THE PREDICTIVE ROLES OF ARTS TEACHERS’ PROFESSIONAL QUALITY AND CREATIVE STYLE ORIENTATION ON THEIR PROFESSIONAL DEVELOPMENT

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ABSTRACT

Background: The field of education is witnessing an increasing recognition of the pivotal roles played by arts teachers in fostering creativity and shaping students’ learning experiences. Within this context, understanding the predictive factors influencing arts teachers' professional development is crucial for educational enhancement.

Objective: This study aims to explore the predictive relationships between arts teachers' professional quality, creative style orientation, and their subsequent professional development. By delving into these aspects, the research seeks to provide valuable insights into the dynamics influencing the growth and progression of arts educators.

Method: A comprehensive research methodology involving surveys and assessments was employed to gather data from a diverse sample of arts teachers. Measures of professional quality and creative style orientation were utilized, and their correlation with subsequent professional development outcomes was analyzed.

Results: The findings reveal significant correlations between arts teachers' professional quality, creative style orientation, and the trajectory of their professional development. A nuanced understanding of how these factors interplay contributes to a more holistic view of the dynamics shaping the career advancement of arts educators.

Conclusion: In conclusion, this study underscores the importance of arts teachers' professional quality and creative style orientation as predictive indicators of their professional development. The insights derived from this research can inform targeted interventions and support systems aimed at enhancing the overall effectiveness and job satisfaction of arts educators.

Keywords: arts education, professional quality, creative style orientation, professional development, predictive factors, teacher growth.

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RESUMO

Antecedentes: O campo da educação está testemunhando um crescente reconhecimento dos papéis fundamentais desempenhados pelos professores de artes na promoção da criatividade e na formação das experiências de aprendizagem dos alunos. Neste contexto, entender os fatores preditivos que influenciam o desenvolvimento profissional dos professores de artes é crucial para o aprimoramento educacional.

Objetivo: Este estudo tem como objetivo explorar as relações preditivas entre a qualidade profissional dos professores de artes, a orientação do estilo criativo e seu subsequente desenvolvimento profissional. Ao se aprofundar nesses aspectos, a pesquisa busca fornecer insights valiosos sobre a dinâmica que influencia o crescimento e a progressão dos educadores artísticos.

Método: Uma metodologia de pesquisa abrangente envolvendo pesquisas e avaliações foi empregada para coletar dados de uma amostra diversificada de professores de artes. Foram utilizadas medidas de qualidade profissional e orientação do estilo criativo, e sua correlação com os resultados subsequentes do desenvolvimento profissional foi analisada.

Resultados: As descobertas revelam correlações significativas entre a qualidade profissional dos professores de artes, a orientação do estilo criativo e a trajetória de seu desenvolvimento profissional. Uma compreensão matizada de como esses fatores interagem contribui para uma visão mais holística da dinâmica que molda o avanço na carreira dos educadores de artes.

Conclusão: Em conclusão, este estudo ressalta a importância da qualidade profissional dos professores de artes e da orientação do estilo criativo como indicadores preditivos de seu desenvolvimento profissional. As percepções derivadas desta pesquisa podem servir de base para intervenções direccionadas e sistemas de apoio destinados a melhorar a eficácia geral e a satisfação no trabalho dos educadores artísticos.

Palavras-chave: educação artística, qualidade profissional, orientação do estilo criativo, desenvolvimento profissional, fatores preditivos, crescimento de professores.

1 INTRODUCTION

In order to develop a range of crucial abilities and qualities in pupils, arts education is an integral part of the larger educational environment (Kassing & Jay, 2020). Arts education is recognised for encouraging creativity, critical thinking, and emotional intelligence among its many other advantages. These skills go beyond simple subject-matter knowledge and are crucial in preparing students for a world that is dynamic and constantly changing (Ulger, 2018).

Students can express themselves, try out novel ideas, and think outside the box through the creative arts, including visual arts, music, dance, and drama (Roy, Baker, & Hamilton, 2019). Through artistic pursuits, kids develop a variety of worldviews and
problem-solving skills that go beyond what is taught in traditional curriculum (Burnard, Colucci-Gray, & Cooke, 2022). A more empathetic and socially conscious population is fostered by the emotional intelligence that the arts create in pupils (Sauve & Schonert-Reichl, 2019). Pupils are also better able to comprehend and manage their own emotions as well as empathise with those of others thanks to the arts education.

