

The Importance of Art Subjects Implementation in the Education System. Case Study in Jeddah, Saudi Arabia

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Abstract

The implementation of arts subjects in the school curriculum is pivotal subject which plays an instrumental part in the development of human beings in several ways such as: it enhances creative-thinking, motivation, critical thinking, communication capabilities, teamwork, confidence, develop well-prepared students with more knowledge about the diverse cultures and societal values along with norms and traditions, enabling them to attain long-term success. Art subjects defined as fine arts, clothing design, embroidery, textile art, dance, drama, music, and theater, media and industrial, visual as well as literary arts, and any artistic field. Quantitative and Qualitative research has been undertaken for this particular research in order to explore the phenomenon or answer the question regarding the importance of executing arts subjects in the school curriculum

A number of 312 respondents from Jeddah region in Saudi Arabia answered a questionnaire in regard to the importance of implementing strong art curriculum at schools, and several schoolteachers were interviewed. With regards to literature review and the questionnaire along with interview findings, it can be stated that the importance of implementing arts subjects' in the education system of Jeddah, Saudi Arabia would exist in developing various learning skills of the students and thereby lead to the progression of the region's economy as per the expectation level.

According to Nicola (2011), the advantages of using arts subjects in schools' curriculum contributes in exposing the respective students to the broad spectrum of academic disciplines and teaching them about the manner, in which they can think creatively as well as critically

The researcher recommends further studies in other parts of Saudi Arabia to evaluate the community acceptance and to promote a useful educational tools for generations.

1. Keywords:

Art programs, school curriculum, clothing ensembles, textile industry, creative thinking.

2. Introduction

2.1 Background

Arts is the subject of an education stream, which plays a decisive part in developing each of the human beings, living in today' s communities (Katy ISD, n.d.). It is believed that, the ones who had taken art as a subject and studied the same passionately in the past years, starting with Plato, have realized its significance in the modern education procedure. The importance of arts subjects' implementation in the education system of any specific region across the world contributes in making the life of a human complete (Katy ISD, n.d.). There are several major objectives of arts curriculum that eventually support the students to excel in diverse professional fields. Some of these objectives fundamentally embrace

developing critical thinking, creativity as well as communication capabilities (AQA, 2019; Adeniyi & Michael, 2016), nurturing artistic compassions skills, generating superior extent of cultural awareness and cultivating optimistic cultures along with behavioral attitudes of the pupils (Liberty Classical Academy, 2018). Apart from these, the other primary objectives of arts curriculum entails raising the enjoyment and the satisfaction level of the people in varied arts activities and compelling them to pursue an enduring interest specifically in this subject i.e. arts (Education Bureau, 2018).

2.2 Problem Statement

The focus of this particular study is to verify the roles played by art subjects' implementation and its importance in the education system of one of the cities of Saudi Arabia namely Jeddah. It is thus evident that the schools in Saudi Arabia offer students a limited classes of arts curriculum (Albadi, n.d.), as a result of which it may not be possible for them to improvise their critical thinking skills as per the desired level. It can be stated in this context that art education is not valued in Saudi Arabia (Alheezan, 2009). Thus, this identified issue is to be studied in order to understand the manner, in which teaching arts in the schools of Jeddah region belonging to Saudi Arabia can develop creative skills of the students and support them to pursue a better career in the future. Various significant aspects will be addressed through this specific research that comprises the aims of arts subjects in general, the teaching of these subjects in Saudi Arabia's Jeddah region and their importance in the education system as well as the future career of the students belonging to this particular region of the world.

2.3 Aim and Objectives

The aim of this particular research is to analyze the importance and the benefits of implementing art subjects in the education structure, thereby paying utmost attention to the Jeddah region of Saudi Arabia. As per this aim, **the below study objectives have been framed accordingly:**

- To evaluate the meaning of arts subjects in relation with the education system
- To assess the objectives of arts subjects in the education arrangement
- To determine whether the teaching of arts subjects is prevalent within the education process of Jeddah, Saudi Arabia.
- To investigate the significance of art subject's execution in Jeddah's education structure of Saudi Arabia

2.4 Research Question

Based on the above-formulated study aims and objectives, the following research question has been designed to draw valid inferences:

2.4.1 What is the importance of art subjects' implementation in the education system of Jeddah, Saudi Arabia?

2.5 Rationale

The given research holds immense importance for the students of the Jeddah region of Saudi Arabia, who are interested in pursuing a career in the arts field. Moreover, the study is also deemed as significant for those educational policymakers who intend to develop the

creativity and the critical thinking capabilities of the pupils through the promotion of teaching arts subjects amid the primary as well as the secondary students. Although earlier studies have already covered the issue identified for this research, a literature gap can be identified when determining the value and the implication of implementing art subjects in the education system of Jeddah region of Saudi Arabia. Since the education system has faced significant transformations in this modern-day context as compared to the earlier years, it can be anticipated that past researches have lost relevancy in justifying the identified study issue more critically. Thus, an attempt is made to obtain primary data by conducting a questionnaire survey with the respective art teachers along with the parents of the students belonging to the Jeddah region and interview with the individual psychologists. These have certainly helped in filling up the identified research gap by raising its future scope in the long run.

3. Literature Review

3.1 Concise Assessment of Art Subjects in the General Education System

According to Punzalan (2018), "Arts have long been considered part of the human affective experience and needed by our young people as a medium for safe expression, communication, exploration, imagination, cultural and historical understanding" (p. 121). It is vital for the people residing in any nation to comprehend each other's norms, traditions, and standards. Therefore, arts education can be duly considered as a way to attain this understanding (Punzalan, 2018). In relation to the study findings presented by Punzalan (2018), individuals might embrace diversity, share emotions and distinguish values in this present world through the help of arts education. Moreover, this particular education facilitates the educational institutions such as the schools located in diverse regions of the globe to deliver wider knowledge of ethics to the students and urge them to visualize communal realities, thereby understanding their own rights as well as responsibilities (Punzalan, 2018). Based on the observation made by Latta & Thompson (2011), art subjects are not only limited to dance, drama, music, and theatre, but also extends to media and industrial, visual as well as literary arts.

Latta & Thompson (2011) further stated that arts education has become an integral part of the modern education system as it provides the students with the opportunities to experience and construct knowledge along with developing skills related to solving any problem and paying respect to others. Thus, the intrinsic value of arts subjects' implementation in the modern education system exists in increasing communication amongst the students and the learners and generating shared meanings (Latta & Thompson, 2011). As per the observation made by Mahgoub (2015), it can be inferred that arts subjects play a valuable role in developing human experiences, as these have reinforced transformation within the individuals as well as the communities by reflecting any opinion and by responding to any condition successfully. According to Mahgoub (2015), formation, development, and maintenance of an effective arts education system along with its systematic execution are fundamental in terms of the creation and the advancement of creative citizens. It can hence be argued that arts-related subjects and their implementation in various schools, colleges or universities develop the contemporary education system by making a direct and a strong connection amidst the students and cultures, traditions as well as histories. This connection

eventually facilitates the students to gain a greater understanding about the distinct perspectives and values of the worldwide communities at large (Mahgoub, 2015). LaJevic (2013) thus inferred that despite the fact that the innovative advancements are witnessed in the modern learning or teaching systems by the introduction of digital learning, many schools throughout the globe still depends on text- books related to arts and other subjects. This eventually showcases illustrates the demand and the significance of including arts subjects in the contemporary education system.

