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CHAPTER 1

INTRODUCTION

BACKGROUND OF STUDY

Art is a very important and worthwhile subject. It's a wonderful way of bringing out a student's individuality and self expression. Art always involves creation and is one of very few subjects that actually forces the student to be creative and express new ideas. It's one of the most effective means of establishing and sustaining the creative mode. Moore (1986) describes arts as "the expression of the spirit" while Broome (1985) cited that "art is a mean of expressing our ideas." Both of them felt that arts is the expression of, or comment on, an idea, emotion or experience.

Art is combined of two elements. The artistic and the human element. The artistic is the study of line, color etc. while the human element is when the artist chooses to combine his/her knowledge of the artistic elements to create a unique piece of art. But our children creating their own art?

The schools in the Orange Walk district have arts and craft as a subject to be taught once a week in school. Teachers are expected to encourage children on this subject. Although some of the time this "only" session of arts and craft is postponed. Teachers have seen that

children don't bring the materials asked for the lesson.

The attitude of the children by not bringing their materials simply show that they are not interested on such subject.

Our children are not aware that arts is very important.

The common problem is that children don't bring the materials asked for. The material asked for are simply not available or too expensive. Examples of such materials are glitters, color paints, glue, etc. and our school simply don't provide for them, especially the rural schools.

Have teachers realized that there are materials that can easily be gotten with little or no cost? Here is where the indigenous materials come into play. Using indigenous materials in arts and craft can help the children's creativity in constructing things. Both teachers and students need to see that the use of indigenous materials for arts and craft can be very beneficial.

Our children need to be educated and motivated in the use of indigenous materials, and by using them in arts and craft it will provide a mean of learning which no other field of human endeavor can quite duplicate.

The researcher therefore decided to conduct a survey to determine the attitude of teachers and students towards the use of indigenous materials in arts and craft.

THE PROBLEM

The concern for providing teachers with ideas as to how to use indigenous materials in arts they might become interested in this relatively cheap materials usage. Therefore, the researcher formulated these questions to assist in finding out the attitudes of teachers and students toward the use of indigenous materials.

1. How the teachers feel teaching the subject arts and craft?
2. Do teachers and students have a positive attitude towards arts and craft?
3. Do teachers and students have a positive attitude towards the use of indigenous materials in arts and craft?
4. To what extent indigenous materials are used in arts craft?

PURPOSE

Through a survey, the researcher attempted to determine whether the attitude teachers and students had in using indigenous materials in arts and craft was a positive or negative one. Based on the information gathered through conducting the survey, the researcher contributed suggestions and made recommendations in order to improve the teaching of arts and craft.

SIGNIFICANCE OF THE STUDY

This study can be of primary significance to all who are interested in seeing, feeling and appreciating the world about him.

It should be of great benefit to the:

- * Teachers who have problems teaching arts and craft because of the lack of materials can use the ideas brought forward this research regarding use of indigenous materials.
- * Other researchers who would use the collected data for other research.

DEFINITION OF TERMS

1. Creative - Having the power to create; inventive.
2. Indigenous - Local materials found in our region or country.
e.g. pebbles, shells, stones.

Chapter Two

Literature Review

Harrison (1960) stated that it is unthinkable that any modern system of education should neglect arts and craft as a part of general education. He continued by saying that let art be used to stimulate creative talent that is within each child.

Janet (1973) stated that all children have a creative spark that can and should be fanned into a flame. That arts gives us a special kind of experience that unties pleasure in perceiving orderly forms and in learning.

These two people see that arts and craft is an important subject that encourages children to be creative. That a work of art may be created because the individual desires to communicate something.

Arts in school

In school arts and craft is a subject that is considered "not so important." The curriculum guides put more emphasis on the academic achievements of a child rather than on the spiritual physical and emotional part of an individual. Children are not developing to their full potential all the skills they possess.

It's true that our educational system is not neglecting art education in school but are they following if it's taken or done in schools (arts handout). Have teachers found out why some children simply don't like arts? Have teachers themselves realized why sometimes they omit the teaching of arts?

The root of these problems is that teachers sees arts and craft as the least important subject not realizing that through art children learn a lot of things. Child craft (handout)

Is art an interesting subject.

Art is a skill in making or doing. (childcraft handout). This is what makes the subject interesting.

Through art children can let out their whole spirit. through art children can learn different things that make up their environment, Sandoval (1990).

