

Art education innovative management, teaching resources integration, and strategies in Chinese primary schools

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Abstract

This study employed descriptive research to determine the relationship among art education innovative management, teaching resource integration and strategies in Chinese primary schools. A total of 475 art teachers were involved in the study. Participants were selected using stratified random sampling, ensuring representation across varying profiles, such as age, education, and length of service. Key findings revealed that majority of the respondents were male, 26-40 years old, master's degree holders and 1-20 years in service, Respondents generally agreed on all the items under innovative management in art education such as teaching content and course design, teaching methods, and student support and development opportunities—emphasized aspects that shaped their overall positive perception of innovative management. In terms of art education teaching resources integration, majority of the respondents agreed on all the indicators. Items like access, quality assessment, effectiveness, and sustainability were seen as crucial to understanding the overall value and perception of these resources. The respondents reflected a positive response on art education teaching strategies. They particularly appreciated the integration of innovative technology, personalized learning, and improved classroom interaction, which contributed to enhanced educational experiences for students. Significant differences were identified on responses regarding art education innovative management, teaching resources integration and strategies based on respondents' profile variables. Also, there exists a highly significant relationship among the three variables. This implies that innovative management practices can significantly influence the effective integration of teaching resources and the implementation of effective teaching strategies. This interconnectedness highlights the importance of a holistic approach to art education in Chinese primary schools. In the end, a professional development program for art teachers in China was proposed. This will not only improve resource integration but also elevate student engagement and learning outcomes.

Keywords: art education, innovative management, teaching strategies, resource integration, sustainability

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1. Introduction

Art education in China has undergone significant transformations over the years, reflecting the country's evolving socio-cultural landscape and educational priorities. As the importance of creativity, critical thinking, and cultural appreciation gains recognition, innovative management, resource integration, and training strategies among Chinese art teachers have emerged as pivotal components in fostering a vibrant and dynamic art education ecosystem. This introduction seeks to explore the multifaceted approaches employed in the management, resource utilization, and professional development of art educators in China, drawing upon both scholarly research and practical initiatives.

The transformation of art education in China has been shaped by several key factors, including the growing emphasis on developing well-rounded individuals, the integration of global perspectives, and the need to cultivate creative thinking and problem-solving skills. Art Education is a critical component of a well-rounded education, fostering creativity, critical thinking, and cultural understanding. This study focuses on the innovative management, resource integration, and training strategies in art education. In recent years, the Chinese government has placed increasing emphasis on the development of a comprehensive and balanced education system that nurtures creativity and innovation (Wang et al.,2020). Art education, once perceived as ancillary, is now acknowledged as integral to holistic learning. This shift in perspective has prompted educational institutions and policymakers to explore innovative management practices that align with contemporary pedagogical principles while addressing the unique challenges faced by art teachers.

Art education management in the Chinese context refers to the systematic organization, coordination, and implementation of art-related programs and resources within primary and secondary schools. This includes overseeing curriculum design, teacher professional development, allocation of materials, and the integration of art education into the broader educational framework. It also involves adapting teaching strategies to foster creativity and critical thinking, while ensuring alignment with national educational policies and local cultural values. Given China's emphasis on academic excellence and traditional subjects, effective art education management seeks to balance innovative approaches with a respect for cultural heritage, promoting a well-rounded education that supports both artistic and intellectual growth. Resource integration refers to the strategic coordination and utilization of various materials, tools, personnel, and external support to enhance the effectiveness of educational programs. In the context of art education, it involves combining physical resources like art supplies and digital tools with human resources such as skilled teachers, community partnerships, and local cultural assets. Resource integration aims to create a cohesive learning environment where different resources work together to support and enrich the educational experience, fostering creativity, engagement, and holistic development among students.