3.2 Aims and Objectives of Arts Subjects Implementation in the Education Structure

The aim and objectives of arts subjects' implementation in modern education systems are manifold in nature. With regards to the study findings of Christophersen & Thorgersen (2015), the main aim of introducing and executing arts subjects in the school curriculum is to expose the students to diverse cultures and societal values along with norms and traditions. In order to achieve this aim, Christophersen & Thorgersen (2015) mentioned that the objectives such as developing the ability of the students contributes largely in enhancing their self-awareness along with their assertiveness towards any real phenomenon, thereby generating a greater level of awareness amidst these students regarding the roles played by visual elements in the societies that have been set. In addition, based on the observation made by Khan & Ali (2016), arts subjects and their implementation in the educational system of the modern schools, colleges or universities aim at developing cognitive along with perceptual capabilities of the students. This makes them proficient enough in taking up risks, solving crucial problems, entertaining creative thinking and ensuring complete utilization of the same for improving self-concepts as well as self- expression and even for cooperating with others (Khan & Ali, 2016). According to Denac & Čagran (2012), arts subjects hold the objectives of developing the motivation and the interest level of the students toward learning varied cultures of distinct communities of the world, thereby enhancing interpersonal associations, demonstrating higher degree of self-confidence and amplifying the ability of the pupil to resolve any issue from the base level.

The objectives of arts are manifold and can be visualized through a number of ways. It is in this context that the report of International Baccalaureate Organization (2014; p. 12) highlighted these ways as “ Demonstrate knowledge and understanding of the art form ”, “ Use knowledge to purposefully inform artistic decisions ” and “ Demonstrate application of skills and techniques to create art.” Apart from these, the arts ' objectives can also be visualized as “ Demonstrate a range and depth of creative-thinking behaviors”, “ Presenting a critique of artwork ”, “ Develop a clear and imaginative artistic intention ”, “ Construct meaning and transfer learning ” and “ Create an artistic response ” (International Baccalaureate Organization, 2014, p. 12) . Denac & Čagran (2012) critically commented that the teachers, who are involved in teaching arts subjects usually plays a critical function in improving the creative skills of the students at an extensive level. Thus, studies concerning the influence of culture on creativity have emerged duly in this regard. These studies thus pointed out that teachers' training is viewed as one of the chief areas, which needs to be developed for the formation of an inventive learning setting within the various educational institutions (Denac & Čagran, 2012).

In relation to the study findings of Indoshi et.al. (2010), it is evident that the teachers of varied arts subjects have the potential to develop their students' creative skills by developing artworks in their respective classes and by encouraging them to understand their origins and impacts imposed on aesthetic cultures. According to Indoshi et.al. (2010), the arts subjects' teachers are regarded as better craftsmen because they follow a systematic approach to solve any kind of art as well as design-related problems in the most efficient way. Based on these capabilities, the objectives of arts subjects' utilization in this 21st century educational systems entail the application of modern technologies to address any issue and for appreciating one's own cultural heritage among others (Indoshi et.al., 2010).

3.3 Determination of Whether Arts Subjects Are Implemented in the Education System of Saudi Arabia

Jeddah also acknowledged as the Bride of the Red Sea, reflects the religion and culture of Islam. In relation to the report published by Arcadis (2019), Jeddah is regarded as one of the cosmopolitan metropolis in the Kingdom of Saudi Arabia. According to this report, Jeddah possesses vast economic prospects that can be duly measured in the forms of increasing global trade, thereby making large-scale investments in various industry or business segments and ensuring a greater degree of planned advancements in various commercial sites (Arcadis, 2019). Similar to the economic opportunities, the city of Saudi Arabia possesses enormous political prospects due to the presence of several effective functioning bodies such as The Consultative Council, The Principal Ruling System issued vide Royal Decree No. A/90 dated 27.8.1412 H, The Shura Council and Region's Law (Jeddah Economic Gateway, 2017, p. 6). The Saudi government pays utmost attention to the education system of the Jeddah region by continuously allocating a significant budget towards this segment and training as well. For instance, during the

year 2017, the respective government of Saudi Arabia allocated 22% of the entire budget expenditure towards the development of education system in the region of Jeddah (Jeddah Economic Gateway, 2017).

Art Jameel 's report LLC (2019) revealed that various pilot programmers have been undertaken, executed, developed and maintained by making partnerships with Saudi Arabian Ministry of Education during the period of 2013 to 2015, targeting art teachers as well as students and the youths. According to this report's findings, several modules were introduced for art classes targeting the school children and the teachers as well in Saudi Arabia throughout the period of 2017-2018. These modules fundamentally comprised effective training courses and art practice traditions of several artists (Art Jameel, 2019).

3.4 Advantages and Disadvantages of Using Arts Subjects in Jeddah's Education Structure

There are several advantages and disadvantages of including arts subjects in the curriculum of both the public and the private schools located in diverse places of the Jeddah region in Saudi Arabia. According to Nicola (2011), the advantages of using arts subjects in schools' curriculum contributes in exposing the respective students to the broad spectrum of academic disciplines and teaching them about the manner, in which they can think creatively as well as critically. Apart from these, the other advantage can be determined as offering them with

those competencies, which can be applied on a bigger spectrum of the job market, specifically in Jeddah region in this case (Nicola, 2011). Based on the observation made by Nunan (2009), the other significant advantages of including arts subjects in the education structure of Jeddah are that it enables the pupils to progress their respective creativity levels, gain concise understanding about cultural awareness, improvise training and ensure optimum utilization of the available resources. In order to elaborate the advantages associated with the execution of arts subjects in the education system of Jeddah region of Saudi Arabia, the study findings of Nunan (2009) highlighted that the factors encompass understanding one another's culture and obtaining a significant idea about the manuscripts or images of the past that cannot be ignored.

Despite the above-identified advantages, the implementation of the arts subjects in the modern education structure of the Jeddah region also comes with certain disadvantages. In this context, the study findings of Nicola (2011) highlighted that the arts subjects' implementation typically emphasis specific skills, which are obligatory for certain positions. To be precise, Nicola (2011) mentioned that the students getting engaged with the process of studying arts subjects are not instructed to look after a wide range of subjects, which in turn, limits them to a certain employment type. These few drawbacks are still inherent within the execution of arts subjects in the school curriculum in this present-day context. Despite these drawbacks, it can be seen that education on different subjects of arts are provided to the students studying in the public schools of varied regions throughout the globe including Jeddah so that they can understand each other's cultural values and traditions among others. Since the implementation of the arts subjects in distinct schools' curriculum has been evident from the earlier years, its significance into the careers and the lives of the students cannot be ignored.

3.5 Implementation of Arts Subjects (Clothing and Textile) in Saudi Arabia

According to the report published by Georgia State University (2019), arts subjects also includes clothing in terms of fabric design and the study of textiles besides music and theater. As per this report, in general, the students usually learn these subjects either in their schools, colleges or universities with the intention of becoming proficient in every literary or professional field (Georgia State University, 2019). Saudi Arabia is a nation where abundant spiritual architectures, calligraphy, and cultural institutions are situated. The creative curriculum reflects this celebration of arts subjects such as clothing and textile, dance and visual arts which are taught to the students (The Embassy of The Kingdom of Saudi Arabia, 2019). Therefore, the arts subjects related to textile and clothing among others may lead the students in Jeddah region of Saudi Arabia towards greater exposure in designing and artistic fields, thereby enabling them to attain long-term success. Based on the observation made by (Bajouda), the history of art education in Saudi Arabia is not only has a strong but also direct link with the general education curriculum. Art education has a greater opportunity to flourish in this nation due to the utmost progression being witnessed in the existing creative curriculum materials. In relation to the study findings of Elbyaly (2018), clothing and textile in terms of wool knitting and "handmade weaving craft" impose a significant impact on the education system of Saudi Arabia. Thus, it is clear that apart from music, theatre and dance, arts subjects and courses including textile and clothing are taught to the students in Saudi Arabia, enabling them to pursue their careers in designing as well as in the fields of clothing.