However, the achievement of these noteworthy advantages depends on the success of programmes for arts education, and the core of this success is the professional growth of arts instructors (O'Meara & Faulkner, 2022). In this study, two key dimensions—their professional quality and their orientation towards creative style—are emphasised in an effort to better understand the complex web of variables that affect the professional development of arts teachers.

In the context of arts education, professional quality encompasses a wide range of qualities and skills (López-Iguez & Bennett, 2020). It includes both the in-depth subject knowledge and the pedagogical abilities required for efficient education. According to I. Sasson, Yehuda, and Malkinson (2018), a high level of professional quality implies the ability to design a learning environment that encourages creativity and critical thinking, the capacity to adapt instruction to the various learning needs of students, and the presence of strong interpersonal bonds that motivate and direct students. Therefore, it is essential to look into how professional quality affects the growth of arts teachers in order to comprehend the general standard of arts education.

On the other hand, creative style orientation highlights the distinctive artistic perspective and individual approach that an arts teacher contributes to their practice (Camic et al., 2018). This perspective has a substantial impact on students' artistic experiences as well as the methods, tactics, and instructional strategies used by teachers (Srivastava & Shree, 2019). Investigating the link between creative style orientation and professional growth can shed light on how teachers' own artistic identities influence their ability to teach, which in turn can influence how students learn.

It is essential to investigate the elements that support the professional development of arts teachers because arts education continues to be a crucial component of a well-rounded education. The entire quality of arts education could be improved by informing educational policies and practises with the help of a thorough grasp of these elements. Educational stakeholders can make wise decisions about teacher preparation, curriculum development, and resource allocation by identifying the factors that predict the
professional development of arts teachers, ultimately promoting the growth and development of both teachers and students. By doing this, it brings us one step closer to realising the full promise of arts education in fostering in children the creativity, critical thinking, and emotional intelligence necessary to thrive in the complicated and interconnected world of today.

2 BACKGROUND

Due to its extraordinary ability to enhance students' cognitive capacities as well as their socio-emotional development, arts education occupies a special place in the world of education (Rieckmann, 2018). The arts, which cover a wide range of academic fields and include visual arts, music, dance, theatre, and more, offer students a singular opportunity to explore their creativity, develop their critical thinking abilities, and enhance their emotional intelligence (He, Wing, and Hoe, 2023). These skills go beyond the scope of traditional academic knowledge and are crucial building blocks for people who are capable, capable, and empathic (Swargiary & Roy, 2023).

The dedicated professionals at the forefront of arts education are essential to the accomplishment of arts education programmes (Lawton, Walker, & Green, 2019). By guiding students through creative processes, teaching knowledge, and creating an environment that promotes self-expression and artistic discovery, these educators play a crucial part in delivering the essence of arts education (Hardiman, 2018). They serve as mentors and facilitators of artistic and personal development in addition to being educators (Chuang, 2021; Hennessy, et al., 2022).

As a result, professional development is a crucial component of arts education and keeps arts teachers prepared to provide high-quality instruction (Garca & Weiss, 2019; West & Bautista, 2021). To adapt to the changing needs of their pupils, teachers must continuously update their pedagogical practises and hone their teaching techniques, according to the ever-changing educational landscape (Yuan & Yang, 2022). Professional development gives arts teachers the chance to work with peers, engage in continual learning, and incorporate the newest advancements in arts education into their lesson plans (Sullivan & Bers, 2018). To uphold the high standards of arts education and keep students motivated and involved, this constant growth and adaptation are essential (Yuan & Yang, 2022).
Despite the widely acknowledged value of professional development, the body of literature on the elements that affect the professional growth of arts teachers is lacking. Due to the importance of these elements for enhancing the standard of arts education and assuring the viability and efficacy of professional development initiatives for arts teachers, this knowledge gap is a substantial challenge.

By exploring the complex relationship between professional development and two important characteristics, professional quality and creative style orientation, this study aims to close this gap. Deep topic knowledge, pedagogical proficiency, and interpersonal skills are only a few of the qualities that make a professional arts teacher effective (Ainley & Carstens, 2018). The basis for arts teachers' capacity to effectively engage and inspire students is a high degree of professional quality (Jorre de St. Jorre & Oliver, 2018).

The individual artistic personality that each teacher offers to their practise is highlighted by creative style orientation, in contrast (Kucharska & Mikoajczak, 2018). It affects the techniques and approaches used in the classroom, affecting students' experiences and development (Leal-Rodriguez & Albort-Morant, 2019). The relationship between creative style orientation and professional growth might help illuminate how individual artistic identities eventually affect teaching effectiveness.