Teaching resource integration plays a crucial role in optimizing the learning environment and facilitating effective teaching practices. With China's vast cultural heritage and rapid technological advancements, art educators are presented with a rich tapestry of resources ranging from traditional art forms to digital tools. The strategic integration of these resources not only enriches the learning experience but also equips teachers with versatile instructional methods to engage diverse student populations. Teaching strategies refer to the methods and approaches used by educators to facilitate learning and engage students effectively. In the context of art education, teaching strategies can include project-based learning, inquiry-based approaches, collaborative activities, and the use of digital tools to encourage creativity and critical thinking. These strategies are designed to cater to diverse learning styles, promote active participation, and foster a deeper understanding of artistic concepts. Effective teaching strategies in art education also emphasize the importance of hands-on experiences,

experimentation, and self-expression, helping students develop both technical skills and creative confidence. Continuous professional development is paramount in enhancing the pedagogical competencies of art teachers. Training strategies tailored to the evolving needs of educators are essential for keeping pace with changing educational paradigms and technological innovations (Zhang et al., 2019). By fostering a culture of lifelong learning and collaboration, these strategies empower art teachers to adapt to new methodologies, incorporate emerging technologies, and stay abreast of contemporary artistic trends.

A significant research gap exists in the area of Art Education Innovative Management, Resources Integration, and Teaching Strategies within Chinese primary schools. While there has been growing interest in the integration of arts education into the broader curriculum, there is limited empirical research focusing on the effective management of art programs and the strategic integration of resources in primary school settings. Current studies tend to focus on either isolated aspects of art education or address the broader challenges in the education system without delving into the specific management practices required for fostering creative learning environments in primary schools. Additionally, the rapid expansion of digital technologies and new teaching methodologies, including interdisciplinary approaches, necessitates a reevaluation of how resources—such as digital tools, community partnerships, and teacher training—are integrated into the art curriculum. The exploration of innovative teaching strategies that cater to diverse learning needs, enhance student engagement, and promote creativity remains underdeveloped, especially in the context of Chinese primary education, where traditional teaching methods often dominate. As such, there is a critical need for research that examines how schools can effectively manage art education programs, integrate diverse resources, and adopt innovative teaching strategies that support both artistic development and broader educational goals.

This exploration will delve deeper into the innovative management, teaching resource integration initiatives, and teaching strategies implemented within the realm of Chinese art education. By closely examining scholarly research, educational policies, and practical case studies, this study aims to elucidate the multifaceted and comprehensive strategies employed to nurture creativity, cultivate artistic talent, and foster a vibrant, dynamic, and forward-looking ecosystem for art education in China. It will provide a nuanced understanding of how educational institutions, policymakers, and art educators are proactively addressing the evolving needs and demands of the art world, equipping students with the necessary competencies and a credible, in-depth understanding to thrive in the profession.

Objectives of the Study - The study determined the relationship among arts education innovative management, resources integration and teaching strategies in Chinese primary school. More specifically, to assess the innovative management of art education in Chinese primary school with regard to teaching content and course design, teacher team and teaching methods, student support and development opportunities; identified the resources integration of arts education as to access, quality assessment and effectiveness and sustainability; determined the art education teaching strategies in Chinese primary school as regards classroom interaction and student participation, personalized teaching and support and technology application and innovative teaching; tested the significant relationship across the three major variables, and finally, proposed a professional development program for Chinese primary school art education teachers based on the results of the study.

2. Methods

Research Design - This study utilized descriptive research to determine the relationship among art education innovative management, teaching resource integration and strategies in Chinese primary schools. Descriptive research is a type of research methodology that aims to systematically describe a phenomenon, group, or situation as it exists in its natural setting, without manipulating variables. This approach focuses on providing an accurate, detailed account of characteristics, behaviors, or conditions of a subject, using methods such as surveys, observations, and case studies. Descriptive research can be either qualitative or quantitative, depending on the data collected and the approach used to analyze it. Unlike experimental research, which seeks to establish cause-and-effect relationships, descriptive research provides a snapshot of the current state of affairs, which can

then serve as the foundation for further studies or decision-making. The importance of descriptive research lies in its ability to generate comprehensive and reliable data about a particular issue or population, offering valuable insights into patterns and trends that might not be immediately apparent. Moreover, because it focuses on the "what" rather than the "why," descriptive research is often employed in fields such as education, social sciences, and health to assess current conditions, behaviors, and practices, providing essential information for policy development and practice improvement.

