role in social, cultural, and economic transformations.

Khakbaz's (2018) study on the status of art education based on societal context—specifically, the art curriculum of the first middle school cycle in Iran and Canada—highlighted the emphasis on "attention to the diversity of ethnic arts" and "introducing the art of local/regional cultures." The other two components, "integrating local/regional arts as educational experiences" and "using the capacities of various art-based educational media," were less emphasized in these curricula. This indicates that while the approach of society-based education is highly emphasized in Iran's curriculum in theory, it is less evident in practice within the art curriculum content. Therefore, embracing pluralism in curriculum content design, utilizing diverse teaching strategies, not limiting to textbooks, considering supplementary resources, focusing learning activities on meaningful and real-world connections, developing learning environments, and collaborating with local art specialists are identified as approaches for improving and developing this approach in the art curriculum (Khakbaz et al., 2021).

Regarding the status of art in society, it is suggested that with a culture that values art and public interest in art, achieving effective art education goals becomes more feasible. The historical and cultural background of art in Iraq and the revival of Iraq's ancient arts and heritage are important. Familiarizing society with ancient art and civilization is achievable in effective art education.

The effectiveness of art teaching can significantly impact students' personal growth, creativity, critical thinking, social interactions, and problem-solving skills. Art lessons can encourage students to be creative and engage in design and ideation. Additionally, exposure to various arts and cultures can promote broader cultural learning and diverse worldviews. Engaging in artistic activities can improve

students' motor skills, attention, focus, and memory. Participation in art activities can also enhance mental resilience and emotional well-being, boosting students' confidence and sense of accomplishment. Ultimately, the effectiveness of art teaching, by reflecting multi-dimensional improvements in students' lives, plays a crucial and appealing role in their education.

Regarding the effectiveness of art teaching, it is suggested to encourage students towards art lessons and provide the necessary foundations to achieve the high goals of art education. Effective art education requires institutionalizing art among students, which can lead to long-lasting and impactful artistic skills. Connecting students with Iraqi arts can also improve the quality of their artistic activities.

Educational policy-making involves decisions and actions taken by relevant authorities and institutions in the field of education. These policies are usually implemented to improve educational quality, enhance student skills, and contribute to the country's social and economic development. For example, educational policy-making may include developing and implementing educational programs, providing educational facilities and equipment, training teachers, developing school organizational culture, and reforming student evaluation systems. Educational policies have a significant impact on society and the future of a country and play a vital role in societal development and progress. As citizens, being aware of educational policies and programs and striving to positively influence them is part of our responsibilities.

Heidari's (2020) study on the functions of educational policy-making in the educational system showed that the educational policy-making process, through four functional themes—"development of civic norms," "creation of intangible capital," "institutionalization of political socialization," and "environmental education"—affects the four fundamental goals of the educational system: "creating a democratic society," "contributing to economic growth," "cultivating good citizens," and "achieving sustainable development." (Heidari, 2020).

Regarding educational policy-making, it is suggested to set long-term educational goals for art lessons in Iraq and develop strategies to implement these goals. Relevant managers can achieve effective art education by setting short-term educational goals for art lessons, formulating policies and guidelines for implementing the goals, and drafting and issuing regulations for educational policies. Additionally, employing and implementing educational policies for art lessons is recommended.

Drafting the art curriculum charter is a significant process that guides students, teachers, parents, and others involved in education. The art curriculum charter usually aims to present approaches, goals, and expectations related to art lessons. The approach section should describe the educational and learning activities related to art lessons, which may include observing artworks, participating in creative projects, and engaging in art workshops. The educational goals may involve developing creativity, critical thinking, understanding art and culture, and the ability to express oneself through art. Expectations regarding the performance of students and educational collaborators throughout the art lesson should be specified, which may include active classroom participation, timely completion and submission of projects, and participation in art events.

Regarding drafting the art curriculum charter, it is suggested that components such as defining the vision for art education, clarifying the educational missions for art lessons, mechanisms for applying the art curriculum charter, monitoring the implementation of the art curriculum charter, and continuous evaluation and improvement of the art curriculum charter are achievable.

This study, while comprehensive in identifying the components and dimensions of effective art education teaching in Iraq, faced several limitations. The sample size, although sufficient for achieving theoretical saturation, was relatively small and may not fully represent the diverse perspectives within the entire educational community. Additionally, the study was confined to qualitative methods, which, while providing depth, limit the generalizability of the findings. The reliance on semi-structured interviews may also introduce interviewer bias, and the cross-sectional nature of the survey does not account for changes over time or evolving educational contexts. Finally, cultural and regional specificity may limit the applicability of the findings to other contexts or countries.

Future research should aim to expand the sample size to include a more diverse group of participants, including students, parents, and policymakers, to gain a broader understanding of effective art education teaching. Employing mixed-method approaches, integrating both qualitative and quantitative data, could enhance the robustness and generalizability of the findings. Longitudinal studies would be beneficial to observe the impacts of identified teaching components over time and across different educational settings. Additionally, comparative studies between different countries or regions could provide insights into how cultural and contextual factors influence

effective art education teaching. Exploring the impact of technological advancements and digital art education tools on teaching effectiveness would also be a valuable area of research.

The findings of this study have several practical implications for art education in Iraq. Educational policymakers and school administrators should consider integrating the identified components and dimensions into the art education curriculum to enhance teaching effectiveness. Continuous professional development and specialized training programs for art teachers should be implemented to improve their knowledge, skills, and teaching methods. Investments in educational infrastructure, including modern equipment and interactive learning environments, are essential to support effective teaching. Moreover, fostering a culture that values and supports art within the community can enhance the overall impact of art education. By addressing these areas, stakeholders can significantly improve the quality and effectiveness of art education, contributing to the holistic development of students and the preservation of Iraq's rich artistic heritage.

Authors' Contributions

The first author was responsible for conducting the interview and collecting data, and the other authors were responsible for analyzing the data and writing the article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethics Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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