



Perspectives of UAE Secondary Art Teachers on the Implementation of a New Art Curriculum

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ABSTRACT

Objective: This study examined the perspectives of art educators on a novel art curriculum for secondary schools and its prospective impact on students' creativity and economic development. The study investigated the level of institutional support for the art curriculum, students' and non-art educators' understanding of art, and the influence of art integration on academic performance in other disciplines. **Methodology:** The investigation utilized both qualitative and quantitative approaches. Using a quantitative survey and qualitative semi-structured interviews, the study employed a mixed-methods approach to obtain a deeper understanding of the experiences and perspectives of art educators.

Results: The ethical considerations were addressed by obtaining informed consent and revealing the study's purpose. The preponderance of educational institutions supported the art curriculum. According to art instructors, the art curriculum displayed positive inter-disciplinary outcomes. Additionally, the study disclosed that inadequate resources impeded the plan's execution. The findings suggest that future research should increase the sample size and include individuals from diverse cultural contexts to comprehend art curricula implementation better. **Implications:** The objective is to prioritize resource constraints and identify strategies to resolve them. Implementing an art curriculum in secondary schools can potentially improve students' creativity and academic performance. The statement emphasizes the significance of allocating sufficient resources to resolve the obstacles in art education. Educational institutions can utilize art curricula to promote holistic education and facilitate artistic growth.

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Introduction

According to the United Arab Emirates (UAE) Vision 2021, education is vital to national development and the finest investment for the youth (Alhosani, 2022; Livsey, 2019). The UAE vision 2021 attempts to ensure that the education systems equip students with the relevant critical skills for the contemporary world. Incorporating the arts into the curriculum is crucial for developing language, motor, risk-taking, creativity, social skills, and decision-making in children and learners (Graciano et al., 2022). Moreover, the incorporation of art subjects in schools is necessary to effectively teach colors, balance, perspective, and composition (Boice et al., 2021). Additionally, arts improve the visual and dynamic presentation of subjects and work by educators and instructors. It is a vital cultural component because it fosters student creativity and innovation (Dong, Zhu, & Li, 2021). In addition, introducing and implementing arts as a subject in school curricula encourage students to change their perspective on the world, their environment, and themselves (Alam, 2022b; de Assumpção & Neto, 2020). assert that despite the importance and influence of the arts in education, many school curricula have yet to embrace the implementation of the subject. However Bleazby (2020), asserts that most educators fail to take the field seriously and that many instructors still lack knowledge of how to implement the subject of art in education effectively. Pavlou (2020) acknowledges that the presence of new and emerging technologies in the arts has increased opportunities for integration, equity, and the introduction of arts education in institutions.

The vision of UAE 2021 has resulted in significant curriculum enhancements, which have led to the incorporation of art in schools to broaden students' educational paths and enhance their creativity and skills. According to Aboud (2023), the UAE's Ministry of Education (MOE) intends to combine the arts and scientific streams in the country's education system to aid teachers in embracing and implementing the subject in schools. However, despite the government's efforts to promote art implementation in schools, art instructors face challenges each year as schools and administrators place new demands on them to deliver the best skills to students. According to Belbase et al. (2022), many instructors in different schools in the UAE have encountered difficulties implementing art due to the limited establishment of skills across the country, with many schools emphasizing math and science subjects.

Due to its unwavering commitment to cultivating its human capital, the UAE has made significant strides in developing and improving its education system over the past decade. To expand the range of subjects taught in secondary schools to include the arts, the UAE has established a comprehensive education system that serves students from various backgrounds. Using different theoretical models Pedretti and Nazir (2011), attempted to explain that incorporating arts education into the classroom environment can significantly impact students' cognitive development, especially in the areas of creativity and critical thinking (Bean & Melzer, 2021). In addition, they have determined that exposure to the arts facilitates the formation of individual identities among students. They argued that art students could cultivate their individuality, increase their understanding of diverse societies, and express their creative abilities within this unique setting. Following this, the Ministry of Education in the United Arab Emirates (UAE) has developed a novel art curriculum to provide students with a visually enriching and stimulating education, considering the benefits of such an approach (Sbai, 2020). The curriculum has been

designed in such a way that it anticipates the inclusion of pedagogy in drawing, painting, sculpting, digital art, and art history within the upcoming art curriculum, which will prioritize the enhancement of students' artistic skills, their comprehension of art, and their ability to value art, and heterogeneity and progressive objectives are manifested in the educational program's emphasis on conventional and contemporary modes of artistic manifestation (Scheffler, 2007).