Participants of the Study - The selection of respondents came from various primary schools in China, comprising at least 3,000 art teachers from four different Chinese schools. These teachers answered a questionnaire provided to them, responding based on art education innovative management, resource integration, and teaching strategies. With approximately 3,000 art teachers in Chinese primary schools, the study included a sizable sample, ensuring adequate representation of the population. The focus on 475 respondents aimed to achieve a significant sample size to yield reliable and generalizable results. Rigorous random sampling procedures were employed to enhance the study's credibility by minimizing selection bias and ensuring each participant had an equal chance of being included in the sample. Moreover, by selecting participants from various Chinese primary schools, the study targeted a specific demographic group known for its practical orientation towards art education innovative management, resource integration, and teaching strategies.

Data Gathering Instruments - The instrument used in this study includes a carefully tailored three-part questionnaire, reflects a systematic approach to on the art education practices. The questionnaire was meticulously crafted to capture relevant information about the respondents' profiles, art education innovative management, resource integration and teaching strategies. The questionnaire is divided into four distinct parts demonstrates a structured approach to gathering data on different facets of the participants' experiences and perspectives. The first part of the questionnaire focused on collecting demographic information, such as the respondents' sex, age, highest educational attainment and length of services. This allowed to characterize the sample and analyze any demographic background. The second part delved into the respondents art education innovative management. This section likely included questions related to factors such as teaching content and course design, teacher team and teaching methods and student support and development opportunities. The questionnaire was from On Primary School Art Education and Quality Management of Education (Lin, 2000). The third part of the questionnaire explored the respondents Integration of Art Resources. This likely included inquiries into their access, quality assessment, effectiveness and sustainability questionnaire is adapted from Art curriculum standard for compulsory Education (The Ministry of Education of the People's Republic of China, 2022). The fourth part of the questionnaire indicates the respondents' teaching strategies, it will indicate the following domains; classroom interaction and student engagement, personalized teaching and learning support; technology application and innovative teaching. The questionnaire is adapted from The current situation of rural art education in teaching strategies and its effects (Luo, 2006).

Data Gathering Procedure - The following steps will be completed in this study: First, the content validity and reliability of the questionnaire will be determined. Then, the ethical review will be submitted to the ethics committee so that a large-scale distribution of questionnaire can be facilitated after. The questionnaire will be distributed among various students of the chosen Colleges in China. Define the specific research objectives and hypotheses, if applicable, that the data gathering procedure aims to address. Specify the tools and instruments to be used for data collection (e.g., surveys, interviews, observations) and ensure their validity and reliability. Outline the step-by-step process for collecting data, including instructions for administering surveys or interviews, conducting observations, or accessing secondary data sources. Organize data will be recorded, organized, and stored securely to ensure confidentiality and integrity throughout the research process. Explain how data quality will be assured through measures such as training data collectors, pilot testing, and implementing quality checks during data collection.

Ethical Consideration - Ethical considerations play a pivotal role in safeguarding the rights and well-being of participants while upholding the integrity of the study. One fundamental ethical consideration revolves around

obtaining informed consent from participants, ensuring they fully understand the purpose, procedures, risks, and benefits of their involvement in the research. Additionally, maintaining confidentiality is paramount, as participants must trust that their personal information and responses will be handled discreetly and not disclosed without their explicit consent. Moreover, researchers must strive to minimize any potential harm or discomfort to participants, whether physical, psychological, social, or emotional, by implementing appropriate safeguards and support mechanisms. Furthermore, researchers must be transparent about any conflicts of interest or biases that could influence the study's outcomes, ensuring the integrity and credibility of the research findings. By adhering to these ethical principles, researchers uphold the principles of respect, beneficence, justice, and integrity, fostering trust between researchers and participants and contributing to the advancement of ethical research practices. Full consent from the participants was also solicited prior to starting this study. The researcher will explain the purpose of the study to the respondents so as to provide them with adequate understanding of the implications of their participation. Participants were reassured of the protection to their privacy and of the confidentiality of gathered data.