4. Methodology

4.1 Research Approach

A qualitative research approach has been undertaken for this particular research in order to explore the phenomenon or answer the question regarding the importance held by the implementation of arts subjects in the education system with respect to the case study of Jeddah, Saudi Arabia. The rationale of selecting this specific research approach is that it provides an opportunity to possess an in-depth understanding on the manner (Rahman, 2017; Atieno, 2009), in which the individuals act and manage daily conditions within the specific settings. With regards to the given research, the adoption of a qualitative research approach offered a great prospect to know about the reasons for which the arts subjects are implemented within the schools' curriculum. Moreover, less time-consuming and cost-effective nature of this particular research approach are some of the reasons, based on which it has been used in the study.

4.2 Research Design

Since the research is qualitative in nature, the descriptive design has been utilized in order to draw valid inferences and reach pertinent conclusions. In terms of rationale, this particular research design has been incorporated into the study for the purpose of observing the significance of implementing arts subjects in the education system of Jeddah, Saudi Arabia. There also exist certain other reasons due to which the research has adopted the descriptive design. One of these reasons is that it is effective enough to evaluate non-quantified issues, thereby generating the appropriate findings.

4.3 Data Collection Methods

Data collection is deemed to be a major part of a particular research without which the overall study findings cannot be generated and therefore it is not possible to address any identified issue (Halcomb, 2016; Patil & Yogi, 2011). In every research, relevant data is collected through several means in order to address the research question(s) framed for the study and to fulfill its aim along with objectives. Similarly, for the given research, primary as well as secondary data have been collected not only to address the identified issue, but also to suffice its aim and objectives. In this context, primary data has been collected from the conduct of the questionnaire survey and semi-structured interviews. On the other hand, various scholarly journals, books, articles, and authentic online websites have been accessed in order to obtain secondary data for this particular research.

4.4 Data Analysis

Similar to data collection, data analysis also seems to be the other important element to be considered for research to generate valid findings (Sutton & Austin, 2015; Greenhoot & Dowsett, 2012). Thus, in the case of primary data collected through questionnaire survey and semi-structured interviews, the data analysis tools of depicting graphs as well as charts and thematic analysis have been taken into concern respectively.

4.5 Ethical Considerations

Some ethical practices have been duly considered in this specific research for the purpose of maintaining its reliability, generalize ability, and validity. One of these ethical practices include obtaining informed consent form the involved survey and interview respondents prior

to their participation in the respective methods of data collection. Moreover, an attempt has been made to ensure the safety of these respondents by keeping their personal information quite confidential. In addition, the survey and the interview questions have been translated to Arabic, thereby making necessary edits in order to make it easy for the engaged participants to respond to these questions without facing any sort of problem.

5. Findings and Discussion

5.1 Findings

5.1.1 Questionnaire Results

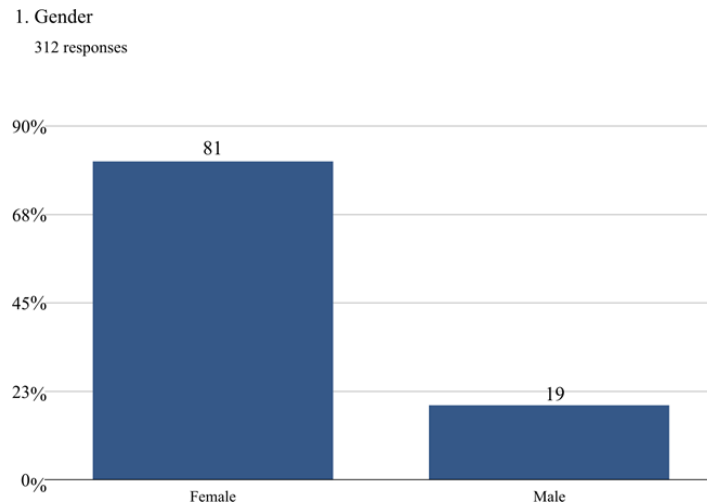


Figure 1: Gender

According to the responses obtained for the first question (figure 1), it has been apparent that out of 312 responses, 81% were females while the remaining 19% were males.

The results acquired from question number 2 (figure 2) revealed that the maximum number of the survey respondents i.e. 41% belonged to the age group of 40-49 years only 6% of falling within the age group of 20-29 years. However, 28% of the overall survey participants were found to be within the age group of 50 years and above.

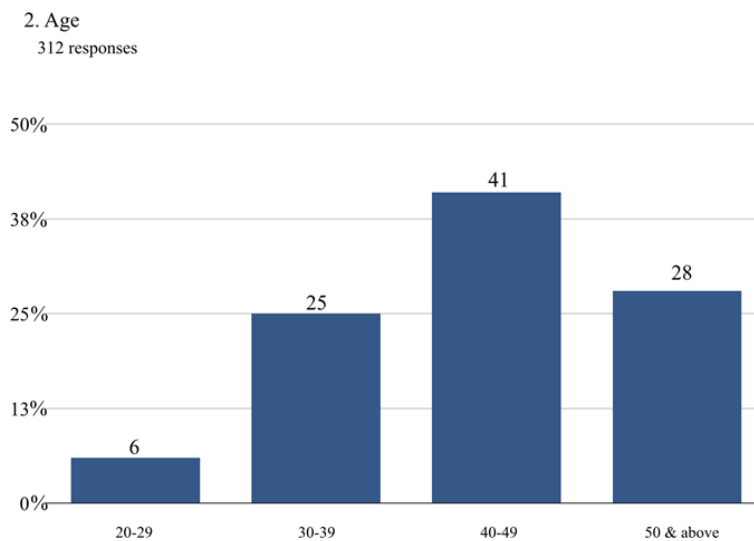


Figure 2: Age

In relation to the responses collected for the question on Occupational Status (figure 3), the majority of the survey participants i.e. 45% stated that they are employees. However, only 2% of them mentioned that they are self-employed.

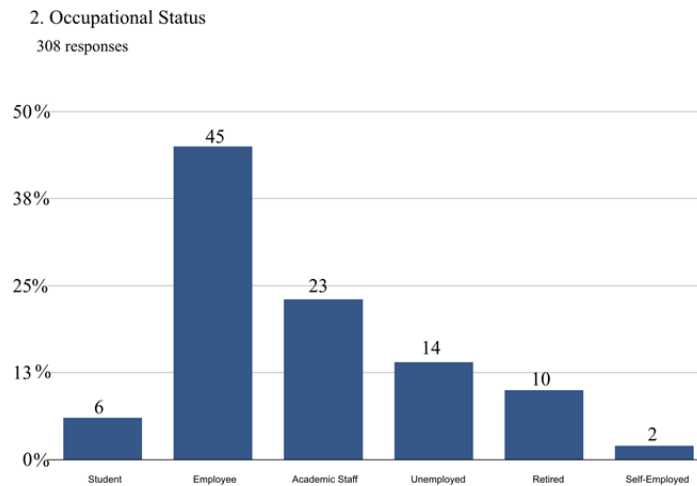


Figure 3: Occupational Status

With regards to the answers gathered for the next question (figure 4), 88% of the respondents respectively strongly agreed and agreed to the fact that a student who possesses a weak artistic talent can develop the same by studying the arts curriculum. Nevertheless, 10% of these respondents disagreed and strongly disagreed to the mentioned fact. In others segment, only 1% out of the total respondents mentioned that studying the arts curriculum can improve weak artistic talent, or else can at least help to gain wider knowledge.