Lowenfeld (1987); arts and craft is a subject that can be a wonderful way of bringing out a students individuality and self expression. Children through their art work can express what they really think and feel.

Problems with arts in the classroom.

Lowenfeld (1987) stated that each child should be encouraged to think, imagine and use his/her own ideas when

producing an art work.

Give your imagination a chance to grow! Tane (1993).
Our children are not given the opportunity. There is no originality or creativeness in what they do. Our children are not taught to appreciate the marvelous things our environment can provide them. Garnett (1996).

Janet (1973) stated that the creative spark that children have is lowered by the attitude children and their teacher have. The attitude towards arts and craft is the problem.

How indigenous materials can be used.

The community is a source through which children are facilitated with materials that can be used to create an art work, Garnett (1996). Here Garnett has a good point. In our environment there is a richness of various things that can be used for arts. e.g. stones, leaves, flowers, sand etc. Teachers only need to be more resourceful and creative.

Sandoval (1990) cited that using indigenous materials for arts provides a means of learning which no other field of human endeavor can quite duplicate. With indigenous materials a lot of things can be created from a straw puppet to a stone face.

"Art has everything to do with life. A work of art is the expression of the spirit..... This is what matters more than a beautiful or perfect work of art." Tane (1973).

CHAPTER THREE
RESEARCH DESIGN

The objective of the survey conducted by the researcher was to determine to which extent teachers use indigenous materials in arts and craft in the rural schools in the Orange Walk District.

In order to make the researcher valid, reliable and complete, part of the process included the formulation of a questionnaire which was typed up and filled. The questionnaire consisted of:

- * General information on teachers.
- * Teachers and students attitudes towards arts and craft.

The researcher did several steps in constructing the questionnaire.

Procedures were:

1. Identification and definition of objective.
2. Selection of the quota sampling.
3. Writing of questionnaires/items.
4. Preparation of cover letters.
5. Distribution and collection of the questionnaire.

The researcher personally distributed the questionnaires to the teachers on June 22nd and collected them one week after. Data gathered from the questionnaires were interpreted and presented in tables.

SAMPLE

The sample of the study consisted of thirty teachers. The teachers were selected using quota sampling. The amount of teachers were divided into four divisions in the Orange Walk District. The North, South, East and West division. Each division got seven questionnaires, except the East and South that got eight of them.

The questionnaires were given to teachers who were starting in the teaching profession and those that were already in it for the past eight years. Sixteen questionnaires were delivered to teachers who were in the profession for the maximum of six years. Each division got four questionnaires on this section.

Each division also got three questionnaires, except the South and East that got four, this was for teachers who were in the profession for the past eight years.

This was done so, for the researcher to find out if the teachers who were starting in the teaching profession and the ones already in it had different views of using indigenous materials for arts and crafts.

TABLE TO CLARIFY THE

QUOTA SAMPLING

<u>Teaching Experience</u>	<u>North</u>	<u>South</u>	<u>East</u>	<u>West</u>	<u>total</u>
less than 6 years	4	4	4	4	16
Over 8 years	3	4	4	3	14
Total	7	8	8	7	30

INSTRUMENT

The designed questionnaire comprised of two parts. Part one consisted of biographical data such as age range, teaching experience etc. Part two consisted of attitude statements. These statements determined the extent of the teachers knowledge of the importance of using indigenous materials in arts and craft.

The questions designed consisted of four open ended questions. Part two section consisted of sixteen likert type statements.

- * The open ended questions dealt on biographical data.
- * The likert type statements were all designed with four choices.

Example: Strongly Agree - S A, Agree - A, Disagree - D and Strongly Disagree - S D.

DATA COLLECTION

The researcher personally delivered the questionnaires to ensure that each teacher who was part of the sample received one.

The questionnaires were given out on June 22 nd and were collected one week after.

A total of 30 questionnaires were distributed to the 30 teachers that were selected from the quota sampling and all 30 questionnaires were returned.

To orient the respondent of the purpose of the questionnaire, a cover letter was enclosed. The cover letter addressed the purpose and requested each participants' full cooperation.

DATA ANALYSIS

A description of the data collection was presented. The second part, the essence of the survey was fully described. The result were presented and interpreted on tables. The tables showed the positiveness or negative-ness of responses for each of the statements. An interpretation for each of the sixteen statements and responses was done.