3. Results and discussion

Table 1
Summary Table on Art Education Innovative Management

Indicators	WM	VI	Rank
Teaching Content and course design	3.07	Agree	3
Teaching Methods	3.23	Agree	1
Student support and development opportunities	3.10	Agree	2
Composite Mean	3.13	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 summarizes the findings on the innovative management of art education in Chinese art colleges, showcasing a composite mean of 3.13, which indicates a general agreement among respondents regarding the effectiveness of the management strategies employed. The individual indicators—teaching content and course design, teaching methods, and student support and development opportunities—highlight the various aspects that contribute to the overall perception of innovative management in art education.

The highest-ranked indicator, "Teaching Methods," received a weighted mean of 3.23, signifying strong agreement among respondents that innovative teaching approaches are effectively employed in Chinese art colleges. This suggests that educators are leveraging a diverse repertoire of engaging teaching strategies that resonate well with students, thereby enhancing their overall learning experiences. The emphasis on innovative teaching methods reflects a concerted commitment by these institutions to continually adapt and evolve their educational practices to meet the shifting needs and expectations of students in the dynamic field of art. These innovative teaching methods likely encompass a range of techniques, such as the integration of cutting-edge digital tools and technologies, the incorporation of hands-on experiential learning activities, the facilitation of collaborative projects, and the implementation of personalized instruction tailored to individual student learning styles and interests. This finding highlights the importance that Chinese art colleges place on providing their students with a transformative learning experience that prepares them for the evolving demands of the art industry.

Recent literature underscores the importance of innovative teaching methods in art education (Soykurt, 2021; Umamah et al., 2020). A study by Chen et al. (2023) found that employing diverse pedagogical approaches significantly improves student engagement and creativity in art programs. Their findings align with the current study, suggesting that when art colleges embrace innovative teaching methods, they not only enhance educational outcomes but also foster a more dynamic and interactive learning environment for students (Raymundo, 2020).

The least-ranked indicator, "Teaching Content and Course Design," received a weighted mean of 3.07, indicating a general agreement among respondents regarding its effectiveness in the innovative management of

art education. While this score reflects a positive perception, it ranks the lowest among the indicators, suggesting that there may be room for improvement in how course content and program design are approached in Chinese art colleges. This raises important questions about whether the current curriculum and course offerings are adequately meeting the evolving needs and demands of both the art industry and the student population. The design and delivery of teaching content is a crucial aspect of art education, as it directly influences the knowledge, skills, and preparedness of students entering the field. The finding that this area is perceived as the least effective among the evaluated indicators points to the need for a closer examination of the curriculum development process. It may be necessary to engage in more comprehensive needs assessments, incorporate feedback from industry professionals, and continuously update course content to ensure that students are equipped with the relevant competencies and a deep understanding of contemporary trends and practices in the art world. Literature emphasizes the need for continuous improvement in course design to remain relevant in the fast-evolving art landscape. According to a previous study, curriculum design that fails to incorporate contemporary trends and industry practices can limit students' preparedness for real-world challenges (Supriani et al., 2022). This supports the current findings, indicating that while teaching content and course design are viewed positively, there is still a need for ongoing evaluation and adaptation to enhance the relevance and impact of art education in Chinese art colleges (Zeng et al., 2021).

Table 2*Summary Table on Art Education Teaching Resources Integration*

Indicators	WM	VI	Rank
Access	2.98	Agree	3
Quality Assessment	3.00	Agree	2
Effectiveness and Sustainability	3.28	Agree	1
Composite Mean	3.09	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents a summary of the integration of art educational resources, reflecting a composite mean of 3.09, which is interpreted as "Agree." This indicates that the most respondents generally agree on the integration and implementation of these resources into the art education curriculum. Each key aspect—including access, quality assessment, and effectiveness and sustainability—contributes to understanding the overall perception and value of incorporating art educational resources.