1. A student who has a weak artistic talent can develop this talent by studying the arts curriculum.
312 responses

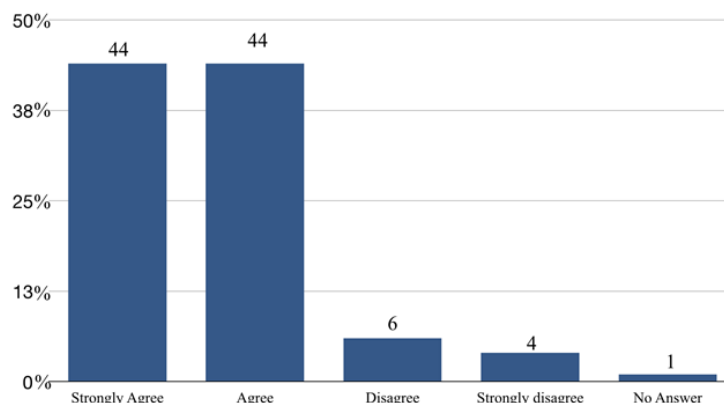


Figure 4: Studying Arts Curriculum Can Develop Weak Artistic Talent

Based on the responses obtained for the survey question concerning arts curriculum and critical thinking skills (figure 5), maximum number of the involved participants i.e. 82% of them strongly agreed and agreed to the fact that arts curriculum teaches critical thinking skills. On the other hand, 12% of the 312 responses disagreed and strongly disagreed to the mentioned fact. However, in relation to Others segment, only 6% of the involved survey

participants stated that teaching critical thinking skills by art education depends largely on the curriculum and the improvement capabilities of the respective students.

2. Arts curriculum teaches critical thinking skills.

312 responses

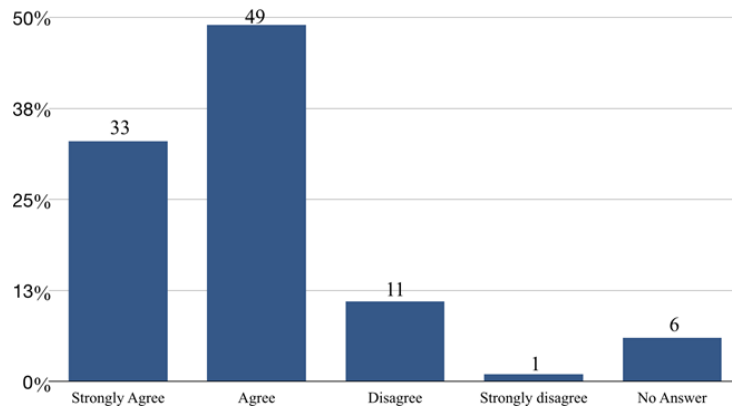


Figure 5: Teaching Critical Thinking Skills by Arts Curriculum

For the third question (figure 6), 82% out of 312 responses strongly disagreed (44%) and disagreed (38%) to the fact that art is not an important part of the school curriculum. In contrast, only 15% of these responses strongly agreed (5%) and agreed (10%) to the mentioned fact. However, as per the responses obtained in other sections, only 3% out of the total 312 responses stated that sometimes art does not become a vital part of the school curriculum and can thus be regarded as necessary for enhancing a student's education and skills.

3. Art is not an important part of the school curriculum.

312 responses

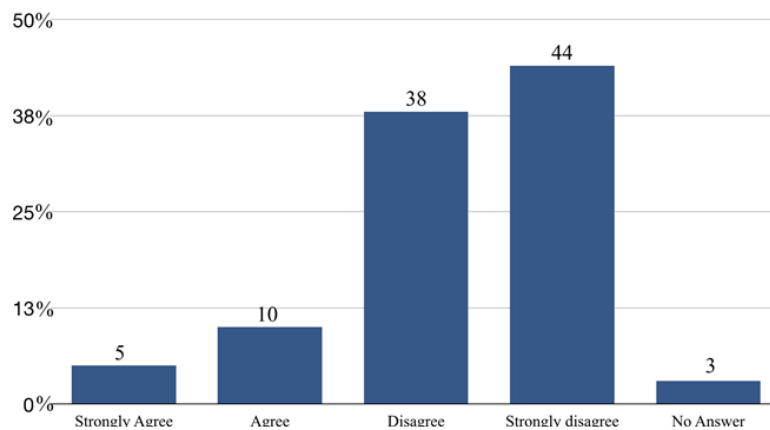


Figure 6: Art Is Not an Important Part of School Curriculum

As per the 4th question (figure 7), 49% out of the total selected respondents strongly agreed and agreed to the fact that credit in art should be required for graduation from high school. On the other hand, 47% of them disagreed and strongly disagreed to the mentioned fact. Nevertheless, only 2% did not provide any answer.

4. Credit in art should be required for graduation from high school.

312 responses

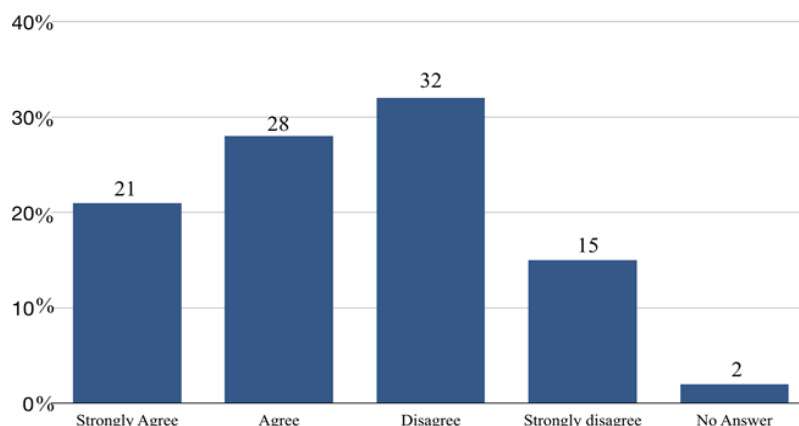


Figure 7: Requirement of Credit for Graduation from High School

In relation to the responses gathered from the 5th question (figure 8), the maximum number of the survey respondents i.e. 74% of them disagreed and strongly disagreed to the fact that the ultimate purpose of arts education is to prepare those individuals who will go on to work in art related fields. However, 24% of these respondents strongly agreed as well as agreed to the stated fact while only 2% of them provided no answers in this particular aspect.