The new art curriculum's success depends on the educators' perspectives and dispositions who will be tasked with its implementation, as they are crucial to its efficacy (Bransby & Rawson, 2020). The curriculum anticipates that the efforts of art instructors will significantly facilitate the enhancement of students' artistic proficiency, the amplification of their creative faculties, and the enhancement of their aesthetic discernment. Accordingly, UAE policymakers believe that understanding the perspectives held by art educators regarding integrating the recently introduced art syllabus is essential for ensuring its efficacy. Therefore, the authors of this study contend that a comprehensive analysis of the perspectives held by art educators is the most effective method for understanding the cognitive and affective dispositions of art educators toward the novel curriculum. In the meantime, the study argues that by actively listening to art teachers, policymakers and curriculum planners can effectively address art educators' challenges, equip them with the necessary resources and training, and align the art curriculum with the aspirations and objectives art teachers have for their students. In addition, the authors believe that collaborative efforts can result in the improved implementation of the recently introduced art curriculum and the establishment of favorable conditions that encourage the development and appreciation of artistic pursuits among high school students in the UAE.

Consequently, this study aims to investigate the perspectives of art teachers employed in secondary educational institutions in the United Arab Emirates regarding implementing the recently implemented art curriculum. Using questionnaires, interviews, and focus groups as research methodologies, this study seeks to collect art educators' perspectives and recommendations regarding improving art education curricula. It is anticipated that the results of this study will be extremely useful in developing and improving a new art curriculum, ensuring its alignment with art instructors' expectations and facilitating students' academic progress to the greatest extent possible. A sequential exploratory mixed-methods design was used to investigate the arts curriculum implementation and the perspectives and challenges of instructors. In particular, the following research queries will direct the research:

- How do art teachers view the implementation of the art curriculum in all schools?
- What challenges or barriers do art teachers face in implementing the new curriculum effectively?
- What are the similarities and differences between the qualitative and quantitative results?

Literature Review

Art has become an integral part of the new school curriculum, complementing other subjects. For example, according to the research conducted by Awofala and Sopekan (2013), the Arts were essential subjects in Nigerian junior secondary schools. Despite their significance, art classes are elective in senior secondary institutions; the government has

authorized the education system to include and implement the arts curriculum. According to Babangida and Mustapha (2022), the government emphasizes the diversification of curricula to accommodate the talents of their various individuals and to ensure that Nigerian schools offer adolescents the chance to acquire a quality education. According to Erima (2021), the Kenyan secondary school curriculum includes art and design as vocational subjects. Despite the importance of art subjects to economic growth, their implementation could have been improved due to a decline in the number of students pursuing them. In addition, integrating the creative arts curriculum, which includes Visual Arts, Music, and Drama, seeks to promote the skills and talents of today's and tomorrow's youth (Demchenko et al., 2022; Hughes et al., 2022). Implementing the art curriculum necessitates highly resourceful instructors who can recognize the curriculum's benefits from the beginning to the end. The education system has been restructured to ensure the art curriculum is effectively implemented nationwide. For instance, recent studies on Art and Design curricula in Kenya have primarily concentrated on specific art topics (Florence, 2020).

The study discovered that the Kenyan art curriculum allows students to share their ideas and skills through group activities and local communities. Due to the students' inadequate selection of Art and Design courses, the authors suggest that schools establish career counseling departments to encourage students who are talented in arts activities to enroll in arts courses. For the United Arab Emirates to be successful in developing and implementing art curricula, they must shift from a textbook-centered to a practical approach (Ibrahim, 2023). Teachers should have rigorous art education fundamentals (Alam, 2022a). Poor formulation and implementation of art curricula in the United Arab Emirates have discouraged students from enrolling in art classes (Zrekat & Al-Sohbani, 2022). The UAE's education authority should implement comprehensive arts curriculum development. Since the introduction of art as a subject in schools, it has been difficult for art teachers to satisfy the high expectations and requirements of schools and administrators.

Prior to the introduction of the art subject, the most important subjects were mathematics and the natural sciences, which have sufficient personnel compared to the newly introduced art subject (Belbase et al., 2022). Additionally, their limited skills make it difficult for the implementation to be simple. According to Churiyah et al. (2020), implementing art as a subject in all institutions necessitates additional resources. With a large number of students to be served by a limited number of trained art personnel, it becomes difficult to achieve efficiency due to the strain on personnel resources (Hester, Bridges, & Rollins, 2020). Art teachers also encounter demands from the school and administration, which adds to the stress of an already overworked staff. The lack of art skills, coupled with an increase in the number of students interested in art-related disciplines, strains the available trained personnel and diminishes the effectiveness of the art learning process (Puleh et al., 2023). Therefore, the integration of art subjects is hampered by lacking skills and trained personnel to serve many art education students.