The highest-ranked indicator, "Effectiveness and Sustainability," received a weighted mean of 3.28, signifying strong agreement among respondents about the effectiveness of art educational resources in achieving meaningful learning outcomes. This suggests that participants believe these resources not only enhance students' artistic skills and creativity, but also play a vital role in fostering sustainable practices within art education. The perception of effectiveness and sustainability emphasizes the importance of these resources in contributing to long-term educational goals, such as nurturing a lifelong appreciation for the arts and preparing students for careers in creative fields.

Recent research supports the significance of effectiveness and sustainability in educational resources. A study by Johnson et al. (2023) found that effective art educational resources significantly enhance student engagement and creativity, while also encouraging sustainability through culturally relevant practices. The findings align with the current study, highlighting that when art resources are effective and sustainable, they promote not only skill development but also a deeper appreciation for the arts, which is crucial for cultivating a lasting impact on students (Fernandez, 2022).

The least-ranked indicator, "Access," received a weighted mean of 2.98, which is interpreted as "Agree." While this score indicates a general acknowledgment of the accessibility of art educational resources, its position as the lowest-ranked factor suggests that respondents may perceive some limitations in accessing these resources. This finding raises concerns about equity and availability, indicating that barriers, such as limited funding, inadequate infrastructure, or geographic isolation, may still exist that hinder some learners from fully utilizing the art educational resources available to them. Addressing these barriers to access is crucial for ensuring that all

students have equal opportunities to engage with and benefit from the valuable art educational resources provided.

Literature emphasizes the critical role of access in educational success. According to a study by Garcia et al. (2022), limited access to educational resources can adversely affect students' learning experiences and outcomes. The authors argue that ensuring equitable access to art educational resources is essential for fostering creativity and engagement among students. This finding resonates with the current study's results, suggesting that while there is an agreement on access, efforts are still needed to enhance availability and support for all students in art education (Menéndez-Pidal et al., 2019).

Table 3
Summary Table on Art Education Teaching Strategies

Indicators	WM	VI	Rank
Classroom interaction and student engagement	2.98	Agree	3
Personalized teaching and learning support	3.10	Agree	2
Technology application and innovative teaching	3.21	Agree	1
Composite Mean	3.10	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents a detailed summary of the teaching strategies evaluated in this study, indicating a composite mean score of 3.10, which is interpreted as "Agree." This score reflects a generally positive perception among respondents regarding the effectiveness of the teaching approaches employed, with a specific emphasis on the integration of innovative technology, personalized learning methods, and enhanced classroom interaction to elevate the overall educational experiences for students. The effective use of technology enables teachers to facilitate dynamic, collaborative, and exploratory learning activities, ultimately fostering deeper understanding, critical thinking, and creativity among their students.

The highest-ranked indicator, "Technology application and innovative teaching," received a weighted mean of 3.21, indicating strong agreement among respondents regarding the effectiveness of integrating technology into teaching practices. This suggests that educators recognize the immense potential of technology to enhance student learning experiences. The effective incorporation of technology allows educators to facilitate more dynamic, collaborative, and exploratory learning activities, ultimately fostering deeper understanding, critical thinking, and creativity among their students. In addition to the integration of technology, the study also highlights the importance of personalized learning strategies and improved classroom interaction in enhancing the quality of teaching and learning. Personalized approaches allow educators to tailor instruction to individual student needs, while increased classroom interaction and student engagement foster a more active, participatory learning environment. These strategies are perceived as crucial in stimulating student motivation, enhancing their overall academic performance, and cultivating a deeper appreciation for the subject matter.

This finding aligns with recent research emphasizing the transformative impact of technology-enhanced teaching on student engagement, knowledge retention, and overall academic performance (Ahmad et al., 2021). Recent research supports the significance of technology in education. According to a study by Huang et al. (2021), integrating technology in teaching not only enhances student engagement but also fosters creativity and critical thinking. The study emphasizes that effective use of technology can lead to improved learning outcomes, aligning with the findings from this survey that highlight the positive perception of technology application in teaching strategies (Bhat, 2023).