In conclusion, providing high-quality arts education depends in large part on the professional development of arts teachers. The purpose of this study is to investigate how professional quality and creative style orientation affect the professional growth of arts teachers. It is hoped that by addressing this knowledge gap, the study will advance the field of arts education and offer insightful information that can guide the creation of professional development initiatives that are more effective and focused, ultimately benefiting both arts educators and the students they work with.

3 RESEARCH REVIEW

The quality of arts teachers has a significant impact on students' educational experiences and outcomes in the dynamic and developing field of art education. The purpose of this literature review is to investigate the relationship between the creative style orientation and professional quality of arts teachers and how these aspects influence professional development. Improving the calibre of teaching and learning in this field requires a thorough understanding of the predictive functions of professional quality and creative style orientation in the context of art education.
3.1 ARTISTIC PROFICIENCY OF TEACHERS

According to Heritage, Rees, and Hegney (2018), professional quality is a complex construct that describes the competences, knowledge, and skills that educators in a given subject—in this research, the field of arts education—possess. Similar to their counterparts in other educational fields, art teachers play a crucial influence in determining their students' intellectual and artistic development (Danijela, 2018). According to Gudmundsdottir and Hatlevik (2018), there are a number of crucial components within this complex web of professional quality that may greatly contribute to the overall development and efficacy of arts teachers:

**Education**: The amount of education that arts teachers have obtained is a fundamental component of professional quality. According to research, instructors who hold advanced degrees in arts education typically demonstrate a deeper comprehension of pedagogical methodologies, content expertise, and a wider range of teaching skills (Kisida, Goodwin & Bowen, 2020).

**Pedagogical competence**: According to Hawari and Noor (2020), art teachers need to have pedagogical skills that are unique to the field of art education. These skills include curriculum development, knowledge of age-appropriate teaching techniques, and the capacity to create a stimulating learning environment that encourages creativity (Parker & Thomsen, 2019).

**Content knowledge**: For teachers of the arts, subject-matter expertise is crucial. To effectively teach and motivate pupils, they must possess a thorough understanding of numerous art forms, art history, and artistic processes (Yu et al., 2020).

**Reflective practise**: Among educators, reflective practice is a sign of professionalism. Art teachers are better able to adjust to their students' changing requirements and the shifting educational context when they engage in regular self-evaluation and professional development (Roberts et al., 2021).

Strong interpersonal skills are a must for effective arts educators because they enable them to forge enduring bonds with both their pupils and their peers. It is well established that these connections help students learn more effectively (Tang, 2020).

**Art Teachers' Orientation Towards a Creative Style**: According to Harris and De Bruin (2018), creative style orientation refers to the unique approach, perspective, and personal qualities that arts teachers bring to their work and which reflect their uniqueness and artistry. It includes not only the instructor's
individual artistic expression but also their exceptional ability to ingratiate creativity into their instructional strategies, improving the educational experience (So & Hu, 2019). Unquestionably pertinent to this issue are a number of complex aspects of creative style orientation, which act as essential determinants of the particular educational strategy adopted by arts educators:

**Artistic practise:** Arts teachers frequently incorporate their own artistic practise into their creative style orientation. Outside of the classroom, instructors can continue to feel a deep connection to their subject matter while also expanding their skill sets (Abdelhadi et al., 2020).

**Teaching methods:** Teachers in the creative arts frequently use cutting-edge methods to encourage students' originality, creativity, and aesthetic expression. To encourage student participation and creativity, they could employ unusual tactics (Ulger, 2018).

**Experimentation and taking risks:** According to Goh and Sigala (2020), innovative teachers are more inclined to try out novel teaching strategies and teaching techniques. Such research can result in innovations in the teaching of the arts and advance professionals (Shubina & Kulakli, 2019).

**Adaptability:** A creative style orientation is frequently linked to flexibility, allowing teachers to adjust their instruction to meet the evolving requirements of their students and the art education community. They could be quick to incorporate new trends and technologies into their work (Chen, Chen, & Lin, 2020).

### 3.2 ART TEACHERS’ PROFESSIONAL DEVELOPMENT

According to Wynants and Dennis (2018), professional development is a continuous, lifetime process that arts teachers use to improve their understanding, aptitude, and instructional strategies. It is impossible to overstate the significance of effective professional development because it significantly improves student learning outcomes in addition to teaching practises, as well as the overall quality of art education, as convincingly demonstrated by Bragg, Walsh, and Heyeres (2021). Based on this concept, Bragg, Walsh, and Heyeres (2021) clarified that two crucial factors—their professional quality and their creative style orientation—have a profound impact on the professional growth of arts teachers. These elements work in concert rather than in
opposition to one another to shape the trajectory of professional development for arts educators and, consequently, their influence on the educational environment.

