

# Investigating the Factors Influencing Effective Teaching Dimensions in Iraqi Art Education

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## ABSTRACT

This study examines the factors influencing the dimensions of effective teaching in Iraqi art education. This research is applied-developmental in nature and is a non-experimental (descriptive) study in terms of data collection method. The population of the study includes all art teachers in Iraq. The sample size was estimated to be 384 using Cochran's formula. Data analysis was performed using SPSS and Smart PLS statistical software. The findings indicated that the effectiveness of art teaching, the role of art in society, and educational infrastructure influence educational policy. Additionally, teaching style influenced the effectiveness of art teaching, educational policy was impactful in formulating an art course charter, and finally, factors related to the teacher and curriculum content were influential on the effectiveness of art teaching.

**Keywords:** *Teaching style, Teaching effectiveness, Curriculum content, Educational policy.*

## 1. Introduction

The phenomenon of teaching and its effectiveness components have always been a primary concern for researchers and theorists in the field of education worldwide. Effective teaching in higher education extensively focuses on students and their learning. To achieve this, two fundamental principles are considered: first, teaching requires a set of skills and specific practices identified by research; second, teaching must pay attention to the needs of the specific context and environment

(Smith, 2023; Tharapos, 2023). Thus, it can be said that teaching is an art involving various methods designed to facilitate students' learning and understanding. From traditional lectures to hands-on activities, instructors use different strategies to cater to diverse learning styles and maximize student engagement (Акмаммедова, 2024).

While access to high-quality professional development opportunities is crucial for improving teachers' instructional performance and is a key aspect of effective teacher policies, evidence shows that many teachers worldwide lack access to these opportunities (Popova, 2021). The first

step to address this issue is having valid data on current teaching practices, allowing insights to inform and shape the content and focus of programs and policies for teacher professional development. The importance of data on current teaching practices is highlighted in prior research by indicating that a key driver of educational quality is the quality of teacher-student interactions in the classroom, also known as process quality (Carter, 2024).

Teaching should be conducted with a professional approach, and one of the specialized fields of teaching in the educational system is the arts. Art has unique characteristics, and its learning requires different styles, practices, and educational settings. Art education serves as one of the fundamental functions of the educational system. Today, however, art does not hold an appropriate place in the curriculum, and art education is not taken seriously (Popova, 2021; Wu, 2023).

Among the most important issues in contemporary art education are the innovation and design of programs that can help students at different educational levels, especially in secondary education, to explore the meanings of works, complex ideas, and interwoven beliefs and views of their creators. In addition to discourse based on fine arts and specific cultures, these programs should also incorporate artistic forms from the indigenous, ethnic, and national cultures of each country (Emery, 2003; Ezepue, 2023). Developing education and creating transformation in it requires understanding the teaching process, awareness of its implementation, knowledge of physical resources and facilities, and awareness of the role and responsibilities of the human workforce. Education is an experience based on learning intended to produce relatively permanent changes in an individual, enabling them to enhance their ability to perform tasks (Moradi Doliskani, 2021; O'Connor, 2014).

In light of the foregoing, the challenges experienced as a result of the COVID-19 pandemic have shown that, in addition to the global learning crisis already underway before the pandemic, there is a need to strengthen teachers' capacities for good teaching and to deal with the evolving challenges that educational systems face today. Therefore, this research seeks to answer the question: What factors can influence the dimensions of effective teaching in Iraqi art education?

## 2. Methods and Materials

The present study is an applied-developmental research as it aims to investigate the factors affecting the development of creative skills in Iraqi art education teachers. The research is considered a cross-sectional survey based on its data collection method. The quantitative population includes art teachers in Iraq. In this study, Cochran's formula was used to estimate the required sample size, which yields a number between 380 and 384 for large values of N. As there is no precise number of the population, 384 questionnaires were randomly distributed among teachers and educational administrators in Iraq. The necessary data for this research were collected using a standard questionnaire. Face validity was checked by presenting the measuring instrument to several university professors and experts in this field, who reviewed and provided feedback on the questionnaire. Construct validity of the variables was examined using a measurement model discussed in the data analysis section. The reliability of the measuring instrument was tested using Cronbach's alpha, with a reliability score of over .70, indicating good reliability of the questionnaire. After data collection via the questionnaire, the data were analyzed using PLS software.

