

Difficulties Facing Art Teachers: Evidence from Jordan

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Abstract:

This study aims to identify the problems facing art education teachers in The Irbid first education directorate attributed to factors sex, educational qualification and experience. The researcher used the descriptive analytical method and because of its relevance to the purpose of the study. We designed a questionnaire to measure the difficulties facing the art education teachers in the Irbid first education directorate Schools. The study population consisted of all teachers in the Irbid first education directorate Schools which include (78) teacher. However, the study was distribute the study tool to (15) teacher as exploratory sample, the main sample include of (35) teacher. This study found that the most difficulties faced the art education teachers are teaching strategies followed by activities, curriculum, teaching, strategies and finally management. It found also that there is no statistically significant differences at the level of significance($\alpha = 0.05$) in the art education teachers answers due to the variable gender, experience and qualifications on the study variables (Curriculum, Management, activities, teaching strategies and educational methods).

Key words: Art teachers; Difficulties; Curriculum, administration, activities, teaching strategies, instructional media.

1. INTRODUCTION

Art is the most important means of human contact where the artist transfers his feeling and emotions to others through

different means represented with work. Art also contributes to provide humans of many skills that lead to the development of his personality in various fields. Also it contributes to art in all its forms in the development of the culture of peoples through multiple productions. Art is not limited to the technical work, but also beyond it to the concept of education that adds beauty to the body and soul as well as they prepare the mind for education as reported by Aflatoun. Moreover, Tahtawy argue that the adoption of creation of the child as befits virtuous society, and develop the qualities of good and safeguarded from vices, also, the individual is the basis of the educational process and the main axis (Otoum, 2007).

Art Education enrich person spiritually and fill its intellectual and scientific needs through the development of proper concepts of taste and proper criteria to enjoy all the senses. Art Education is an integral part of the educational process, a student finds in art an outlet for his emotions and feeling, and crossing to his wishes and aspirations of the fictional and crossing of his future personality (Judy, 1997). The art curriculum assumed as a fundamental curriculum which contribute to the personality formation of the learner, constructed the personality with emphasis on the sensual and emotional aspects. Moreover, it helps to improve the learners' ability to imagine, discrimination and perception through artistic self-expression components. In addition - to relate to the cultural heritage and national and religious documents. It contributes to refine the manual skills of the students, and useful to them in various life situations (Al healeh, 2002). The concept of art education is a broad concept and different from art. The art is part of the technical education and one of its branches. Art education assumed as a material planning methodology includes of the theoretical part which seeks to study the theoretical aspect of the history of art and teaching methods in addition to the practical aspect, which depends on

the practical aspects and practices through the use of different materials, tools and raw materials.

The teacher in the high society viewpoint is not only remover of illiteracy or a teacher of science and knowledge, but also a component of the human personality and the maker of peoples and nations. Also, education is a divine message as stated in the Holy Quran (Obidat, 2007). There is a huge responsibility falls to art teacher of the leadership of an important role in the educational process and the delivery of technical education to the learners and guide their behavior. Successful teacher depends on a combination of different skills in teaching like: personal capabilities, psychological factors and the use of appropriate teaching methods for different educational positions. The teacher should be sobering and able to take his responsibilities that affect the educational process and to upbringing of students and prepare them for life.

This era in which we live is full of daily challenges facing human. Every day appear in the life of new data need to new experiences, new thinking, methods, new skills and new mechanisms successfully to deal with, they also need to a creative and innovative human, insight, capable of conditioning the environment in accordance with the values and ethics and goals desired and not adapt to them all (Shawq and Saied, 1995; Nashwan, 2005). Art education teacher are exposed to the challenges and problems of a psychological, social, economic, etc. arising from the social, psychological and economic pressures inside or outside work (Sarhan, 2010).

