Identification of Dimensions and Components for Developing Creative Skills

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1. Round 1

1.1. Reviewer 1

Reviewer:

The statement, "Many thinkers have regarded creativity as one of the highest human mental processes," would benefit from additional citations to support the claim. Including multiple references that align with this perspective would strengthen the argument.

The sentence "Creative skills involve various aspects such as individual, social, cognitive, motivational, emotional, etc.," could be more precise by listing specific examples under each category. This will help clarify the scope and depth of the creative skills being discussed.

The statement, "Professional ethics in its simplest definition refers to a system of ethical principles," might benefit from a brief comparison of different ethical frameworks relevant to education. This would give the reader a broader understanding of the context.

The discussion on the culture of the education system could be more robust. Consider integrating literature that explores the impact of national or regional cultural differences on the educational system, especially in the context of Iraq.

The conclusion mentions "improving inversion skills" but does not define or explain what these skills entail. A brief definition or an example would help clarify this term for readers unfamiliar with it.

The recommendation to "continuously update their knowledge and information" could benefit from specific strategies or best practices that teachers can employ to stay current in their field.

The subcategory "Enhancement of critical thinking skills" might need further elaboration. What specific critical thinking skills are being referred to, and how do they relate to creative skill development?

Authors uploaded the revised manuscript.

## 1.2.	Reviewer 2

Reviewer:

The description of the qualitative research design, "Qualitative sampling was conducted purposively," should include a rationale for the sample size of 10 participants. Please explain why this number was sufficient to reach theoretical saturation, considering the diversity of the participant pool.

The age categories of participants (under 35 years, 35 to 45 years, and over 45 years) are unevenly distributed. Clarify if this distribution had any impact on the data analysis or the generalizability of the findings.

The discussion on professional skills would be enhanced by providing more detailed examples of how these skills manifest in teaching. Consider adding case studies or anecdotal evidence from the interviews to illustrate the points made.

The text mentions, "A teacher must have professional competencies," but does not differentiate between cognitive competencies and general professional skills. Clarify how cognitive competencies are distinct and why they are critical in the context of art education.

The role of emotional competencies is discussed, but the mechanisms through which these competencies influence creative skill development are not fully explored. Adding more detail on these mechanisms would improve the comprehensiveness of the discussion.

The coding categories listed under creative skills include "Idea generation and ideation skills." It would be useful to provide examples or indicators that were used to identify these skills during the interviews.

The strategy category would be more actionable if it included a discussion of the practical steps or interventions that can be implemented to develop creative skills in teachers.

Authors uploaded the revised manuscript.

## 2.	Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.