5. Arts education's ultimate purpose is to prepare those who will go on to work in art related fields

312 responses

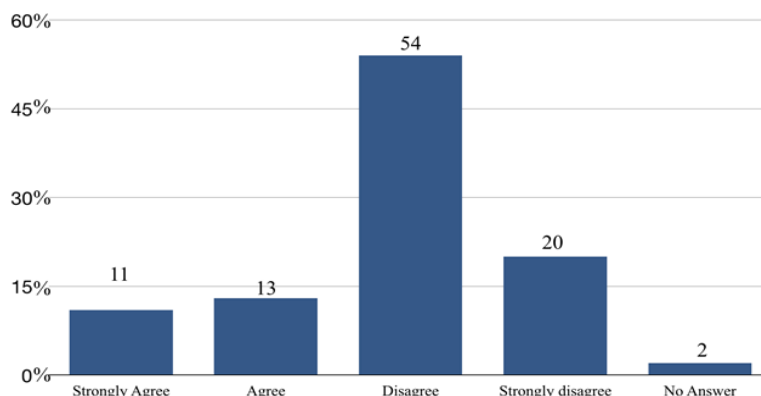


Figure 8: Ultimate Purpose of Arts Education to Prepare Those Who Go On to Work in Art Related Fields

For the 6th survey question (figure 9), 83% out of 312 responses strongly agreed and agreed to the fact that textbooks as well as commercially products of teaching resources are regarded as the basis for honing artistic talent. On the other hand, 12% of these responses disagreed along with strongly disagreed to the mentioned fact and the remaining 5% did not provide any answer. However, only 5% of the respondents in Others section mentioned that books will help them to develop the talent and few of them even considered these books to be wastage of money.

6. Textbooks and commercially products teaching resources are the basis for honing artistic talent.
312 responses

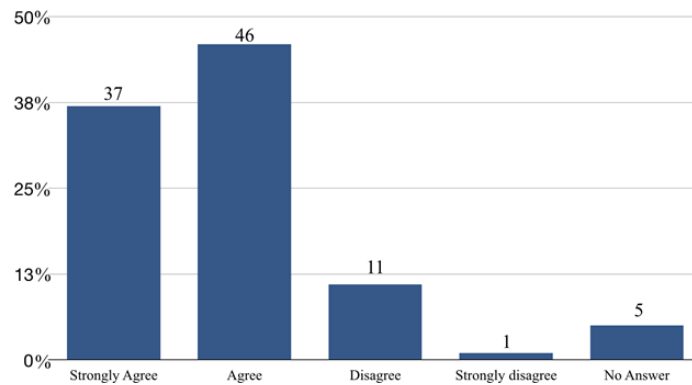


Figure 9: Textbooks and Commercially Products Teaching Resources Act as The Basis for Honing Artistic Talent

The results obtained for question number 7 (figure 10) depicts that 44% of the respondents agreed that art subjects provide psychological comfort and manual along with intellectual skills, which are not accessible through other subjects. However, only 2% of these responses strongly disagreed while 4% of them did not provide any answer.

7. Art subjects provide psychological comfort and manual and intellectual skills that are not available through other subjects.
312 responses

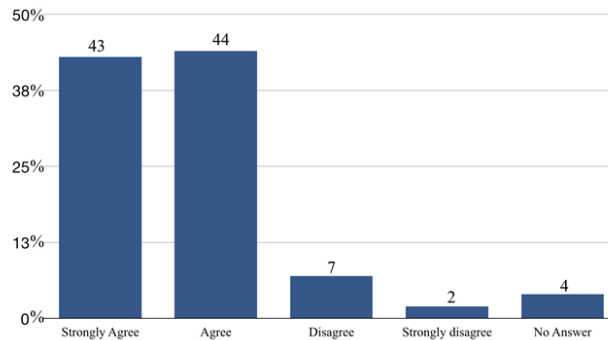


Figure 10: Psychological Comfort, Manual and Intellectual Skills Provide by Art Subjects

In relation to the results collected for question numbers 8 (figure 11), 52% and 40% of 312 responses strongly agreed that art education develops the skills of visual communication.

8. Art education develops visual communications skills represent an important form of literacy
312 responses

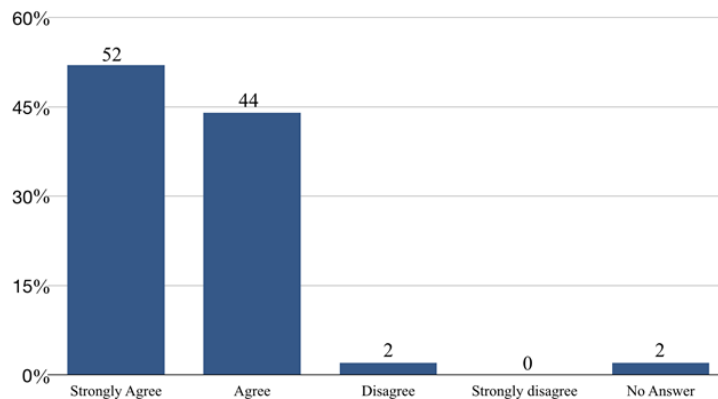


Figure 11: Development of Visual Communications Skills Through Art Education

and for question number 9 (figure 12) 40% and 35% of 312 responses strongly agreed and agreed that the budgetary priority for art should be equal to that of any other subject respectively.

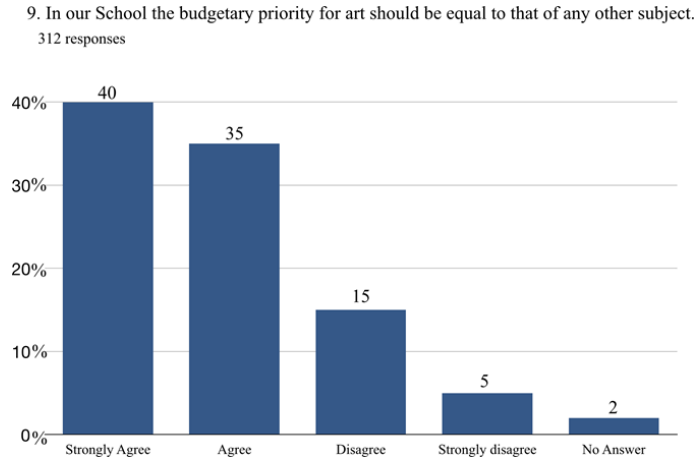


Figure 12: Budgetary Priority for Art Should Be Equal to That of Any Other Subject in School

For question numbers 10 and 11 (figures 13&14), maximum number of the survey respondents i.e. 74% and 45% of them strongly agreed and agreed to the fact that providing workshops in schools in a professional manner increases student compliance along with enthusiasm and assessing concepts and art ideas is more difficult than evaluating other subjects respectively.

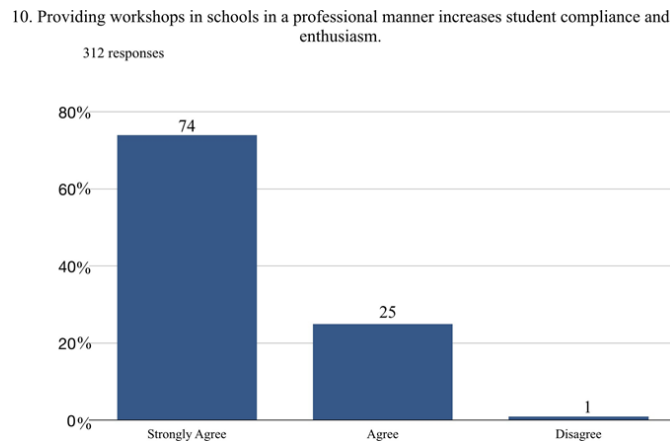


Figure 13: Student Compliance and Enthusiasm Increases by Providing Workshops in Schools