Numerous prior studies have discovered that classroom exposure to the arts can result in significant improvements in students' creative and critical thinking abilities, as well as their capacity to establish and express their identities most effectively and efficiently (Al-Samarraie, Shamsuddin, & Alzahrani, 2020; O'Reilly, Devitt, & Hayes, 2022; Wannapiroon & Pimdee, 2022). The United Arab Emirates (UAE) recognizes the significance of the arts

and has taken measures to include them as a subject in secondary school curricula. The successful implementation of the new art curriculum depends on the alignment of art instructors with the goals and objectives of the curriculum. This research seeks to conduct a comprehensive literature review on art educators in the United Arab Emirates, focusing on their perspectives on a proposed art curriculum for secondary schools in the region. This will be accomplished by conducting a comprehensive literature review. By identifying sites of convergence and divergence, as well as recurring patterns and gaps in the existing scholarship, the present analysis aims to elucidate potential avenues for future research on this subject.

The degree to which art educators approve of the innovative art curriculum will likely significantly impact the program's overall effectiveness. Numerous studies have been conducted to examine the perspectives of art educators on various art pedagogy-related topics. These investigations have yielded significant insights into the realities and goals of the field. Liao's (2019) study sought to examine the perspectives of art educators in the United Arab Emirates regarding incorporating art into the academic context.

Ashour, El-Refae, and Zaitoun (2021) conducted a study to examine the perspectives of art educators in the United Arab Emirates on the program's current status. The survey results indicate that art educators believe the current curriculum places too much emphasis on technical proficiency while ignoring the development of creative self-expression. Individuals desired an innovative educational structure to facilitate students' participation in more open-ended creative practices. In addition, they intended to diversify the range of artistic subgenres that students are exposed to, giving them a greater variety of options with which to experiment.

Art educators face various challenges and obstacles in their daily professional activities, frequently affecting their perspectives on the most effective approaches to adopt when implementing a new art curriculum. Belbase et al. (2022) conducted research that revealed that art educators in the United Arab Emirates (UAE) face significant obstacles due to a shortage of resources, such as art materials, equipment, and facilities dedicated to artistic production. The incapacity to provide an all-encompassing art education was attributed to a lack of resources.

A widely held opinion was that time constraints presented a formidable obstacle. According to Calderón-Garrido and Gustems-Carnicer's (2021) study, visual arts educators frequently experience frustration due to insufficient time to cover the intended material with their students. Educators in art have expressed concerns regarding the availability of continuing education opportunities and mentoring programs. According to the findings of Karlberg and Bezzina's (2022) study, a significant proportion of educators recognize the need for continuous training to maintain and improve their pedagogical approaches and stay abreast of developments in the arts. Inadequate proficiency in incorporating technology into the instructional framework constitutes a significant challenge for contemporary art education.

Also evident was the significance of receiving support from the school's administration and other relevant stakeholders (Salas, 2019). Experts in art education have emphasized the significance of the school community recognizing the value of art education and providing the necessary resources.

The educators in the visual arts demonstrated the capacity to surmount obstacles and recognize the potential inherent in the revised art curriculum. According to research conducted by [MacDonald et al. \(2019\)](#), art educators believe a novel curriculum can enhance their students' creativity, critical thinking skills, and cultural awareness. The individuals emphasized the significance of a curriculum that allows students to engage in various artistic practices, learn about the historical development of art, and express themselves creatively.

Educators viewed the implementation of the art program as a means of fostering children's personal and social development. It was hypothesized that encouraging children's creative self-expression could contribute to the growth of a stronger sense of self-acceptance. When asked about the novel art curriculum, many educators are predominantly concerned with student engagement and academic success. [Alneyadi et al. \(2023\)](#) conducted a study in the United Arab Emirates to examine the effect of arts exposure on academic achievement, motivation, and interest. This study's results suggest that students exposed to the arts experienced positive effects. According to experts in the field of visual arts education, the newly implemented curriculum provides students with more opportunities to engage in critical and creative thought. [Liu and Pásztor \(2022\)](#) discovered that implementing a new art curriculum in the United Kingdom significantly improved students' critical thinking and creative development. The above findings prove that a curriculum centered on the arts may positively affect students' motivation and academic performance.

All relevant stakeholders must collaborate and support the implementation of a new art curriculum for it to be successful. According to research, cooperation among arts educators, educational institution administrators, decision-makers, and the broader community is most important.

[Pak et al. \(2020\)](#) investigated the implementation of the art curriculum in Pakistani schools and discovered that effective collaboration between art instructors and school administrators is essential. The study's results indicate that the degree of administrative support art teachers receive significantly impacts their perception of the curriculum.

Methodology

3.1 Research Design

The design of this research will be exploratory sequential mixed methods. The phenomenology method is investigated qualitatively and is an integral part of the research analysis because the study involves human emotions. As noted by [Kumatongo and Muzata \(2021\)](#), exploratory mixed methods are crucial when a researcher needs to devise and test an instrument for identifying essential variables to study quantitatively when the variable is unknown and unknown variables are to be analyzed quantitatively. Moreover, according to some researchers, the mixed methodology is appropriate for generalizing results to various groups, accurately testing aspects of emerging classifications or theories, critically investigating a phenomenon, and then measuring its prevalence ([Kim, Capellan, & Adler, 2021](#)).