## 3. Findings and Results

Discriminant validity is another criterion for assessing the fit of measurement models in the PLS method. Discriminant validity refers to the low correlation of the items of one latent variable with other latent variables. According to the method proposed by Fornell and Larcker (1981), discriminant validity is considered acceptable when the square root of the AVE for each construct is greater than the shared variance among that construct and other constructs in the model. This indicates that a construct interacts more with its own indicators than with those of other constructs. In the PLS method, this is determined by a matrix whose cells contain the correlation coefficients between the constructs, and the principal diagonal of the matrix contains the square roots of the AVE values for each construct. The discriminant validity matrix is presented in Table 1.

**Table 1**

*Discriminant Validity Measurement Matrix*

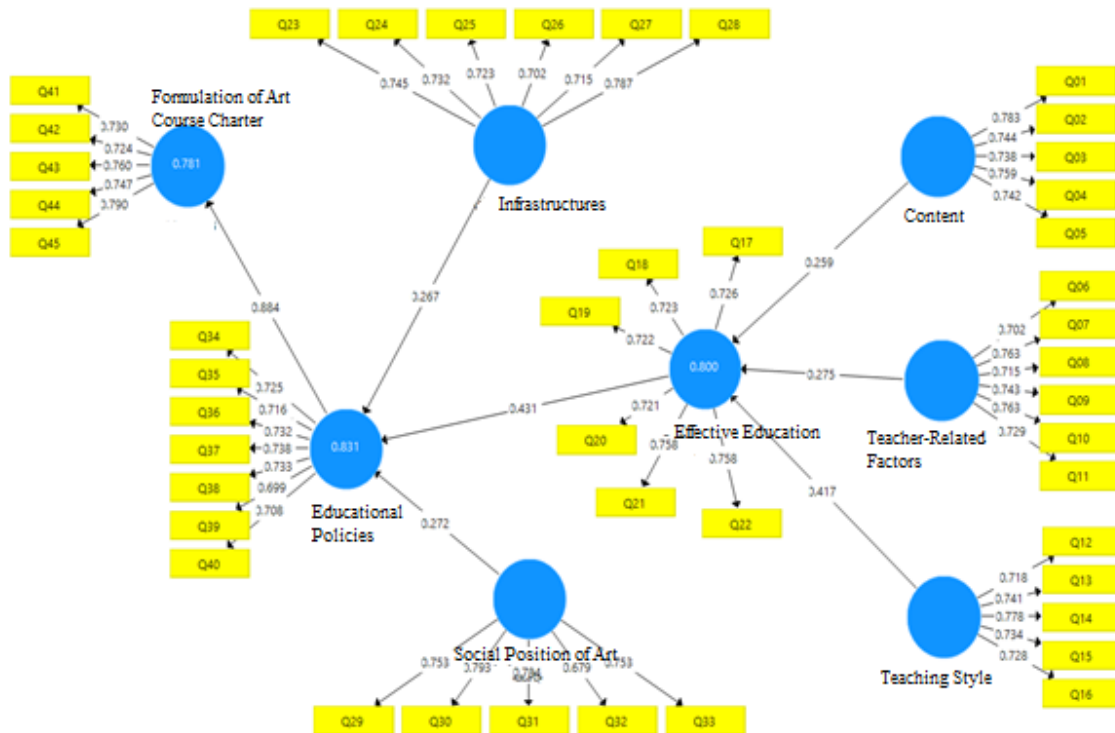
Constructs	1	2	3	4	5	6	7	8
Teaching Effectiveness in Art (1)	0.735							
Formulation of Art Course Charter (2)	0.217	0.750						
The Role of Art in Society (3)	0.630	0.297	0.754					
Educational Infrastructure (4)	0.540	0.344	0.586	0.734				
Teaching Style (5)	0.358	0.142	0.178	0.307	0.740			
Educational Policy (6)	0.429	0.317	0.391	0.671	0.618	0.722		
Teacher-Related Factors (7)	0.579	0.272	0.619	0.483	0.226	0.375	0.736	
Curriculum Content (8)	0.401	0.345	0.474	0.419	0.168	0.323	0.434	0.754

For model validation, the Partial Least Squares technique was used. The results of running the model in the

standard estimation mode show the direction and intensity of the relationship between the variables.