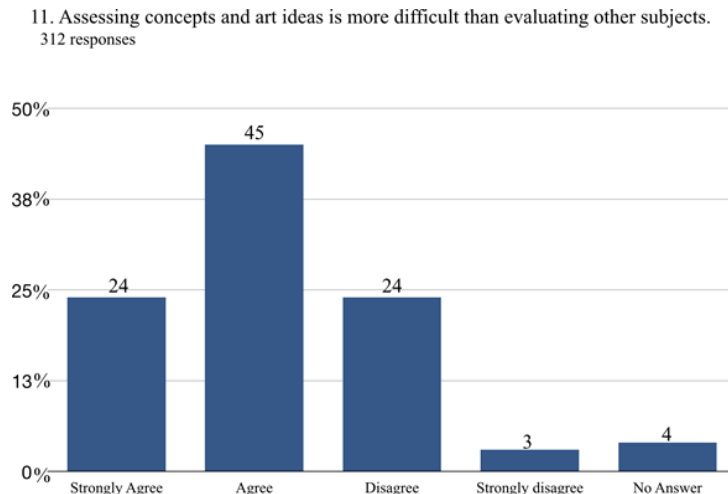


Figure 14: Difficulties Are More in Assessing Concepts and Art Ideas Than Evaluating Other Subjects

In accordance with the results acquired for question number 12 (figure 15), 38% out of the total 312 responses agreed that the primary purpose of including art in the school is to provide entertaining breaks from other more serious subjects. Nevertheless, 25% of these respondents were found to have strongly agreed to this fact and only 2% did not provide any answer.

12. The primary purpose for art in the school is to provide entertaining breaks from other more serious subjects.
312 responses

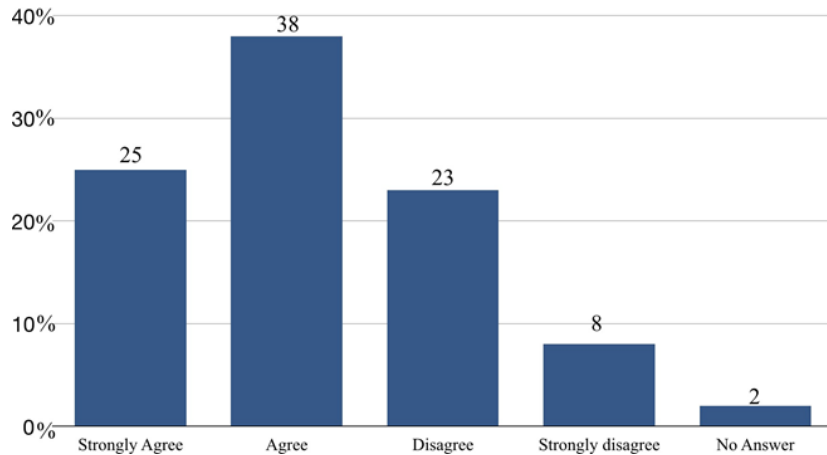


Figure 15: Delivering Entertaining Breaks from Other More Serious Subjects Is the Fundamental Purpose for Arts in Schools

For question numbers 13 and 14, 56% and 50% out of 312 respondents agreed and disagreed that children's progress in art requires a systematic and sequentially organized art curriculum and teaching art is less demanding than teaching other subjects respectively. (figures 16-17)

13. Children's progress in art requires a systematic and sequentially organised art curriculum.
312 responses

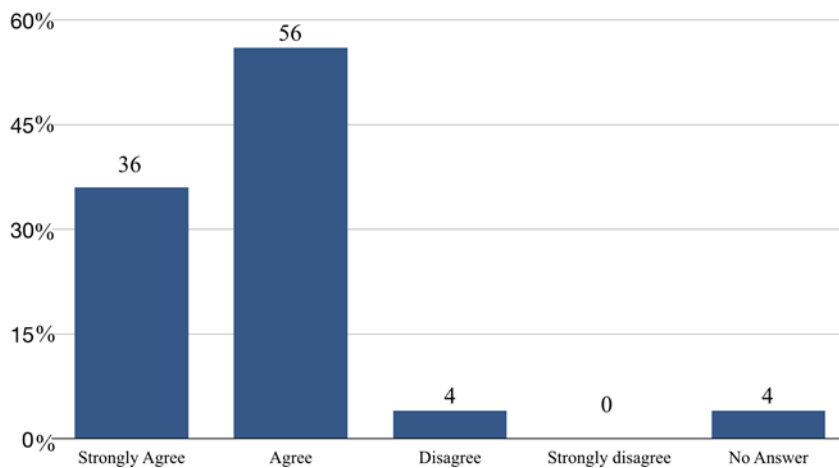


Figure 16: Art Progress Amid the Children Requires a Systematic and Sequentially Organized Art Curriculum

14. Teaching art is less demanding then teaching other subjects
312 responses

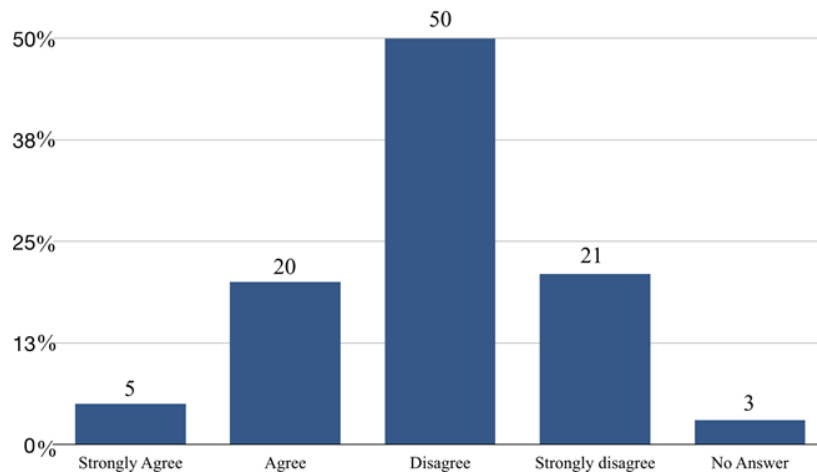


Figure 17: Less Demand of Teaching Art Than Teaching Other Subjects

Based on the results gathered for question numbers 15 and 16 (figures 18-19), 34% out of 312 participants strongly agreed that there is a contempt view of the art teacher in Saudi Arabia and 44% of these responses were for the statement that art should be one of the first courses to get eliminated from the curriculum if requires.

15. There is a contempt view of the art teacher in Saudi Arabia.
312 responses

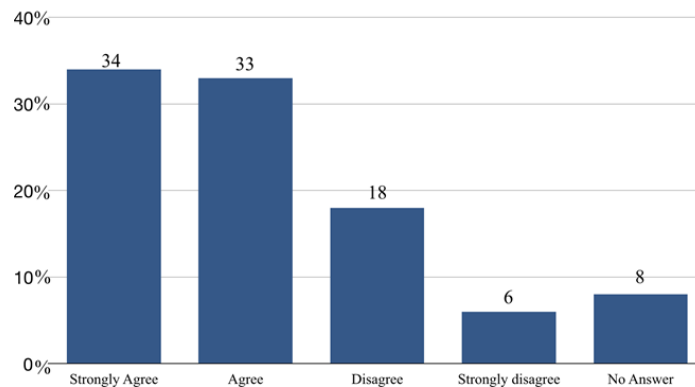


Figure 18: A Contempt View of the Art Teacher Exists in Saudi Arabia

16. Art should be one of the first courses eliminated from the curriculum if a cut is necessary.
312 responses

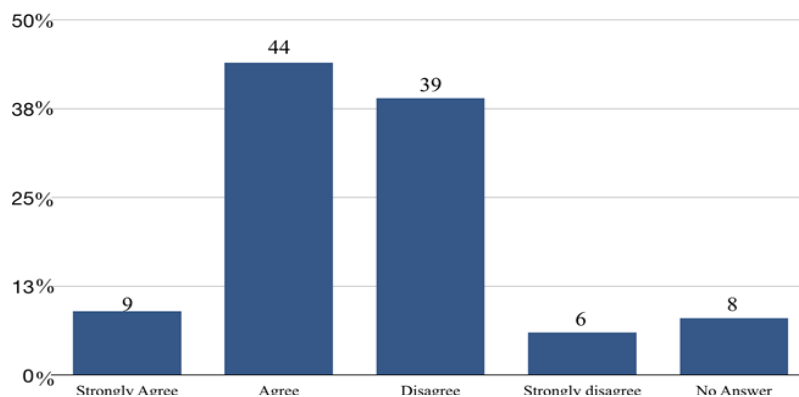


Figure 19: If A Cut Is Necessary, Art Should Be One of the First Courses to Be Eliminated from The Curriculum

The last two survey questions i.e. 17 and 18 (figures 20-21) portrays that 53% and 47% out of the total selected participants strongly agreed that art is an important subject with specific content worth knowing and a strong arts program is a sign of a strong overall educational program in school respectively.