3.2 Sampling techniques and sample size

This study's participants were selected based on their availability and inclination to participate, which is a primary characteristic of convenience sampling. Consequently, four art teachers were purposefully chosen for this study to suit the research design as a phenomenon study and answer research questions. Two were visual art teachers, one Arab and one expert from a secondary school in Al Ain, United Arab Emirates, while the remaining two were drama and music instructors. Quantitative participant selection for an art curriculum data collection comprised 124 teachers, including 94 art teachers for art drama and music subjects and 30 teachers who teach non-art or non-art-related subjects. Since all participants are art instructors, their perspectives and experiences are the primary criteria for this phenomenon study (Table 1).

Table 1

Study Sample

Case Processing Summary			
		N	%
Cases	Valid	118	95.2
	Excluded	6	4.8
	Total	124	100.0

3.3 Research instruments

Interviews and surveys will serve as the primary research methods for this study. The interview will play a crucial role in assisting researchers in exploring the perspectives of secondary school art teachers regarding implementing the new secondary school art curriculum. A survey will aid in acquiring quantitative data that will help determine the extent to which the art curriculum is implemented in schools and quantify the various perspectives. Regarding the interviews, the structure was used to investigate the participants' views on their art curriculum implementation. The interview consisted of four main inquiries, of which one was written, and three were oral. Following Kvale and Brinkmann's (2009) seven phases of planning, the researcher interviewed as follows:

- a. Thematising of the interview study.
- b. Designing and structuring the interview following its purpose.
- c. Interviewing by this point, participants should know about the purpose of this study.
- d. Transcribing interview responses for analysis.
- e. Analysis through the integration of the purpose of this study.
- f. Verifying and asserting the validity of the knowledge generated from these interviews.
- g. Reporting and communicating the main findings from interviews being conducted.

The purpose of the survey is to assist in collecting quantitative data that will supplement the findings acquired through an interview to come to a mutually agreeable conclusion regarding the implementation of the art curriculum. The collection of queries shall be created online using Google forms.

Reliability of the instruments

The reliability of the data collected was established using Cronbach's alpha (Table 2). The data had a Cronbach alpha value of 0.823 which implied it had a good reliability score and, therefore, statistically viable for any statistical analysis.

Table 2

Reliability Statistics of Data

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.823	20

Qualitative Analysis Phase 1

1. Importance of art curriculum

According to those interviewed, implementing an art curriculum considerably enhances the learning and comprehension of other subjects. When incorporated with other disciplines, the art curriculum fosters creativity among students. Learners must have a deeper understanding of and proficiency with art. One respondent made the following observation:

Mary: "Understanding and learning any arts is essential to me, and I am very passionate about ensuring learners across all ages have access to this. I think art, in particular, is a very beneficial skill and a positive, creative outlet. The transferable skills learned place learners in a powerful position for employment and further educational opportunities. The focus, engagement, and creativity can be used across a wealth of other subjects, and in particular, I feel the more visual and kinesthetic learners can benefit from this majorly."

I think the detail and skill required in the art can be used in other lessons, and having more substantial art knowledge and skills is imperative for learners of this day and age".

2. Integration of art curriculum

The majority of institutions in the UAE support implementing the art curriculum, according to the findings. There was an allocation of time for art disciplines in the school schedules of the visited schools. When there are art activities, the institutions make time for students to participate in art activities. Following is what one of the respondents had to say,

Mary: "There is an array of different levels of support across the UAE's implementation of the art curriculum. I have worked in schools across Al Ain, Abu Dhabi, and Dubai, and the road has been a mixed response as to implementing the curriculum to align with the requirements of the MOE. The art teachers are usually full-time and are employed to successfully educate the girls in art".

Art displays are often put up in schools showing off learners' work. Girls have also been known for art competitions and have their work in external venues.

Hind: "Yes, they support implementing the art curriculum they provided in the timetable."

It was also found that students and non-art teachers should understand art. Art activities are essential for art students because it enables them to establish skills and

knowledge significant for economic activities. The research further found that girls love to draw and mostly show passion for the subjects.

Muna: "For example, doing a collaborative class among art curriculum teachers and the subject teachers, or we do a song to integrate the Arabic or the theme with the other subject to understand the idea delivered to the student."

Salma: "From the activities, the teachers and students will understand art well."

3. Problems and challenges associated with the integration of the art curriculum

In addition, the research uncovered numerous obstacles to implementing the art curriculum. Some interviewees asserted that the lack of adequate resources hinders the implementation of the art curriculum. The obstacles were additional art textbooks, qualified art instructors, and financial constraints.