Example of the table presenting the response of likert type scale question. Key = SA strongly agree, A - agree, D - disagree, SD - strongly disagree.

STATEMENT - Arts and Craft is an important Subject.

	SA	A	D	SD	Pos.	Neg.
Points	4	3	2	1		
#or respondents						
Points total						
Percentage						
Total points of all responses						
Average score.						

The points were distributed as strongly agree (SA) valued at four points; Agree (A) valued at three points; Disagree (D) valued at two points; Strongly disagree(SD) valued at one point.

The number of respondents were tallied from the 30 questionnaires. Total points were obtained by multiplying the points awarded for each choice to the number of respondents of each choice.

The percentage was obtained by the number of respondents over the total respondents multiplied by 100. All total points from the four columns were added to obtain the average, the total population was divided into the total points of all responses.

To determine whether the average of the statement was positive or negative, references was made to this scale:

Positive: 2.6 - 4.0

Negative: 1.0 - 2.5

The biographical data was also tallied, so as to find the difference between teachers starting in the teaching profession and the ones being in it for the past eight years. All will be tallied the same according to years of experience. The researcher did not differentiated between male and female teachers.

Table 2

**Years of experience in
Biographical Data**

1 - 3 years	4 - 6 years	7 - 8 years	9 years up

CHAPTER FOUR
PRESENTATION OF ANALYSIS OF DATA

Part I of the questionnaire

Part one consisted of questions that made reference to the respondents teaching experience. To identify the degree of attitude of respondents, an X was placed under the column corresponding to Positive or Negative.

The questionnaire was structured in such a way that it addressed these sub topics.

1. Arts and Craft as a subject.
2. Attitude of teacher and student towards art and craft.
3. Attitude towards the use of indigenous materials.

Example:

Sub-topic I

Arts and Craft as a subject.

1. Arts and Craft is an important subject.
2. Arts and Craft should be taught twice a week in school.
3. Arts and Craft needs to be integrated in the school curriculum guides.

Table I = Statement 1: Arts and craft is an important subject.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	9	20	1	0		
Points total	36	60	2	0		
Percentage	30	66.67	3.33	0		
Total points of all responses				98		
Average				3.27	X	

In table 1, nine (36%) of the total respondents strongly agreed to the statement. One (3.33%) respondent disagreed. A total of twenty-nine (99.67%) respondents agreed that Arts and craft is an important subject. The 3.27 average therefore reflects a positive attitude. The favorable response might be because of the years of experience they have in school and the worthwhile subject arts and craft is to them.

Table 2

Statement 2: Arts and craft should be taught twice a week in school.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	7	15	5	3		
Points Total	28	45	10	3		
Percentage	23.33	50	16.67	10		
Total points of all responses				86		
Average				2.86	X	

In table 2, seven (23.33%) respondents strongly agreed and fifteen (50%) agreed. Five (16.67%) respondents disagreed and three (10%) strongly disagreed. A total of a twenty-two (73.33%) agreed that arts and craft should be taught twice a week in school. Based on the findings, the average 2.86 indicates that the statement reflects a positive attitude. The favorable response might be because they see that arts and craft is a very important subject in school.

Table 3

Statement 3: Arts and Craft needs to be integrated in the school curriculum guides.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	8	15	4	3		
Points Total	32	45	8	3		
Percentage	26.67	50	13.33	10		
Total points of all responses				88		
Average				2.93	X	

In table 3, eight (26.67%) strongly agreed and fifteen (50%) agreed. Eight (13.33%) disagreed and three (10%) strongly disagreed. A total of twenty three (76.67%) agreed that arts and craft needs to be integrated in the school curriculum guides. Interestingly, responses of statement one, two and three show consistency in the positive attitude towards arts and craft as a subject.

Table 4

Statement 4: As a teacher, I have a positive attitude towards arts and craft.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	9	16	4	1		
Points total	36	48	8	1		
Percentage	30	53.33	13.33	3.33		
Total points of all responses				93		
Average				3.1	X	

In table four, nine (30%) respondents strongly agreed, and sixteen (48%) agreed. Four (8%) disagreed while one (3.33%) strongly disagreed. A total of twenty-five (83.33%) respondents agreed that they have a positive attitude towards Arts and Craft. It means that teachers do have a positive attitude on arts and craft.