17. Art is an important subject with specific content worth knowing.
312 responses

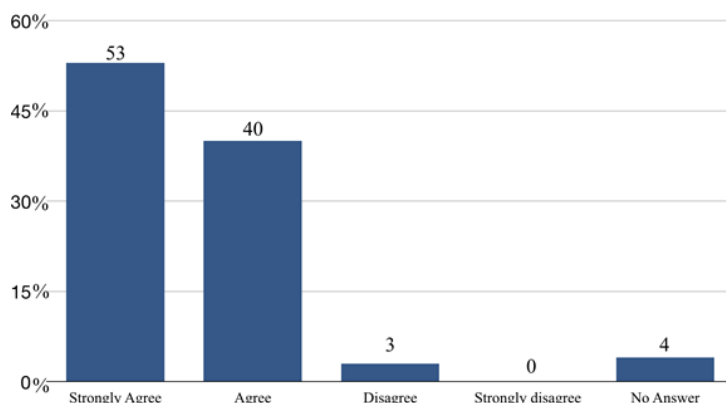


Figure 20: Importance of Art as A Subject with Specific Content Worth Knowing

18. A strong arts program is a sign of a strong overall educational program in school.
312 responses

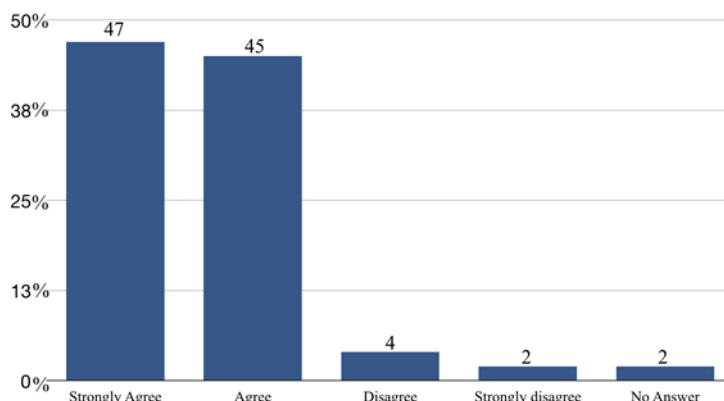


Figure 21: A Strong Arts Program Denotes Overall Strong Educational Program in School

5.1.2 Interview Outcomes

According to the interview results gathered for this particular research, most of the selected interviewees i.e. the academic staff have been attached with the academic field more than 8-10 years. While asking the question about what they know about art subjects and their implementation in general, interviewees 1, 2 and 3 stated that art subjects are implemented in course curriculum for the purpose of raising social connectedness amid the students. On the other hand, interviewees 4 and 5 mentioned that these subjects are executed in course curriculum to such an extent that the students can know each other's cultures as per the desired level. Based on the interview responses obtained for question number 3 conducted with academic staff, interviewees 1 and 2 inferred that there is a necessity to implement art subjects in the education system of Jeddah, Saudi Arabia with the intention of developing the intelligence level of the students towards visualizing arts and other ancient objects such as

figures and manuscripts among others. Conversely, the other interviewees 3, 4 and 5 stated that art subjects in the education mechanism of Jeddah need to be implemented in order to ensure utmost creativity of the students. In terms of recommendations, maximum number of the interviewees (academic staff) i.e. in interview 1, 3 and 5 stated that development of course modules and recruitment of qualified art subject teachers are required to be made for successful execution of these subjects in the education system of Jeddah, Saudi Arabia.

Similar to the academic staff, interview responses were collected from the psychologists and the fashion designers as well. As per these responses, a greater proportion of the interviewees remained attached with the psychology field and the fashion industry for more than 10-12 years. While asking them to share their individual experiences about art subjects and their utilization in general, interviewees 1, 2 and 4 stated that art subjects are generally utilized in schools for developing the weakened artistic talent of the students. However, according to the responses retrieved from interviewees 3 and 5, the implementation of art subjects in course curriculum can be witnessed in developing critical thinking skills of the students. For interview question 3 conducted amidst the psychologists and the fashion designers, interviewees 1 and 5 stated about the significance of utilizing art subjects in the education system of Jeddah, Saudi Arabia exists in preparing those students who have the tendency to excel their careers in diverse related fields such as virtual arts and literary arts among others. Nevertheless, interviewees 2, 3 and 4 mentioned that providing psychological comfort to the students and advancing their cognitive along with intellectual skills exerted as the prime importance of implementing art subjects in the education system of Jeddah, Saudi Arabia. From the perspective of recommendations, maximum number of the interviewees i.e. interviewee 1, 2 and 5 stated that since arts act as a vital part in a school's curriculum, introduction of textbooks and commercial products as teaching resources, might prove to be useful in implementing art subjects successfully within the education system of Jeddah.

5.2 Discussion

5.2.1 Relevance of Using Arts Subjects in the Education System in General

In general, arts subjects are incorporated within a school's course in order to assist the pupils to learn fine arts and develop their respective cognitive skills (Cox, 2012; Addison et.al., 2010). Similar data could also be found in the literature review and the survey questionnaire findings generated for this particular research. For instance, the obtained literature review findings represented that arts subjects help the students to learn fine arts successfully by facilitating them to attain greater historical understanding about cultural artifacts and sharing emotions (Punzalan, 2018; Latta & Thompson, 2011). On the other hand, as per the primary data gathered for this study via questionnaire survey and semi- structured interviews, arts subjects tend to improvise the cognitive skills of the individual students by developing their weak artistic talents along with critical thinking capabilities and increasing social connectedness at large. Evidence thus suggests that there exists a positive correlation amid arts subjects' implementation in curriculum, playfulness, school connectedness and life satisfaction (Clarke & Basilio, 2018). Therefore, the relevance of using arts subjects in the education system from a general perspective lies in making the students perfect enough to make use of reasoning and critical thinking abilities in the most efficient way (Schwartz, 2015). Apart from this, one of the literature studies of Sudhir (2015) elucidated that it is the

teachers who raise the relevance of using arts subjects in the learning procedure of the students and the entire education system by ensuring artistic development within the children. While drawing the relevance of implementing arts subjects in the education system, the literature review findings acquired for this particular research reflected that arts subjects and their utilization in school curriculum resulted into developing human experiences by establishing a strong linkage amid the students and the underlying cultures, histories or traditions. Moreover, these findings revealed the value of executing arts subjects in the modern education systems of the schools due to technological advancements being witnessed in the same by the rise in digital learning (Mahgoub, 2015; LaJevic, 2013). Correspondingly, as per the primary data collected through questionnaire survey, it has been apparent that art education tends to develop visual communication skills at large amid the students, which deciphers a major literary form in this present-day context. Moreover, in accordance with this data, it is clear that successful implementation of arts subjects in the school curriculum contributes largely in delivering entertaining breaks to the pupils from other serious subjects including mathematics and science among others.