Mary: "I think there are many obstacles to implementing the art curriculum. First, I think the lack of resources is a huge hindrance. Art is a varied subject that requires learners to access a wealth of resources to enrich their experience. However, due to budget and money being placed in other areas, art is often not at the forefront of the schools' minds.

Secondly, a lack of passion from teachers is another obstacle. Some learners are very passionate and thrive in art sessions, but sometimes the teachers need help with old teaching methods, show reluctance to develop them, and keep up to date with new theories/practices.

Thirdly time management is another obstacle. The 45-minute periods are concise as it is. By the time the class is in the correct place and ready to start, there are often only 30 minutes of a session remaining. Over a long time, with this issue continuously happening, the girls are missing out on valuable time within art lessons".

Quantitative Analysis Phase 2

1. Demographic information of respondents

Table 3

Demographic Data of the Study

	Valid	Frequency	Percent (%)	Valid Percent	Cumulative Percent
Age	22-27	2	1.6	1.6	1.6
	28-35	23	18.5	18.5	20.2
	36-45	62	50.0	50.0	70.2
	46-and above	37	29.8	29.8	100.0
	Total	124	100.0	100.0	
School-level the teachers	Elementary school	54	43.5	43.5	44.4
	High school	31	25.0	25.0	69.4
	middle school	37	29.8	29.8	99.2
	Middle school	1	.8	.8	100.0
	Total	124	100.0	100.0	
Teaching Subject	Drama	9	7.3	7.3	7.3
	Music	26	21.0	21.0	28.2
	other	32	25.8	25.8	54.0
	Visual art	57	46.0	46.0	100.0
	Total	124	100.0	100.0	

The demographic information regarding the age of the respondents is presented in Table 3. 1.6% of the participants in the study were aged 22 to 27 years, 18.5% were aged 28 to 35 years, 50% were aged 36 to 45 years, and 29.8% were aged 46 years and older. Also examined were the types of schools where the instructors taught. According to the findings, 43.5% of the teachers taught in elementary schools, 25% in secondary schools, and 29.8% in intermediate schools. Likewise, the subjects taught by the instructors were also evaluated. The study's findings indicate that 7.3% of the teachers taught drama, 21.0% taught music, 46.0% taught visual art, and 25.8% taught other subjects. The findings of this investigation are summarized in Table 4.

2. Importance of art curriculum

The study aimed to determine the respondents' perspectives on the significance of the art curriculum. Most teachers (M=4.07, SD=1.053) agreed that the art curriculum enables students to be creative and innovative. Supporting other teaching subjects (M=4.27, SD=0.914) and being essential for establishing scientific and technological development (M=3.9, SD=0.994) was also unanimously agreed upon. Regarding overall learning, teachers concurred that the art curriculum facilitates identifying and exploring students' talents (M=4.1, SD=1.007) and the development of economic-relevant skills and knowledge (M = 4.08, SD=0.82). Table 4 summarizes this information.

Table 4

Descriptive Statistics of the importance of Art Curriculum

Item	N	Minimum	Maximum	Mean	Std. Deviation
I1. I think Art Curriculum Enables students to be creative and innovative	124	1	5	4.07	1.053
I2. The art Curriculum Supports other subjects in the school	124	1	5	4.27	.914
I3. Art Curriculum establishes growth in science and technology	124	1	5	3.90	.983
I4. Caters for the talents that each student has	124	1	5	4.10	1.007
I5. Enables students to establish skills and knowledge significant for economic activities	124	1	5	4.08	.812

The study used a one-way analysis of variance to determine the statistical significance of prospective differences in the degree to which participants valued the arts. Younger educators (mean = 4.3, standard deviation = 0.70711) believe educating their students about the skills is of the utmost importance. The collected data suggest that relatively young educators concur (M=4.14, SD=0.8575) regarding the significance of incorporating arts education into their teaching practices (M=4.14, SD=0.8575). With mean scores of 4.05 and standard deviations of 0.9445, the 36- to 45-year-old age group exhibited a degree of agreement. In addition, educators older than 46 demonstrate accord regarding the significance of art education, with a mean score of 4.08 and a standard deviation of 0.8523. Analysis of variance (ANOVA) was conducted using a predetermined alpha value of 0.05 and a confidence level of 0.95. The statistical analysis revealed that the teachers' ratings by pupils of different ages did not differ significantly (p=0.952, p>0.05). The importance of art education for pupils of all ages was evident from the emphasis educators placed on it.

Based on the provided data, which includes mean (M) values of 3.963, 4.019, and 3.95 and standard deviation (SD) values of 0.8869, 0.9414, and 0.644, it can be concluded that teachers at all three educational levels concur that art education is of great significance. Based on the results of a variance analysis ($p=0.123$, $p>0.05$), it can be concluded that there are no statistically significant differences in teachers' perceptions of the importance of art education across grade levels ($p>0.05$). This suggests that teaching art to students at all academic levels is essential.