This study aims to identify the problems facing art education teachers in The Irbid first education directorate attributed to factors sex, educational qualification and experience. Rely on the challenges faced the art education teachers in terms of lack of interest by higher management and pay attention to scientific articles, which reflected negatively on the teachers personal situation and psycho-social and professional, in addition to its negative effects on the

students' level technically, which has become imperative for the teacher of art education to develop itself to keep pace with this challenges, hence this study was to identify the most important difficulties faced by teachers in art education. This study seeks to answer these questions:

- 1- Is there a statistically significant differences at the level of significance $\alpha = 0.05$ between study variables, Curriculum, Management , activities, teaching strategies, educational methods and difficulties faced The Irbid first education directorate teachers?
- 2- Is there a statistically significant differences at the level of significance $\alpha = 0.05$ in the art education teachers answers due to the variable gender, experience, educational qualification?

Helvacı (2012) investigate the Errors at Elementary Art Education which aimed to reveal the teachers opinions in identifying problems in the art education curriculums for primary schools, the study reveal of problems in technical education curriculums in general, which resulted of educational policies, educational programs, administrators, community overview and physical environment of schools. Al-Ani (2010) study aimed at recognizing the reality of art education in Iraqi schools and evaluation from the teacher's viewpoint. The study found that there are problems in the non-distribution of education guide in some provinces. Moreover the study revealed that all the administrators of art education are not a specialist in the field of art education. In addition to the lack of ceremony in schools in addition to the non-availability of adequate supplies of teaching the material. Power & Klopper (2011) study which aimed to identify classroom practices to educate the Creative Arts by the art education teachers. The study revealed the existence of a significant gap between art theory on the nature of the educational Creative Arts and Classroom Practice. The study stressed the important of artistic creative

output. Zahrani (2009) study which aimed to identify the reasons for the reluctance of teachers of Art Education in Taif city for the use of modern teaching strategies in teaching, the study aimed to recognize the extent of using a modern teaching strategies in teaching the curriculum by art education teachers, and identify the reasons for the reluctance of art education teachers of using a modern teaching strategies. The study found that most of the teachers in art education are using traditional methods of teaching the curriculum, and a lot of art education teachers do not have familiarity with modern means of Art Education.

2. STUDY METHODOLOGY

The researcher used the descriptive analytical method and because of its relevance to the purpose of the study. We designed a questionnaire to measure the difficulties facing the art education teachers in the Irbid first education directorate Schools. The study population consisted of all teachers in the Irbid first education directorate Schools which include (78) teacher. However, the study was distribute the study tool to 15 teacher as exploratory sample, the main sample include of (35) teacher. Table (1) shows the study sample distributors by gender, experience, educational qualification.

Table 1: Shows the study sample according to the variables

Variable	Category	N	Ratio
gender	Male	14	40%
	Female	21	60%
experience	Less than 5 years	2	6%
	More than 5 years and less than 10 years	7	20%
	More than 10 years	26	74%
qualification	Less than bachelor	6	17%
	More than bachelor	29	83%
Total		35	100.0%

To test the reliability of the study tool we introduce a tool on the number of faculty members in Jordanian universities in addition to experts in this field where they were taking their observations to delete or modify some of the paragraphs. However, to test the tool stability we used the test and re-test method, where the questionnaire have been distributed to a sample of students numbered (30) teachers, after two weeks we redistributed the sample, the correlation coefficient was (0.84) which assumed as acceptable value for the purposes of scientific research.

3. REGRESSION ANALYSIS

We distributed (38) questionnaire to the art education teachers in the Irbid first education directorate Schools. We adopt (35) questionnaire after excluding non-valid questionnaires. Moreover (SPSS) program used to estimate the percentages, averages, standard deviations, T- test and the variance analysis.

Present the results relating to the first question

The first question which stated: ***“Is there a statistically significant differences at the level of significance ($\alpha = 0.05$) between study variables, Curriculum, Management, activities, teaching strategies, educational methods and difficulties faced The Irbid first education directorate teachers?”***

To answer the first question we calculated the means and standard separately for each field and for the instrument as a whole. Table (2) illustrates the averages and the standard deviation for each field and for the instrument as a whole.