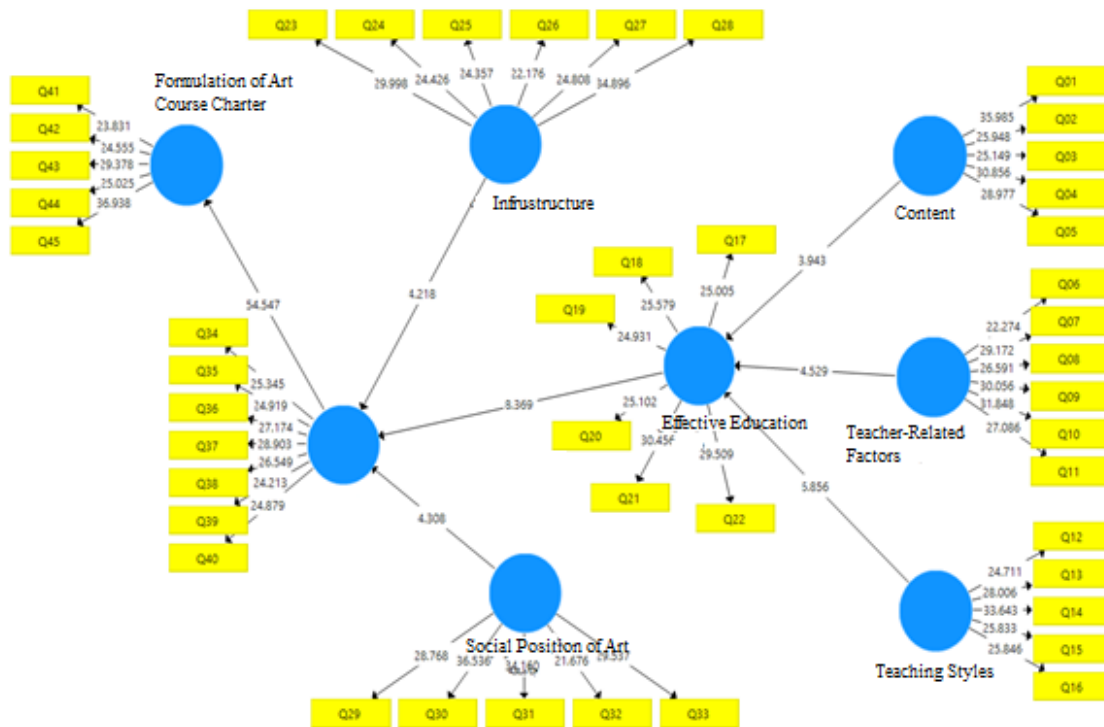
**Figure 1**

*Model with Beta Values*



**Figure 2**

Model with T-Values



The outer model (measurement model) indicates that the items considered for measuring each of the main factors possess sufficient validity. The strength of the relationship between the items and the corresponding factors is assessed

by factor loading and their significance with the t-statistic. The results of the outer model (measurement model) are presented in [Table 2](#).

**Table 2**

Results of the Outer Model (Measurement Model)

Item	Factor Loading	t-Statistic
Q01 → Curriculum Content	0.783	35.985
Q02 → Curriculum Content	0.744	25.948
Q03 → Curriculum Content	0.738	25.149
Q04 → Curriculum Content	0.759	30.856
Q05 → Curriculum Content	0.742	28.977
Q06 → Teacher-Related Factors	0.702	22.274
Q07 → Teacher-Related Factors	0.763	29.172
Q08 → Teacher-Related Factors	0.715	26.591
Q09 → Teacher-Related Factors	0.743	30.056
Q10 → Teacher-Related Factors	0.763	31.848
Q11 → Teacher-Related Factors	0.729	27.086
Q12 → Teaching Style	0.718	24.711
Q13 → Teaching Style	0.741	28.006
Q14 → Teaching Style	0.778	33.643
Q15 → Teaching Style	0.734	25.833
Q16 → Teaching Style	0.728	25.846
Q17 → Teaching Effectiveness in Art	0.726	25.005
Q18 → Teaching Effectiveness in Art	0.723	25.579
Q19 → Teaching Effectiveness in Art	0.722	24.931
Q20 → Teaching Effectiveness in Art	0.721	25.102