Based on the statistical analysis of a mean score of 4.67 and a standard deviation of 0.64, it is possible to conclude that drama educators agree that art education is indispensable. It can be inferred from the provided statistical data ($M=4.069$, $SD=1.067$) that music educators believe that exposure to the arts is an essential factor. Visual arts instructors reached a consensus ($M=4.07$, $SD=0.7166$) on the importance of offering art classes to their students. With a mean rating of 3.9625 and a standard deviation of 0.7975, art education is regarded as essential by educators from various disciplines. According to the analysis of variance, there were no significant differences between teachers' perceptions of the importance of art education based on the subjects they taught ($p=0.157$, $p>0.05$). This finding suggests that educators from various disciplines place a premium on exposing students to the arts.

3. Integration of art curriculum

On average, teachers favor incorporating art education into the general curriculum ($M=3.75$, $SD=1.253$). Most teachers ($M=3.85$, $SD=1.08$) agreed that art education should be included among the school's vocational subjects. Similarly, art education that fosters the skills and talents of young people determined that it should be incorporated into the school curriculum, which was supported by ($M=4.23$, $SD=0.918$). The teachers also agreed that art education should be resourceful and able to recognize the curriculum's general benefits ($M=3.85$, $SD=1.022$). Also, teachers agreed that art education should be required ($M=4.09$, $SD=1.075$). Table 5 summarizes this information.

Table 5

Descriptive Statistics of the Art should be part of the curriculum.

Item	N	Minimum	Maximum	Mean	Std. Deviation
1. I think the Art curriculum should be integrated into the general curriculum	124	1	5	3.75	1.253
2. Made one of the vocational subjects in school	124	1	5	3.85	1.080
3. Aimed at promoting the skills and talents of the youths	124	1	5	4.23	.918
4. Highly resourceful and capable of appreciating the advantages of the curriculum	123	1	5	3.85	1.022
5. Made compulsory in schools	124	1	5	4.09	1.075

Teachers of all ages were indifferent on whether the art curriculum should be integrated into the learning curriculum. The significance level for the ANOVA test was 5%, with a 95% confidence interval. The test revealed no statistically significant differences ($p=0.943$, $p>0.05$) in the teachers' perceptions of integrating art education across age groups. This suggests that the inclusion of art education in the school curriculum was optional, despite teachers agreeing that art education was essential.

Teachers at all grade levels were indifferent regarding whether the art curriculum should be integrated into the learning curriculum. The significance level for the ANOVA test was 5%, with a 95% confidence interval. The test revealed no statistically significant difference ($p=0.282$, $p>0.05$) in the teachers' perceptions of integrating art education across school levels. This suggests that, despite teachers' agreement that art education is essential, its inclusion in the school curriculum at all grade levels was optional.

Teachers across all subject areas were agnostic regarding whether the art curriculum should be incorporated into the learning curriculum. The significance level for the ANOVA test was 5%, with a 95% confidence interval. The test revealed, however, that there was no statistically significant difference ($p=0.083$, $p>0.05$) between the instructors' perspectives on integrating art education across their teaching subjects. A post hoc analysis could also be conducted to compare the perceptions of paired groups. This suggests that the inclusion of art education in the school curriculum was optional across all teaching subjects, despite teachers' agreement that art education was essential.

4. Problems of integrating art curriculum

Teachers concur, on average, that the art curriculum lacks adequate resources ($M=3.69$, $SD=1.083$). However, teachers are neutral on whether they need more pertinent knowledge to implement the art curriculum ($M=3.24$, $SD=0.967$) and whether pupils need access to dependable resources ($M=3.17$, $SD=1.018$). Similarly, perceptions regarding whether schools budget inadequately for the art curriculum were neutral ($M=3.41$, $SD=1.115$). In addition, instructors disagree that they need additional skills and strategies to influence students' art appreciation ($M=2.39$, $SD=1.28$). Table 6 summarizes this information.

Table 6

Descriptive Statistics of the Art education needs more resources.

Item	N	Minimum	Maximum	Mean	Std. Deviation
I believe the art curriculum Does not have sufficient resources	124	1	5	3.69	1.083
Lack of relevant information for implementing the art	123	1	5	3.24	.967
Students lack access to reliable resources	124	1	5	3.17	1.018
It is poorly budgeted in schools hence hindrance to its implementation	123	1	5	3.41	1.115
Art Teachers lack skills and strategies which impacts students' interest and demotivate them	121	1	5	2.39	1.280

An analysis of variance was conducted to determine whether there were statistically significant differences in teachers' perceptions regarding the problems associated with implementing art curricula based on their varying ages, school levels, and teaching subjects.