The lowest-ranked indicator is "Classroom interaction and student engagement," which received a weighted mean of 2.98, interpreted as "Agree." While this score reflects a general agreement with the effectiveness of strategies aimed at fostering interaction and engagement, its ranking as the lowest among the indicators suggests that there may be some concerns regarding the depth and quality of these interactions in the classroom. This may indicate that although educators make efforts to engage students, there is potential for enhancing the specific methods and techniques used to promote more meaningful, interactive, and student-centered learning

experiences. Improving the quality of classroom interaction and student engagement could lead to increased student motivation, participation, and deeper understanding of the subject matter, ultimately enhancing the overall effectiveness of the teaching and learning process. Literature indicates that effective classroom interaction is critical for student engagement and learning. According to a study by Johnson et al. (2019), active engagement through interactive teaching methods significantly improves student motivation and academic performance. However, in some instances, several educators may struggle to implement such methods consistently (Bergdahl et al., 2019). This finding resonates with the results of this study, suggesting that while classroom interaction is valued, there is a need for ongoing professional development to enhance the effectiveness of engagement strategies employed in the classroom (McCarthy et al., 2022).

Table 4*Relationship Between Art Education Innovative Management and Teaching Resources Integration*

Teaching Content and Course Design	r-value	p-value	Interpretation
Access	.932	0.000	Highly Significant
Quality Assessment	.936	0.000	Highly Significant
Effectiveness and Sustainability	.840	0.000	Highly Significant
Teaching methods			
Access	.860	0.000	Highly Significant
Quality Assessment	.929	0.000	Highly Significant
Effectiveness and Sustainability	.735	0.000	Highly Significant
Student support and development opportunities			
Access	.921	0.000	Highly Significant
Quality Assessment	.919	0.000	Highly Significant
Effectiveness and Sustainability	.876	0.000	Highly Significant

Legend: Significant at p -value < 0.05

Table 4 displays the association between Innovative Management of art education in Chinese art colleges and Integration of Art Educational Resources. The computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the Innovative Management of art education in Chinese art colleges, the better is the Integration of Art Educational Resources. Result indicates a highly significant relationship between the innovative management of art education and the integration of art educational resources across various dimensions: teaching content and course design, teaching methods, and student support and development opportunities. The high r-values (ranging from 0.840 to 0.936) suggest a strong positive correlation, meaning that as innovative management practices improve, the integration of educational resources also enhances significantly. The consistently high r-values indicate that effective management strategies in art education, such as curriculum design, resource allocation, and pedagogical innovation, directly influence how resources are integrated into educational practices. The fact that all aspects measured (access, quality assessment, and effectiveness and sustainability) show highly significant relationships reinforces the idea that innovative management plays a critical role in optimizing educational resources. Recent literature supports these findings. For instance, Zhao et al. (2022) argue that effective management in educational settings fosters a culture of resource sharing and collaboration among educators, leading to more cohesive and innovative teaching practices. Additionally, Wang et al. (2021) highlight that innovative management in higher education enhances the accessibility and quality of educational resources, which aligns with the significant correlations.

Table 5*Relationship Between Art Education Innovative Management and Teaching Strategies*

Teaching Content and Course Design	r-value	p-value	Interpretation
Classroom interaction and student engagement	.891	0.000	Highly Significant
Personalized teaching and learning support	.704	0.000	Highly Significant
Technology application and innovative teaching	-.300	0.000	Highly Significant
Teaching methods			
Classroom interaction and student engagement	.839	0.000	Highly Significant
Personalized teaching and learning support	.639	0.000	Highly Significant
Technology application and innovative teaching	-.283	0.000	Highly Significant

Student support and development opportunities			
Classroom interaction and student engagement	.896	0.000	Highly Significant
Personalized teaching and learning support	.640	0.000	Highly Significant
Technology application and innovative teaching	-.410	0.000	Highly Significant

Legend: Significant at p -value < 0.05

Table 5 displays the association between Innovative Management of art education in Chinese art colleges and Teaching Strategies. The computed r-values indicate a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the Innovative Management of art education in Chinese art colleges, the better is the Teaching Strategies. Data reveals a significant correlation between the innovative management of art education and teaching strategies, with r-values ranging from 0.639 to 0.891 across various indicators. This suggests that when art colleges embrace innovative administrative and organizational practices, it directly correlates with and enables more effective teaching strategies in the classroom.