Table 2: Shows the averages and standard deviations for all the study variables

No.	field	Mean	STDV
1	Curriculum	3.61	0.38
2	Management	3.44	0.42
3	activities	3.68	0.43
4	teaching strategies	3.53	0.36
5	educational methods	3.72	0.32
Total		3.57	0.35

The above table shows the means for all the study variables which show the difficulties that faced the art education teachers in the Irbid first education directorate, which arrange between (3.44-3.72). The most significant field which affected the difficulties faced the art education teachers in the Irbid first education directorate is educational methods (3.72) followed by activities with means (3.68) and the last field is Management with means (3.44). Tables (3-7) show the averages and the standard deviation for each field.

First field: Curriculum

Table 3: Shows the averages and standard deviations for the first field

Figure	Figure	Mean	STDV
1	Lack of a teacher's guide	2.13	0.22
2	Art education teachers don't participate to develop curriculum	3.97	0.28
3	Lack of clarity in art education curriculum	3.21	0.42
4	Art education curriculum not correlate with other curriculums	3,18	0.30
5	Art education curriculum Inadequate with student environment	3.57	0.34
6	Pay the attention for the theoretical field more than practical field	3.08	0.26
Total		3.61	0.38

Table (3) shows the means for the art educations teacher's answers for the study sample which related with the Curriculum field. We note that the figure which stated "Art education teachers don't participate to develop curriculum"

have the largest mean (3.97) with a higher evaluation degree, followed by the figure which stated “Art education curriculum Inadequate with student environment” with mean (3.57). The figure which stated “Lack of a teacher's guide” come the last with mean (2.13) and the lowest evaluation degree.

Second field: Management

Table 4: Shows the averages and standard deviations for the second field

Figure	Figure	Mean	STDV
7	lack attendance to the art education from the school principals	3.88	0.44
8	school principals injustice the art education teachers via the annual evaluation	4.25	0.48
9	Neurological practice and domination by school principals to the Art Education teachers	3.21	0.36
10	School principals have a preference to essential classes teachers over art education teachers	3.04	0.39
11	The art education teachers assigned to different activities	3.98	0.41
12	lack attendance to the art education from the supervisors educators	3.44	0.29
13	Setting the school timetable at the account of art education school classes	3.91	0.37
14	intervention Setting the school timetable at the account of art education school classes in the teacher personal affairs	3.21	0.36
15	The lack of the necessary material to produce the art works	3.56	0.35
16	Lack of art Education supervisors	4.47	0.54
Total		3.44	0.42

Table 4 shows the means for the art educations teacher’s answers for the study sample which related with the Management field. We note that the figure which stated “Lack of art Education supervisors” have the largest mean (4.47) with a higher evaluation degree, followed by the figure which stated “school principals injustice the art education teachers via the annual evaluation” with mean (4.25). The figure which stated “School principals have a preference to essential classes

teachers over art education teachers” come the last with mean (3.04) and the lowest evaluation degree.

Third field: activities

Table 5: Shows the averages and standard deviations for the third field

Figure	Figure	Mean	STDV
17	Lack of planning for art activities	3.48	0.32
18	Lack of budget allocated for activities	4.43	0.43
19	The lack of the necessary tools for activities	3.84	0.36
20	Lack of appropriate activities to curriculum art education	3.27	0.29
21	Lack of diversity in the activities	3.12	0.27
Total		3.68	0.43

Table 5 shows the means for the art educations teacher’s answers for the study sample which related with the activities field. We note that the figure which stated “Lack of budget allocated for activities” have the largest mean (4.43) with a higher evaluation degree, followed by the figure which stated “The lack of the necessary tools for activities” with mean (3.84). The figure which stated “Lack of diversity in the activities” come the last with mean (3.12) and the lowest evaluation degree.