First, teachers of all ages were, on average, neutral regarding their perceptions of the difficulties associated with integrating the art curriculum. The significance level for the ANOVA test was 5%, with a 95% confidence interval. There was no statistically significant difference ($p=0.855$, $p>0.05$) between the teachers' perceptions of the difficulties associated with integrating art education across their various grade levels. This suggests that educators across all age groups were indifferent to the potential obstacles of inadequate funding, inadequate resources, and a lack of motivational skills among art instructors, which could impede the inclusion of art in the academic curriculum.

Second, there was a lack of agreement among educators regarding the difficulties of integrating the arts into their academic programs. Variance (ANOVA) analysis was conducted using a predetermined significance level of 5% and a 95% confidence interval. There was no significant difference ($p=0.924$, $p>0.05$) between the perspectives of educators at different grade levels regarding the challenges of incorporating art instruction. The findings indicate that educators at all levels of education were unconcerned about potential obstacles to integrating art into the curriculum. Inadequate funding and resources, inefficient budget allocation, and a lack of motivational skills among art instructors may be among these obstacles.

Educators specializing in drama, music, visual arts, and other related disciplines concur that difficulties in incorporating art into the academic curriculum pose an obstacle, with drama teachers expressing the strongest agreement. The significance level for the ANOVA test was 5%, with a 95% confidence interval. The test revealed a statistically significant difference ($p=0.01$, $p<0.05$) between the teachers' perceptions of the difficulties associated with integrating art education into their respective teaching subjects. This indicated that teachers of various subjects agreed that insufficient funds and resources, poor budgeting, and a lack of motivational skills among art teachers impeded the integration of the art curriculum, with drama teachers concurring the most.

5. Challenges of art curriculum integration

On average, teachers concur that courses are not given sufficient time ($M=3.52$, $SD=1.193$), and schools do not prioritize the art curriculum ($M=3.56$, $SD=1.177$). However, teachers were neutral on whether materials available to implement art curriculum were outdated ($M=3.09$, $SD=1.162$) and whether inadequate implementation and development of practices in the art subjects is a challenge ($M=3.12$, $SD=1.009$). Finally, teachers disagreed unanimously ($M=2.4$, $SD=1.287$) with the notion that they required additional training to teach art. Table 7 summarizes this information.

Table 7

Descriptive Statistics of the Art lessons are rushed

Item	N	Minimum	Maximum	Mean	Std. Deviation
I believe art curriculum Teachers are not well-trained to teach art	124	1	5	2.40	1.287
lessons are not given enough time	124	1	5	3.52	1.193
Schools don't take art curriculum seriously	124	1	5	3.56	1.177
Art curriculum materials are outdated and not interesting	124	1	5	3.09	1.162
There Are poor implementation and development practices in the art subjects	124	1	5	3.12	1.009

According to a consensus among educators of various generations, diverse impediments make it difficult for schools to incorporate art into their curricula. Analysis of variance (ANOVA) was conducted using a predetermined alpha value of 0.05 and a confidence level of 0.95. There was no significant difference ($p=0.756$, $p>0.05$) between teachers of different ages regarding the perceived difficulty of incorporating art education. This finding suggests that educators across all age groups view the difficulty of incorporating art into the curriculum as a significant obstacle.

Second, educators have a consensus that there is substantial opposition to incorporating art into the academic curriculum, primarily due to the inherent difficulties associated with its implementation at the institutional level. Variance (ANOVA) analysis was conducted using a predetermined significance level of 5% and a 95% confidence interval. The statistical analysis using a t-test revealed that instructors' perceptions regarding the difficulty of incorporating art into their classrooms did not differ significantly across grade levels ($p=0.704$, $p>0.05$). This indicates that educators viewed the difficulties associated with the art curriculum as an impediment to its implementation at all academic levels.

Educators from various disciplines concur that the complexity of incorporating art into the curriculum poses a significant obstacle to the success of this endeavor. This includes educators specializing in the performing arts, visual arts, and other academic fields. Analysis of variance (ANOVA) was conducted using a predetermined alpha value of 0.05 and a confidence level of 0.95. According to the findings of this study, there are significant differences ($p=0.04$, $p>0.05$) in the instructors' perspectives regarding the difficulties associated with integrating art education into various academic disciplines. According to the evidence presented, educators from various disciplines view the difficulties associated with incorporating art into their educational programs as a barrier to implementation.

Summary of findings

1. The importance of art

Different UAE institutions support the implementation of an art curriculum. In addition, various levels of support exist throughout the UAE for implementing educational art curriculums. In institutions such as Al Ain, Abu Dhabi, and Dubai, applying the curriculum to meet the requirements of the MOE is met with mixed reactions. According to [Onuora-Oguno and Ezeugwu \(2017\)](#), the Arts are essential subjects at Nigeria's junior secondary school level.