As to the teaching Strategies, there is a high r-values for classroom interaction and student engagement indicate that innovative management practices are effective in creating engaging learning environments. This is particularly important in art education, where interactive and hands-on experiences are crucial for student learning which are essential for cultivating creativity, technical skills, and deep understanding among students.

As to the Negative Correlation with Technology Application, there is a negative correlation with technology application (r-values of -0.300 and -0.283) suggests that while management may foster other teaching strategies, it could also highlight challenges in effectively integrating technology into the curriculum. This could stem from a lack of resources or inadequate training for educators. This suggests that while improvements in overall management may enhance other teaching strategies, colleges may still struggle to seamlessly integrate technology into the curriculum. This could be due to a lack of resources, inadequate training for faculty, or challenges in adapting traditional art teaching methods to emerging digital tools and platforms. Addressing these technological integration challenges will be an important next step in fully leveraging innovative management practices to enhance the quality and relevance of art education. These findings align with research by Chen et al. (2021), which emphasizes the importance of adaptive teaching strategies in art education. They argue that innovative management can lead to enhanced engagement and support for personalized learning. However, the challenges with technology integration echo concerns raised by Huang et al. (2023), who found that institutions often struggle to balance traditional art teaching methods with the demands of modern technology.

Table 6

Relationship Between Art Education Teaching Resources Integration and Teaching Strategies

Access	r-value	p-value	Interpretation
Classroom interaction and student engagement	.896	0.000	Highly Significant
Personalized teaching and learning support	.747	0.000	Highly Significant
Technology application and innovative teaching	-.439	0.000	Highly Significant
Quality Assessment			
Classroom interaction and student engagement	.855	0.000	Highly Significant
Personalized teaching and learning support	.644	0.000	Highly Significant
Technology application and innovative teaching	-.386	0.000	Highly Significant
Effectiveness and Sustainability			
Classroom interaction and student engagement	.819	0.000	Highly Significant
Personalized teaching and learning support	.571	0.000	Highly Significant
Technology application and innovative teaching	-.475	0.000	Highly Significant

Legend: Significant at p -value < 0.05

Table 6 displays the association between Integration of Art Educational Resources and Teaching Strategies. The computed r-values indicate a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the Integration of Art Educational Resources, the better is the Teaching Strategies. Findings on table 6 presents a highly significant relationship between the integration of art educational resources and teaching strategies, with r-values indicating

a strong correlation across access, quality assessment, and effectiveness and sustainability.

The strong positive correlations for classroom interaction and student engagement ($r = 0.896$) and personalized teaching support ($r = 0.747$) suggest that as the integration of resources improves, so do teaching strategies. This indicates a synergistic relationship where enhanced resources lead to more effective teaching practices.

Similar to Table 5, the negative correlations regarding technology application (r -values of -0.439 , -0.386 , and -0.475) imply that while other areas benefit from resource integration, technology use may be lagging, reflecting a potential gap in effective training or access to necessary tools. The findings reinforce the conclusions of Lin et al. (2022), who argue that effective resource integration is critical for enhancing teaching strategies, especially in the context of art education. They suggest that institutions need to focus on providing both resources and training to ensure educators can effectively utilize these tools in their teaching. Furthermore, the negative correlations regarding technology usage reflect ongoing challenges in integrating new tools into traditional teaching methods.