Fourth field: teaching strategies

Table 6: Shows the averages and standard deviations for the fourth field

Figure	Figure	Mean	STDV
22	Lack of diversification in education strategies	3.89	0.42
23	Lack use self-education methods	3.66	0.31
24	Lack of consistency between the school curriculum and teacher's guide	3.12	0.26
25	Lack of employed art education classes to serve other classes	2.98	0.23
26	Lack of train students to critique their artwork	3.22	0.37
Total		3.53	0.36

Table 6 shows the means for the art educations teacher’s answers for the study sample which related with the teaching

strategies field. We note that the figure which stated “Lack of diversification in education strategies” has the largest mean (3.89) with a higher evaluation degree, followed by the figure which stated “Lack use self-education methods” with mean (3.66). The figure which stated “Lack of employed art education classes to serve other classes” come the last with mean (2.98) and the lowest evaluation degree.

Fifth field: educational methods

Table 7: Shows the averages and standard deviations for the fifth field

Figure	Figure	Mean	STDV
27	Art education Teacher unable to use the latest technology	2.87	0.28
28	Lack of interest in training courses for Art Education teachers	4.26	0.42
29	Lack of modern books and references in the school library	4.13	0.35
30	The lack of projectors at school	3.37	0.31
31	Repeated use of teaching methods	3.24	0.29
Total		3.72	0.32

Table (7) shows the means for the art educations teacher’s answers for the study sample which related with the educational methods field. We note that the figure which stated “Lack of interest in training courses for Art Education teachers” have the largest mean (4.26) with a higher evaluation degree, followed by the figure which stated “Lack of modern books and references in the school library” with mean (4.13). The figure which stated “Art education Teacher unable to use the latest technology” come the last with mean (2.87) and the lowest evaluation degree.

Present the results relating to the second question

The second question which stated: ***“Is there a statistically significant differences at the level of significance ($\alpha = 0.05$) in the art education teachers answers due to the variable gender, experience, educational qualification?”***

To answer the second question we calculated the means, standard each field and for the instrument as a whole. Table (8) show the averages and the standard deviations of the difficulties facing the art education teachers in the Irbid first education directorate teachers form their viewpoint relying on the variables (Gender, Experience and educational qualification).

Table 8: show the averages and the standard deviations of the difficulties facing the art education teachers according to the (Gender, Experience and educational qualification)

Study Scope	Variable	Category	N	Mean	STDV
Curriculum	Gender	Male	14	3.79	0.67
		Female	21	3.58	0.54
	Experience	Less than 5 years	2	3.81	0.38
		More than 5 years and less than 10 years	7	3.97	0.46
		More than 10 years	26	3.44	0.43
	Qualification	Less than bachelor	6	3.53	0.37
More than bachelor		29	3.67	0.42	
Management	Gender	Male	14	3.65	0.47
		Female	21	3.38	0.42
	Experience	Less than 5 years	2	3.69	0.48
		More than 5 years and less than 10 years	7	3.43	0.46
		More than 10 years	26	3.69	0.49
	Qualification	Less than bachelor	6	3.23	0.41
More than bachelor		29	3.39	0.56	
activities	Gender	Male	14	3.48	0.56
		Female	21	3.43	0.46
	Experience	Less than 5 years	2	3.74	0.42
		More than 5 years and less than 10 years	7	3.86	0.44
		More than 10 years	26	3.57	0.46
	Qualification	Less than bachelor	6	3.78	0.39
More than bachelor		29	3.59	0.47	
teaching strategies	Gender	Male	14	3.31	0.39
		Female	21	3.58	0.52
	Experience	Less than 5 years	2	3.47	0.49
		More than 5 years and less than 10	7	3.29	0.48

	Qualification	years			
		More than 10 years	26	4.12	0.56
		Less than bachelor	6	3.53	0.47
educational methods	Gender	More than bachelor	29	3.69	0.51
		Male	14	3.78	0.61
	Experience	Female	21	3.64	0.55
		Less than 5 years	2	3.79	0.43
		More than 5 years and less than 10 years	7	3.87	0.42
		More than 10 years	26	3.58	0.39
	Qualification	Less than bachelor	6	3.43	0.42
		More than bachelor	29	3.49	0.36

Table (8) shows existence of virtual differences in the averages of the study sample answers at all study areas depending on the variables (sex, educational qualification, experience), to identify the sources of these differences we used multi-way analysis of variance. Table 9 shows the results.