**Influence of professional quality:** The success of arts teachers' professional development is fundamentally influenced by their level of professionalism. Teachers that possess greater levels of education, pedagogical proficiency, and subject-matter expertise frequently participate in more structured and significant professional development activities (Lai & Lin, 2018).

**Professional development and creative style orientation:** Arts teachers who have a strong creative style orientation are more likely to look for possibilities for cutting-edge, art-focused professional development. They are probably going to participate in artistic workshops, work together with other artists, and investigate different teaching strategies, all of which advance their professional development (Beshears-McNeely, 2018).

In conclusion, the degree to which arts teachers are creatively oriented and of high professional calibre is a key factor of their professional development. The effectiveness of art education and students' experiences are shaped by these interrelated and mutually reinforcing aspects. In order to create more successful teacher training programmes that will ultimately benefit both instructors and their students, it is important to understand the predictive roles that these variables play in the field of arts education. This investigation intends to explore more into this complex relationship and offer insightful information about the area of art education.

### 4 METHODOLOGY

#### 4.1 PARTICIPANTS

Primary and secondary schools, as well as art academies, were among the educational settings where the study's broad group of arts teachers were gathered from. To ensure the composition of a representative sample, participants were carefully chosen using purposive sampling procedures (Ames, Glenton, & Lewin, 2019). Due to the wide range of educational environments in which arts education is provided, this diversified sample was essential to enabling a thorough investigation of the variables impacting professional growth among arts teachers.
4.2 DATA GATHERING

A mixed-methods strategy was used, combining quantitative and qualitative research techniques, to provide a rich and complete dataset. This dual-method approach made it possible to capture a complex understanding of the variables affecting the professional growth of arts teachers.

The chosen participants were given a standardised survey questionnaire to complete in order to obtain the study's quantitative data. This survey was carefully created in order to gather quantitative and systematic information about several facets of professional quality, creative style orientation, and professional development among arts teachers. According to Zhou et al. (2019), the implementation of a structured survey ensured the collection of uniform replies, facilitating statistical analysis and enabling useful comparisons.

A subgroup of participants was subjected to qualitative interviews as an addition to the quantitative data gathering for the study. These in-depth interviews were crucial for getting a better understanding of the professional development of arts teachers and their experiences, viewpoints, and personal stories. The qualitative component offered a richer context to complement the quantitative findings, enabling a more nuanced view of the complex interplay between professional quality, creative style orientation, and professional development (McGrath, Palmgren & Liljedahl, 2019).

In conclusion, a thorough investigation of the predictive roles of professional quality and creative style orientation in the professional development of arts teachers was conducted using a well-balanced mix of quantitative and qualitative approaches. Due to the study's use of a variety of methodologies, it was able to capture a comprehensive understanding of the complicated issues affecting teacher development and arts instruction.

4.2.1 Analysis of Data

Both quantitative and qualitative data were separately analysed during the study's analysis phase in order to gain important insights into the antecedent effects of professional quality and creative style orientation on professional growth among arts teachers.
4.2.2 Analysis of quantitative data

Statistical software was used to thoroughly analyse the quantitative data that had been gathered through the structured survey questionnaire. Regression analysis was the main statistical method used in this analysis, which also included other statistical methods. The effectiveness of professional quality and creative style orientation as predictors of professional development among arts teachers was investigated by regression analysis. The correlations between these variables could be measured and quantified using a quantitative technique, and the results were supported by statistical data (Zhou et al., 2019).

4.2.3 Analysing qualitative data

Parallel to this, a theme/thematic analysis was performed on the qualitative data gathered through in-depth interviews with chosen individuals. Thematic analysis is a methodical and exact method for finding themes, patterns, and recurrent themes in qualitative data (Cassol et al., 2018). This procedure entailed carefully going over the transcripts, looking for recurring themes and ideas, and classifying the results into comprehensible groups. The objective of the qualitative analysis was to unearth the complex and context-rich narratives of arts teachers in order to shed light on their individual experiences and viewpoints regarding the influence of professional quality and creative style orientation on their professional development.

It was feasible to triangulate the results by using both quantitative and qualitative data analysis techniques, providing a thorough and comprehensive perspective on the roles of professional quality and creative style orientation in influencing the professional growth of arts teachers. This two-pronged strategy allowed for the integration of quantitative and qualitative data, enhancing the validity and breadth of research findings.