Table 6
Proposed Professional Development Program for Chinese Primary Art Education Teacher

KRAs/ Objectives	Program/ Strategies	Success Indicator	Person Involved
I. Art Education Innovative Management 1.1 Teaching Content and Course Design <i>Objectives:</i> <i>To Improve the use of technology and innovative teaching methods</i>	Program Name: ART ED PLUS: Conduct workshops on the latest educational technologies (e.g., digital tools, online platforms) Provide ongoing technical support for educators Invest in upgrading technological infrastructure (Wi-Fi, smart boards) Facilitate peer-sharing of best practices for technology-based teaching	Increased teacher satisfaction and professional growth by 80% Increased student engagement and motivation in art classes by 80% Improved student performance in art assessments by 80%	College administrators, IT department, faculty members Educational technology experts, faculty
II. Art Education Teaching Resources Integration 2.1 Access <i>Objectives:</i> <i>To ensure the effective and sustainable use of art educational resources</i>	Program Name: Tools for Creativity Audit existing educational resources to evaluate effectiveness Develop a system for resource monitoring and maintenance Encourage the use of digital art resources to reduce physical wear Implement recycling and resource-sharing programs to optimize usage	Increased availability of high-quality art resources by 80%. Improved organization and management of art resources by 80%. Equitable access to art materials and equipment for all students. Increased use of digital resources in art education 80%. Improved student engagement and achievement in art by 80%.	College resource managers, faculty members Curriculum developers, library staff, sustainability team
III. Art Education Teaching Strategies 3.1 Classroom Interaction and Student Engagement <i>Objectives:</i> <i>To enhance personalized teaching and learning strategies</i>	Program Name: Creative Classroom Provide training on differentiated instruction and adaptive learning tools Encourage small-group or one-on-one tutoring sessions Implement learner assessments to identify student needs early Develop student-centered teaching approaches to better address individual challenges	Increased student engagement and motivation in art classes by 80% Improved student creativity and problem-solving skills Development of positive attitudes towards art and culture Increased student confidence in their artistic abilities Higher levels of student achievement in art assessments	Faculty members, instructional coaches Student support services, academic advisors

4. Conclusions and recommendations

Respondents generally agreed on all the items under innovative management in art education. Key indicators such as teaching content and course design, teaching methods, and student support and development opportunities—emphasized aspects that shaped their overall positive perception of innovative management. In

terms of art education teaching resources integration, majority of the respondents agreed on all the indicators. Items like access, quality assessment, effectiveness, and sustainability were seen as crucial to understanding the overall value and perception of these resources. The respondents reflected a positive response on art education teaching strategies. They particularly appreciated the integration of innovative technology, personalized learning, and improved classroom interaction, which contributed to enhanced educational experiences for students. There exists a highly significant relationship among the three variables. This implies that innovative management practices can significantly influence the effective integration of teaching resources and the implementation of effective teaching strategies. This inter-connectedness highlights the importance of a holistic approach to art education in Chinese primary schools. A professional development program for Chinese primary arts schoolteachers was proposed.

The academic administrators and faculty development coordinators may develop and implement professional development programs that cater to the diverse profiles of educators, particularly focusing on younger teachers with advanced degrees. These programs may address innovative teaching methods, classroom engagement strategies, and the effective integration of educational resources to foster a supportive learning environment. The institutional leaders and policy makers may prioritize the allocation of resources that support innovative management practices. This includes investing in technology, educational materials, and infrastructure that enhances the teaching and learning experience. Streamlining resource management can lead to more effective integration and utilization of these resources in the classroom. The art educators and curriculum designers may encourage collaboration among educators to develop and share best practices for teaching strategies. This can be achieved through workshops, peer observation programs, and collaborative teaching initiatives, fostering a culture of continuous improvement and shared learning. The faculty and student support services may encourage the adoption of student-centered learning approaches that prioritize classroom interaction, personalized learning support, and engagement. The proposed professional development program may be tabled for discussion, implementation and evaluation for continuous improvement. Future researchers may conduct further studies on the effectiveness of teaching strategies and educational management practices. This can help identify emerging trends and challenges in art education, allowing for timely adjustments and innovations that meet the needs of educators and students alike.

5. References

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