Table 9: Shows the Multi-Way Analysis of Variance for the Study variables (Gender, Experience and Qualification)

Variance Source	Variable	Total Squares	Liberty grades	Average Squares	"F" Value	Sig.
Curriculum	Gender	0.743	1	0.743	2.264	0.118
Management		0.438	1	0.438	1.793	0.178
activities		0.078	1	0.078	0.143	0.764
teaching strategies		0.162	1	0.162	0.381	0.648
educational methods		0.612	1	0.612	1.162	0.241
Curriculum	Experience	0.267	1	0.267	0.895	0.312
Management		0.128	1	0.128	0.471	0.539
activities		0.063	1	0.063	0.178	0.577
teaching strategies		0.165	1	0.165	0.357	0.633
educational methods		0.329	1	0.329	1.156	0.223
Curriculum	Qualification	0.743	2	0.372	1.973	0.159
Management		0.346	2	0.173	0.802	0.459
activities		0.426	2	0.213	0.932	0.472
teaching strategies		0.137	2	0.068	0.803	0.459
educational methods		0.874	2	0.437	2.495	0.102

Table (9) shows the following:

- There is no statistically significant differences at the level of significance $\alpha = 0.05$ in the art education teachers answers due to the variable gender on the

study variables (Curriculum, Management, activities, teaching strategies and educational methods).

- There is no statistically significant differences at the level of significance $\alpha = 0.05$ in the art education teachers answers due to the variable Experience on the study variables (Curriculum, Management, activities, teaching strategies and educational methods).
- There is no statistically significant differences at the level of significance $\alpha = 0.05$ in the art education teachers answers due to the variable Qualification on the study variables (Curriculum, Management, activities, teaching strategies and educational methods).

4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions related to the first questions

This study found that the most difficulties faced the art education teachers is teaching strategies with average (3.72), followed by activities with average (3.68) and curriculum with average (3.61) and teaching strategies with average (3.53) and finally management with average (3.44). However, in the teaching strategies the largest proportion answers is the figure which stated "Lack of interest in training courses for Art Education teachers" with average (4.26) followed by the figure which stated "Lack of modern books and references in the school library" with average (4.13). Moreover, in the activities the largest proportion answers is the figure which stated "Lack of budget allocated for activities" with average (4.43) followed by the figure which stated "The lack of the necessary tools for activities" with average (3.12). Furthermore, in the curriculum the largest proportion answers is the figure which stated "Art education teachers don't participate to develop curriculum" with average (3.97) followed by the figure which stated "Art education curriculum Inadequate with student environment" with average (2.13). Also, in the teaching strategies the largest

proportion answers is the figure which stated “Lack use self-education methods” with average (3.89) followed by the figure which stated “Lack of a teacher's guide” with average (3.66). Finally, in the management the largest proportion answers is the figure which stated “Lack of art Education supervisors” with average (4.47) followed by the figure which stated “school principals injustice the art education teachers via the annual evaluation” with average (4.25).

Conclusions related to the second questions

- This study found that: There is no statistically significant differences at the level of significance ($\alpha = 0.05$) in the art education teachers answers due to the variable gender on the study variables (Curriculum, Management, activities, teaching strategies and educational methods).
- There is no statistically significant differences at the level of significance $\alpha = 0.05$ in the art education teachers answers due to the variable Experience on the study variables (Curriculum, Management, activities, teaching strategies and educational methods).
- There is no statistically significant differences at the level of significance $\alpha = 0.05$ in the art education teachers answers due to the variable Qualification on the study variables (Curriculum, Management, activities, teaching strategies and educational methods).

This study recommended to:

1. Develop art education curriculum to fit other curriculum.
2. Develop art education curriculum to fit student's environment.
3. Held Awareness programs to show the importance of art education.
4. Develop the art education teacher's skills.

5. Diversification in education strategies to teach the art curriculum.
6. Provide appropriate budget in order to implement the art activities.

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