Table 5

Statement 5: I attend workshops in arts and craft.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	3	10	15	2		
Points total	12	30	30	2		
Percentage	10	33.33	50	6.67		
Total points of all responses				74		
Percentage				2.47		X

In table five, three (10%) respondents strongly agreed and ten (30%) agreed. Fifteen (30%) disagreed while two (6.67%) strongly disagreed. This statement therefore received a negative response as seventeen (56.67%) of the respondents disagreed. This means that teachers have a positive attitude on the subject but at the same time do not attend workshops on given subject.

Table 6

Statement 6: This year the school has had an arts and craft exhibition using indigenous materials.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	2	15	9	4		
Points total	8	45	18	4		
Percentage	6.67	50	30	13.33		
Total points of all responses				75		
Average				2.5	X	

IN table six, two (6.67%) respondents strongly agreed and fifteen (50%) agreed. Nine (30%) disagreed while four (13.33%) strongly disagreed. The average 2.5 reflects that the statement received a favourable attitude.

Table 7

Statement 7: Children have a positive attitude towards arts and craft.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	9	17	3	1		
Points total	36	51	6	1		
Percentage	30	56.67	10	3.33		
Total points of all responses				94		
Average				3.13	X	

In table seven, (30%) respondents strongly agreed and seventeen (51%) agreed. Three (6%) disagreed while one (3.33) strongly disagreed. This statement therefore received a positive response as twenty-six (86.67%) of the respondents agreed that children have a positive attitude towards arts and craft.

Table 8

Statement 8: Arts and craft helps children in self expression.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	12	15	2	1		
Points total	48	45	4	1		
Percentage	40	50	6.67	3.33		
Total points of all responses				98		
Average				3.26	X	

On table eight, twelve (48%) respondents strongly agreed and fifteen (45%) agreed. Two (46.67%) disagreed while one (3.33%) strongly disagreed. Twenty-seven (90%) of the total respondents agreed that arts and craft help children in self expression.

Table 9

Statement 9: At an early stage (5+) children should be taught to use indigenous materials in arts and craft.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	3	18	6	3		
Points total	12	54	12	3		
Percentage	10	60	20	10		
Total points of all responses				81		
Average				2.7	X	

On table nine, three (10%) respondents strongly agreed and eighteen (60%) agreed. Six (20%) disagreed while three (10%) strongly disagreed. Based on the findings, a total of twenty-one (70%) of the respondents agreed that at an early stage children should be taught to use indigenous materials in arts and craft.

Table 10

Statement 10: Working with indigenous materials help children become creative.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	17	11	1	1		
Points total	68	33	2	1		
Percentage	56.67	36.67	3.33	3.33		
Total points of all responses				104		
Average				3.46	X	

In table ten, seventeen (56.67%) respondents strongly agreed and eleven (36.67%) agreed. One (3.33%) disagreed and another one (3.33%) strongly disagrees. This statement therefore received a positive response as twenty-eight (93.33%) of the respondents agreed that working with indigenous materials helps children become creative.

Table 11

Statement 11: Indigenous materials are good for arts and craft.

	SA	A	D	SD	Pos.	Neg.
Points	4	3	2	1		
# of respondents	18	12	0	0		
Points total	72	32	0	0		
Percentage	60	40				
Total points of all responses				104		
Average				3.46	X	

IN table eleven, eighteen (60%) respondents strongly agreed and twelve (40%) agreed. No respondents disagreed or strongly disagreed to this statement. The average 3.46% proves that the statement received a favorable response.

Table 12

Statement 12: I use indigenous materials in arts and craft.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	10	16	4	0		
Points total	40	48	8	0		
Percentage	33.33	53.33	13.33	0		
Total points of all responses				96		
Average				3.2	X	

In table twelve, ten (33.33%) respondents strongly agreed and sixteen (48%) agreed. Four (13.33%) disagreed and no respondent strongly disagreed. A total of ninety six points were accumulated thus averaging to 3.2% which presents a positive attitude towards the statement.

Table 13

Statement 13: Indigenous materials are easily gotten in my community.

	SA	A	D	SD	Pos.	Neg.
Points	4	3	2	1		
# of respondents	21	9	0	0		
Points total	84	27	0	0		
Percentage	70	30				
Total points of all responses				111		
Average				3.7	X	

In table thirteen, twenty-one (70%) respondents strongly agreed and nine (30%) agreed. No respondents disagreed or strongly disagreed on the statement. The thirty (100%) respondents therefore agreed that indigenous materials are easily gotten in their community.