Q21 → Teaching Effectiveness in Art	0.758	30.456
Q22 → Teaching Effectiveness in Art	0.758	29.509
Q23 → Educational Infrastructure	0.745	29.998
Q24 → Educational Infrastructure	0.732	24.426
Q25 → Educational Infrastructure	0.723	24.357
Q26 → Educational Infrastructure	0.702	22.176
Q27 → Educational Infrastructure	0.715	24.808
Q28 → Educational Infrastructure	0.787	34.896
Q29 → The Role of Art in Society	0.753	28.768
Q30 → The Role of Art in Society	0.793	36.536
Q31 → The Role of Art in Society	0.784	34.016
Q32 → The Role of Art in Society	0.679	21.676
Q33 → The Role of Art in Society	0.753	29.537
Q34 → Educational Policy	0.725	25.345
Q35 → Educational Policy	0.716	24.919
Q36 → Educational Policy	0.732	27.174
Q37 → Educational Policy	0.738	28.903
Q38 → Educational Policy	0.733	26.549
Q39 → Educational Policy	0.699	24.213
Q40 → Educational Policy	0.708	24.879
Q41 → Formulation of Art Course Charter	0.730	23.831
Q42 → Formulation of Art Course Charter	0.724	24.555
Q43 → Formulation of Art Course Charter	0.760	29.378
Q44 → Formulation of Art Course Charter	0.747	25.025
Q45 → Formulation of Art Course Charter	0.790	36.938

Observed factor loadings are greater than 0.5, and the t-statistic is also greater than 1.96. Therefore, the outer model (measurement model) is validated. The Partial Least Squares technique was used for model validation. The results from executing the model in standard estimation mode show the direction and intensity of the relationship between variables. Bootstrap method was used to assess the significance of the model's variable relationships, providing the t-statistic. At a 5% error level, if the bootstrap t-statistic value is greater than 1.96, the observed correlations are significant. The t-statistic and bootstrap values for assessing the significance of relationships are also presented in the figure below. Based on the path coefficient and t-statistic (bootstrapping), the relationships between constructs can be interpreted as follows:

The path coefficient from Educational Policy to Teaching Effectiveness in Art is 0.431, with a t-statistic of 8.369. Thus, with 95% confidence, this hypothesis is confirmed.

The path coefficient from The Role of Art in Society to Educational Policy is 0.272, with a t-statistic of 4.308. Thus, with 95% confidence, this hypothesis is confirmed.

The path coefficient from Educational Infrastructure to Educational Policy is 0.267, with a t-statistic of 4.218. Thus, with 95% confidence, this hypothesis is confirmed.

The path coefficient from Teaching Style to Teaching Effectiveness in Art is 0.417, with a t-statistic of 6.856. Thus, with 95% confidence, this hypothesis is confirmed.

The path coefficient from Educational Policy to Formulation of Art Course Charter is 0.884, with a t-statistic of 54.547. Thus, with 95% confidence, this hypothesis is confirmed.

The path coefficient from Teacher-Related Factors to Teaching Effectiveness in Art is 0.275, with a t-statistic of 4.529. Thus, with 95% confidence, this hypothesis is confirmed.

The path coefficient from Curriculum Content to Teaching Effectiveness in Art is 0.259, with a t-statistic of 3.943. Thus, with 95% confidence, this hypothesis is confirmed.

#### 4. Discussion and Conclusion

In the present study, the factors influencing the dimensions of effective teaching in Iraqi art education were examined, and the results confirmed all the research hypotheses. The findings of this research align with the results of several studies, which can be interpreted as follows:

In the study by Mehrabinia and colleagues (2022), three categories were identified: contextual factors (school facilities, educational planning, and classroom climate), causal factors (the role of the teacher and the student), and

outcomes (transformation of student demeanor). "Student engagement" was identified as the central category of effective teaching. The priority factors in effective teaching were innovative teaching methods, teacher-student interaction, classroom assignments, academic competence, and student engagement. The three major factors leading to ineffective teaching were identified as traditional teaching, high student numbers, and lack of teacher expertise (Mehrabiniya, 2022).