Because teachers in the UAE are employed full-time, they can effectively educate females in the art. Art displays are frequently hung in schools to demonstrate artistic proficiency. These collections were essential because they showed students' growth in art subjects.

2. Integration of art

To encourage females to enroll in art classes, they also participate in art competitions and exhibit their work in external venues. This demonstrates the tremendous support the UAE government and other relevant stakeholders provided to female students. Due to this support, the UAE has witnessed a significant increase in competent artists.

Teachers and students recognize the importance of art to society's economic and social development. Despite the lack of theoretical foundations, most students must still take art classes seriously. Therefore, art theory, an essential field of study, should be expanded. Unlike boys, females enjoy drawing and frequently exhibit a passion for art. If the art curriculum is implemented effectively, it will positively affect the female child ([Sunassee, Bokhoree, & Patrizio, 2021](#)). However, due to inadequate implementation, the girls' art knowledge was discovered to be at a fundamental level. Therefore, those instructors must provide more assistance. Implementing the art curriculum necessitates highly resourceful instructors who can recognize the curriculum's benefits from the onset to the conclusion.

Artistic ability is essential because it provides a constructive channel for creativity. When the learner's artistic skills are improved, they are in a strong position to pursue employment and further education. The development of art skills and knowledge increases the employability of students. Therefore, concentration, creativity, and engagement apply to various other disciplines. Visual and kinesthetic learners can benefit tremendously because the art curriculum can be integrated with other subjects. Consequently, integrating the art curriculum with the in-class activities and seminars on different subjects has created an opportunity for the success of the art curriculum.

3. Problems and Challenges in art curriculum implementation

However, there are obstacles, such as the need for more materials in some institutions and more information to implement the art in other materials. According to the study's findings, many institutions in the UAE lack art education resources. In UAE institutions, valuable resources such as textbooks and qualified art instructors should be included. Art is a practical subject that necessitates extensive resources for success. However, learners must have access to the resources required to enhance their learning experience. Inadequate school budgets are another barrier to implementing the art curriculum in the UAE (Massouti, Shaya, & Abukhait, 2023). Implementing the art curriculum in the UAE is also hampered by educators' need for more enthusiasm. According to the research findings, some students have a passion for art subjects and a desire to learn them, but their teachers sometimes need assistance with outdated teaching techniques. A second impediment to implementing the art curriculum is enhanced time management. It was determined that the 45-minute sessions were already concise. For instance, art class requires time to prepare for learning. Time management significantly impacts women because they waste vital class time. Thus, their artistic skill development is severely hindered.

Conclusion

The study's results highlight the necessity and difficulty of implementing art education in classrooms across the United Arab Emirates. Despite the significance of art-related subjects and the support of numerous interested parties, significant obstacles impede the incorporation of art education into the school curriculum. The study's findings focus on the significance of art education in developing students' skill sets and creative potential. The arts have the potential to positively influence both the personal and professional development of students, thereby contributing to their overall development. Both teachers and students recognize the significance of art education. To improve students' appreciation and comprehension of art, it is essential to emphasize the theoretical foundations.

Additionally, the study identifies several obstacles that must be overcome to implement an art curriculum effectively. Inadequate resources, including a lack of qualified art instructors and insufficient textbooks, impede the delivery of effective art instruction. To improve the quality of education, it is essential to resolve the disparities in students' access to educational resources. Incorporating an art curriculum is hindered by the inefficient allocation of resources, such as time and money, thus exacerbating the problem. Educational institutions must make adequate financial investments and employ effective time management to provide students with a comprehensive and well-rounded arts education. The research highlights the importance of having skilled and enthusiastic teachers who can effectively transmit the arts curriculum to their students. The provision of professional development opportunities and ongoing support for art

educators is a viable strategy for ensuring that students receive a high-quality art education. Educators are more effective at facilitating and directing the artistic development of their pupils when they have access to the necessary resources. Despite these obstacles, the study acknowledges the efforts made by the government of the United Arab Emirates and other relevant stakeholders to enhance art education. It is possible to demonstrate a commitment to nurturing the creative aptitude of students through extracurricular activities such as artistic competitions and public exhibitions of student artwork. Art in the classroom has been shown to have multiple positive effects on student achievement. For example, it provides opportunities for interdisciplinary learning and allows students to utilize a variety of learning approaches.

Recommendations

Several recommendations for teachers, curriculum developers, and researchers were established from the study. These recommendations were:

- **Teachers:** Get updated with advancements in arts to teach modern and much more relevant content.
- **Curriculum developers:** Include modern developments in art studies when developing the curriculum to make it more relevant and essential in equipping modern learners with current skills and lobby for policies that make art education compulsory in schools.
- **Researchers:** The research can be expanded to a larger sample and be done at different school levels (primary - high school). Participants from different nationalities can enrich the data about implementing an art curriculum.

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