Table 14

Statement 14: Children love using indigenous materials in arts and craft.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
# of respondents	5	14	9	2		
Points total	20	42	18	2		
Percentage	16.67	46.67	30%	6.67		
Total points of all responses				82		
Average				2.73	X	

In table fourteen , five (16.67%) respondents strongly agreed and fourteen (46.67%) agreed. Nine (30%) disagreed while two (6.67%) strongly disagreed. Since the majority, nineteen (63.33%) of the total respondents agreed, the statement reflects a positive response.

Table 15

Statement 15: Children are encouraged to use indigenous materials for arts and craft.

	SA	A	D	SD	Pos	Neg.
Points	4	3	2	1		
# of respondents	4	12	3	1		
Points total	56	36	6	1		
Percentage	46.67	40	10	3.33		
Total points of all responses				99		
Average				3.3	X	

In table fifteen, fourteen (46.67%) respondents strongly agreed and twelve (40%) agreed. Three (10%) disagreed and one (3.33%) strongly disagreed. A total of twenty-six respondents agreed that children are encourage to use indigenous materials for arts and craft. This statement therefore reflects a positive attitude along with a 3.3 average.

Table 16

Statement 16: During Arts and Craft children bring all materials need.

	SA	A	D	SD	Pos	Neg
Points	4	3	2	1		
#of respondents	5	10	12	3		
Points total	20	30	24	3		
Percentage	16.67	33.33	40	10		
Total points of all responses				77		
Average				2.57	X	

In table sixteen, five (16.67%) respondents strongly agreed and ten (33.33%) agreed. Twelve (40%) disagreed and three (10%) strongly disagreed. Based on the findings 50% of the respondents agreed and the other 50% disagreed.

Part 1 of the Questionnaire

Table 1: Age group

18 - 22	23 - 25	26 - 28	29+
5	4	9	12

Table 1 indicates that five respondents (16.66) fall between the ages of 18 and 22. Four respondents (13.33%) fall between the ages of 23 and 25 while nine (30%) between ages of 26 and 28. Twelve (40%) were more than 29 years old.

Table 2 Qualification

High school	First class	Sixth form	Level 1	Level 2	Trained
3	5	2	4	1	15

Table 2 shows that the majority fifteen (50%) of the respondents were trained teachers. One (3.33%) had his level 2 while four (13.33%) of them had completed level one. Two (6.67%) were sixth formers and five (16.67%) had first class. Three (10%) had a high school diploma.

Interpretation of data.

The overall attitudes of teachers and students towards the use of indigenous materials for arts and craft was positive. The majority of the respondents had a favourable response.

To produce the best responses, the sixteen statements were designed to address these questions?

1. In what ways arts and craft help children?
2. How do teachers and students feel about arts and craft?
3. How do teachers and students feel about using indigenous materials for arts and craft?

In an attempt to answer question one these statements were constructed: 8 and 10.

In table 8, statement 8 showed that 90% of the respondents agreed that arts and craft helps children in self expression. Therefore, they have a positive attitude towards arts and craft.

Then in table 10, statement 10 teachers agreed that working with indigenous materials helped children become creative as (93.33%) of the respondents positively agreed.

On these two statements teachers show a consistency that arts and craft do help children in different ways. As Mary (1990) stated that art can be a wonderful way of bringing out a students individuality and self expression.

In the attempt of answering question "How teachers and students feel toward arts and craft", statements: 1, 2, 3, 4, 5, 7 were designed.

In table 1 indicates that 96.67% of the respondents agreed that arts and craft is an important subject. This shows that all respondents view arts and craft as one of the most important subject in school.

In statement 2, 73.33 of the respondents agreed that arts and craft should be taught twice a week in school. Based on the favorable response toward this statement one and two one can state that teachers do have a positive attitude towards this subject.

The positive attitude of the respondents were consistent as table 3, where 76.67% of the respondents agreed that arts and craft needs to be integrated in the school curriculum guides. Teachers then further added in table 4 that they did have a positive attitude towards arts and craft. Ninety percent of the respondents also believed that children have a positive attitude towards arts and craft. This favorable response was indicated in table 7.