Smith and colleagues (2023) in their study found that teachers need to engage with students in compassionate and committed ways, which can be challenging both personally and emotionally. Enhancing teachers' socio-emotional competencies is a way to strengthen these relationships. An option is the use of Acceptance and Commitment Training (ACT), which integrates ideas and practices from mindfulness and behavior change (Smith, 2023).

The study by Moradi and colleagues (2021) demonstrated that flipped classroom instruction significantly increased self-regulated learning strategies and motivational learning components in the experimental group. In other words, there was a significant difference between the experimental and control groups in post-test scores for self-regulated learning strategies and motivational learning components (Moradi Doliskani, 2021).

Bardelli and colleagues (2023) in their study "Teacher Preparation Programs and Graduate Development in Teaching Effectiveness" showed significant differences between teacher preparation programs at both initial and early career stages in teaching effectiveness (Bardelli, 2023).

Given the findings of Gholinia Adalati and Ilbeigy (2022), it can be explained that the E5 teaching design model can have a significant positive impact on the executive functions of students (Gholinia Adalati, 2022). In light of the results obtained from this research, suggestions are made:

For curriculum content, it is suggested to ensure the content of the art course is up-to-date and aligned with global standards. What matters in the effective teaching of art education is the quality of the educational content and its appeal to students. Administrators can achieve effective teaching goals by enriching and enhancing the utility of the art course content.

Regarding teacher-related factors, it is recommended to consider the knowledge, expertise, and teaching skills of art teachers at the time of hiring. Employing teachers with

functional competencies in art and providing them with specialized in-service training can create opportunities for their advancement and personal development. Also, the teaching experience of art teachers plays a crucial role in continuously strengthening and improving art teachers.

Concerning teaching style, it is recommended to employ new educational methods and collaborative teaching styles in art education. There should be a focus on updating teaching methods in art and concentrating on problem-based learning. Administrators can achieve effective teaching goals by regularly reviewing and improving the teaching style.

Regarding the effectiveness of teaching art, it is suggested to encourage students towards art courses and provide the necessary conditions to achieve the lofty goals of art education. Effective teaching of art requires institutionalizing art among students, and the enduring impact and effectiveness of artistic skills can be achieved through institutionalization. Additionally, connecting students with Iraqi arts also influences the quality level of students' artistic activities.

For educational infrastructure, it is recommended to provide facilities and hardware infrastructure for art education and to use the latest and updated educational software. It is important to equip art courses with appropriate tools and facilities and ensure access to new educational technologies. Employing specialized human resources in art and utilizing internet-based technologies are also crucial in enhancing educational infrastructure.

Regarding the role of art in society, given the art-loving culture of the community and the general public's interest in art, achieving effective teaching goals in art education is facilitated. What is significant in this domain is the historical background and heritage of art in Iraq and the revival of ancient arts and heritage. Familiarizing the community with art and ancient civilization can be achieved through effective teaching of art.

In terms of educational policy, it is suggested to set long-term educational goals for art courses in Iraq and to develop strategies to implement these goals. Relevant managers can achieve effective teaching goals by setting short-term educational goals for art courses and formulating policies and guidelines for implementing these goals. Also, by developing procedures and practices for implementing policies and adjusting and communicating executive rules of educational policies, a role can be played in effective art education teaching. Additionally, employing and implementing educational policies in art courses is also



suggested. Finally, the results of formulating an art course charter and components such as developing educational visions for art courses, defining educational missions for art courses, mechanisms for employing the art course charter, supervising the implementation of the charter's provisions, and continuously evaluating and improving the art course charter can be achieved.

### Authors' Contributions

D.H.S.A. conceptualized the study, developed the methodology, and led the overall project coordination and management. F.M., the corresponding author, oversaw the data analysis, contributed to the interpretation of the findings, and played a pivotal role in drafting and revising the manuscript. K.J.R.A. was involved in data collection, managed the survey distribution among art teachers, and assisted in the initial data analysis. F.K. contributed to the literature review, assisted in the validation of the research tools, and participated in the manuscript preparation. All authors reviewed the manuscript critically for important intellectual content, contributed to discussions of the results, and approved the final version for publication.

### 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

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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