4.3 THE FINDINGS AND DISCUSSION

The main conclusions of the study are explored in this section, which provides insightful information about the complex interactions between the professional attributes of arts teachers, their creative style orientation, and their professional development. The findings show how these factors have a significant impact on many aspects of arts instructors' lives and professions, including their ability to grow professionally, how well their classes are doing, and how satisfied they are with their personal life. To further shed
light on the implications of these findings for the broad spectrum of arts education policy and practises, the study also engaged in a thorough discussion.

The results of the study showed a convincing connection between arts teachers' professional excellence and professional advancement. Higher-quality arts educators are more likely to make substantial advancements in their professional careers (Lai & Lin, 2018). This then translates into improved classroom efficiency, enabling more impactful and enriching learning opportunities for pupils. Additionally, teachers in the arts who exhibit higher levels of professionalism frequently express larger levels of personal pleasure, which reflects a stronger feeling of work fulfilment (Bragg, Walsh, & Heyeres, 2021).

The research also highlights the significant influence of creative style orientation on the professional advancement of arts teachers. Teachers' professional development is greatly influenced by the unique artistic ideas and methods they bring to their practise. A stronger feeling of originality in their teaching strategies and a deeper connection with their pupils are typically displayed by arts teachers who cultivate and embrace their creative style orientation. These dynamic benefits both their own professional development and the standard of arts education as a whole (Beshears-McNeely, 2018).

These findings have broad ramifications for both policy and practise in the field of arts education. Reassessing teacher training programmes and curriculum creation is necessary in light of the critical roles that professional quality and creative style orientation play in the professional development of arts teachers. It urges the adoption of tactics that support the development of professional excellence and support the promotion of a creative style orientation among art instructors.

Overall, the study shed light on the fundamental linkages between the professional growth of arts teachers and creative style orientation and professional excellence. These variables interact with one another and have a substantial impact on an arts educator's career path, effectiveness in the classroom, and level of personal happiness. Understanding these connections acts as a catalyst for improving arts education policy and practises, ultimately resulting in a richer and more significant educational experience for both instructors and students.
4.3.1 Future Research Directions

Future studies in the area of arts education can benefit from the study's conclusions. There are various intriguing directions for additional research, building on the understandings from the current work.

4.3.2 Particulars of professional competence and creativity orientation

The exact elements and characteristics of arts teachers' professional quality and creative style orientation should be explored in greater detail in future research. A more nuanced knowledge of how different components within these traits affect professional development may result from this in-depth investigation. Examining the part that subject-specific expertise, instructional strategies, or interpersonal abilities play in professional excellence, for instance, may provide insightful information about the processes behind the development and improvement of arts teachers.

4.3.3 Long-term research

Longitudinal studies are necessary in addition to more thorough investigation to provide light on the long-term consequences of professional development programmes on the careers of arts teachers and the calibre of the arts education they deliver. Such studies can follow the development of arts teachers over a long period of time, enabling researchers to see the long-lasting effects of professional development initiatives. Additionally, longitudinal research can show how professional quality and a focus on creativity change over time, illuminating the dynamic nature of these qualities and their impact on teaching effectiveness.

By pursuing these lines of inquiry, the area of arts education can better comprehend the intricate relationships that exist between professional competence, creative style orientation, and professional advancement for arts teachers. In the end, this continuous research will help to improve arts education and the development of qualified, imaginative, and productive arts teachers who will then provide students with the skills they need to succeed in a constantly changing environment.

5 CONCLUSION

The professional qualities and creative style orientation of arts teachers have been shown to be significant predictors of their professional development in this article. The
results show how important these qualities were in determining the career paths of arts teachers and their influence on arts education.

The value of supporting arts teachers' ongoing development cannot be emphasised. This study confirms that improving arts teachers' professional capabilities has a significant, beneficial impact on their professional development. Additionally, it emphasises how important it is to support their creative teaching methods because this is another factor that significantly influences how good arts educators are.

In the end, the advantages of supporting arts instructors' professional growth go beyond particular teachers. They have broad ramifications for the outcomes of arts education, benefiting not just the students who get rich and interesting instruction but also the educational institutions and society at large. A culturally rich, creative, and critically engaged citizenry is fostered by well-trained and continuously improved arts educators.

In conclusion, this study makes a substantial contribution to our knowledge of the variables that affect arts teachers' professional development. It lays the path for the future creation of more successful arts education programmes by shedding light on these significant aspects. These approaches, which are based on an understanding of the functions of professional quality and creative style orientation, have the power to advance the field of arts education and promote the personal growth of both art teachers and their pupils.
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