5.2.2 Significance of Art Subjects Implementation in the Education System of Jeddah, Saudi Arabia

The implementation of arts subjects in the school curriculum is deemed as important for several reasons. For instance, some of the related secondary research studies highlighted that engagement of the students in varied arts subjects is related to the benefits of enhancing motivation, teamwork, confidence, and concentration among others (Smith, 2009). Moreover, arts subjects' implementation in the education system generally creates well-prepared as well as well-rounded learners possessing specific artistic competencies (Seneca Academy, 2019). Based on the secondary and the literature review outcomes retrieved for this particular research, the significance of implementing art subjects in the education system is manifold in nature. For instance, as per these outcomes, the use of arts subjects in the school curriculum results into exposing the students to a wide range of academic disciplines, thereby providing greater prospects to them in fulfilling their desired targets (Nicola, 2011). In this similar context, the questionnaire survey and the interview findings revealed the significance of art subjects' implementation in the education system, which can be duly be measured in the forms of strengthening the overall educational programs of the schools and by further developing the careers of the individual students. Based on the generated literature review findings, the importance of art subjects' implementation in the education system also exists in generating awareness on various cultural values amid the students.

There is a necessity to understand the significance of executing art subjects in the education system of Jeddah, Saudi Arabia. Since, art is duly considered to be an important subject with specific content worth knowing, as revealed in the questionnaire survey findings, it should be used in the learning procedure and the education system of Jeddah, Saudi Arabia. With regards to the secondary research, literature review and the questionnaire along with interview findings, it can be stated that the importance of implementing arts subjects' in the education system of Jeddah, Saudi Arabia would exist in developing various learning skills of the students and thereby lead to the progression of the region's economy as per the expectation level.

Based on the literature review findings generated for this specific research, it is apparent that apart from music and theater, arts subjects include textile and clothing in terms of fabric design, which are taught to the students in general. The prime motive behind imparting knowledge to the students about the arts subjects based on clothing and textile is to increase their proficiency in literary as well as professional fields (Georgia State University, 2019). Art education is not a new phenomenon in Saudi Arabia. It came into being since the previous sixty years, wherein the classroom teachers became proficient enough in imparting education on varied arts subjects to the pupils. The present curriculum of art education persisting in Saudi Arabia has massive prospect to grow due to the introduction of the General Curriculum Reform Project in the year 2003, which entailed art education comprising varied subjects such as music, clothing, theater and textile among others (Bajouda). The literature review findings acquired for this particular research also revealed that Saudi Arabia is such a nation, which entails several cultural institutions, spiritual architectures and calligraphy (The Embassy of the Kingdom of Saudi Arabia, 2019).

Thus, it can be inferred that the implementation of distinct arts subjects including clothing, music and textile holds significant importance in the academic careers of the students learning at varied educational institutions at Jeddah, Saudi Arabia, thereby leading towards an improved educational system of the region at large. Both literary and professional fields of these students are also likely to be developed as per the expectation level.

Evidence suggests that Arab communities have undergone faster and successive transformations due to the developments witnessed in cultural traditions and values (Elbyaly, 2018). Lobbad (2008) in Elbyaly (2018, p. 10) mentioned that "Clothing is of the arts that reflect an image of life in any community including its characteristics and features. In this image, community activities are clearly seen in all aspects as affected by various environmental elements." Based on the observation made by Elbyaly (2018), knitting wool has become one of the significant and the most valued heritage landmarks, which developed in Saudi Arabia with the increasing level of arts education. Apart from this, "handmade weaving craft" has also changed the lives of the people residing in distinct regions throughout the globe (Elbyaly, 2018). Therefore, art education with respect to clothing and textile apart from music and theater is largely prevalent within Saudi Arabia, facilitating the residents of the nation to improvise their cultural traditions as well as values and literary along with professional lives as well. In relation to the changes being observed in the Arab communities currently as compared to the previous years, it must be mentioned that successful arts subjects' implementation is likely to impose positive impacts on the literary and the professional fields of the students living in Jeddah region of Saudi Arabia. For instance, imparting education among the students regarding music, textile, dance and clothing is likely to amplify their exposure towards creative domain, which in turn, supports long-term development of the region i.e. Jeddah and the nation (Saudi Arabia) as well.

6. Conclusions

From the above discussion, it is clear that the implementation of arts subjects holds immense importance in the education system of Jeddah, Saudi Arabia. In lieu of this, the importance can be determined in the form of advancing the cognitive as well as the critical thinking competencies of the students, thereby advancing the region's economy by an extensive level. In relation to the secondary research and the literature review findings generated for this specific study, arts education is identified to help the pupils, in particular, by embracing diversity, sharing emotions and understanding communal realities. This has become a significant part of the contemporary education system because it provides greater prospects to the students in solving any identified issue and respecting others under any specific condition. Innovativeness is evident in the current educational system due to the amplification of digital learning and the use of several channels or platforms of social media such as Instagram.

As mentioned earlier, successful execution of distinct arts subject's entails dance, clothing, music and textile among others, which makes the lives of the people complete in the presence of enhanced living conditions. One of the literatures considered for this research highlighted the fact that arts subjects have a critical role to play in advancing human experiences in such a way that any sort of issues being faced in the curriculum can be addressed and mitigated from the base level. It is worth mentioning that arts subjects include not only dance and music but also textile and clothing, whose successful execution can be expected to change the lives of the people residing in Jeddah, Saudi Arabia. The fundamental aim of executing arts subjects in the education system and the learning procedure of the students have been identified as enabling the students to know about diverse cultures along with communal values and norms. In order to attain this aim, the objectives of arts subjects' implementation in the education structure typically encompass generating a higher level of self-awareness and of exploring any real phenomenon amid the students, thereby developing their cognitive abilities at large. It is also apparent that the Saudi government is quite concerned about developing the existing educational system of the kingdom by raising the budget and ensuring full utilization of the available resources.

The significance of arts subjects' implementation in the education system of Jeddah, Saudi Arabia would rest upon designing effective arts subject-related modules or courses for the students and successful training courses for the respective teachers as well. Similar to the primary data obtained for this study through questionnaire survey and semi-structured interviews, it has been apparent that art subjects hold a major part in the modern education system, which eventually leads towards higher social progression by raising knowledge about societal values and facilitating the students to share their own feelings. From the literature review findings generated for this research, it is apparent that a broad assortment of arts subjects encompasses clothing and textile along with music, which is taught to the students in Saudi Arabia. Thus, it must be mentioned in this context that the importance of implementing arts subjects in the education system of Jeddah, Saudi Arabia would exist not only in improvising the lives of the local people residing therein but also in developing their individual experiences with respect to the professional domain. This might happen since arts subjects including clothing and textile are taught to the people in Saudi Arabia, thereby increasing their exposure towards artistic and designing fields at large.

To conclude, art subjects should be implemented in a proper way in the educational system of Jeddah not only to develop the careers as well as the lives of the students but also to raise the region's historical significance by an extensive level.

The researcher recommends further studies in other parts of Saudi Arabia to evaluate the community acceptance and to promote a useful educational tool for generations.

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