Although teachers had a favorable attitude towards arts and craft it seems they contradicted themselves since in table 5, the respondents showed a negative response. Sixty percent of the teachers did not attended workshops in arts and craft .

In general, teachers and students had a positive attitude towards this subject since some teachers thought that arts and craft is an important subject that should be integrated in the school curriculum guides and taught twice a week in school.

In seeking to answer "How do teachers feel about using indigenous materials for arts and craft" these statements were designed: 6, 9, 11, 12, 13, 14, 15, 16,

IN table 6, 56.67% of the respondents agreed that this year the school had had an arts and craft exhibition using indigenous materials and in table 9, another seventy percent agreed that at an early stage children should be taught to use indigenous materials in arts and craft. Obviously as indicated in table 11, 100% of the respondents agreed that indigenous materials were good for arts and craft.

In table 12, it showed a consistency since 86.67% of the respondents agreed that they do use indigenous materials for arts and craft. Furthermore, all (100%) respondents agreed that indigenous materials are easily gotten in their community as shown in table 13. In responding to statement 14, sixty percent had a favorable response that children do love using indigenous materials.

Is this because children are encouraged by teachers to use indigenous materials, as table 15 shows a positive attitude with a ninety percent. Later on table 16, there was a balance, since only 50% of the respondents agreed that during arts and craft children brought their materials needed.

Part 11 of the Questionnaire

This part of the questionnaire had as sample the same 30 respondents. Table 1 clearly indicated that most of the respondents were above twenty-nine years old of the thirty respondents, sixteen (53.33%) of the respondents had between 1 to 6 years of teaching experience and fourteen (46.67%) of the respondents were over six years of teaching experience.

Fifty percent were already trained teachers while the other 50% were untrained teachers but had a form of education.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It can be considered that most teachers had a positive attitude towards Arts and Craft. Evidence in approval of the questions in consideration would be found in statements 8 and 10.

Majority of the teachers said that arts and craft do help children in their creativity and self expression. That arts is a wonderful way of bringing out a students' individuality.

Secondly, the majority of teachers had a positive attitude towards arts and craft. In support are statements 1, 2, 3, 4, 5, and 7. Teachers felt that arts is one of the most important subjects in school and stated that it should be taught twice a week in school. Teachers also pointed out that arts needs to be integrated in the school curriculum guides.

Although there was an inconsistency of teachers attending workshops. This might be because there are workshops for other subjects but not for arts.

In regards to the use of indigenous materials, their was a positive attitude as shown in statements 6, 9, 11, 12, 13, 14, 15 and 16.

Majority of the teachers said that from an early age

children should be taught to use indigenous materials. They felt that indigenous materials are good for arts and is one of the resources that could easily be gotten in their community.

Teachers encourage their children to the use of indigenous materials, although children need to put a bit of more effort when asked to bring all materials needed for arts and craft.

Recommendations

As a result of the finding, the researcher recommends that:

1. Arts and craft should be integrated in the school curriculum guides.
2. That the time allotted for arts and craft be expanded or arts be taught twice a week.
3. More workshops should be done in arts and craft, especially in the use of indigenous materials.
4. The construction of a book in arts and crafts in the use of indigenous materials.

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APPENDIX

Dear Teacher,

As part of the requirement for a Trained Teacher's Certificate Level 11, I am conducting a survey to determine the attitude of teachers towards the use of indigenous materials in arts and craft.

I would greatly appreciate your cooperation in responding to the questionnaire. I assure you that the responses will be kept confidential and will be used solely for my research purpose.

Thanks in advance for your kind cooperation.

Sincerely yours,

Anita Mesh
Student Teacher
Belize Teachers' Training College.

Questionnaire

Indicate with a tick the appropriate response to each of the following.

sex: Male _____ Female _____

Age: 18-22yrs. _____
 23-25yrs. _____
 26-28yrs. _____
 29+ yrs. _____

Qualification:	High School Diploma	_____
	First Class	_____
	Sixth Form	_____
	Level 1	_____
	Level 2	_____
	Trained	_____

Years of teaching experience:

1 to 3 _____
years

4 to 6 _____
years

7 to 8 _____
years

9+ years _____

Please place a check mark in the space that represents your opinion.

Key: SA - strongly agree

D - disagree

A - agree

SD - strongly disagree

1. Arts and craft is an important subject.

SA _____ A _____ D _____ SD _____

2. Arts and craft should be taught twice a week in school.

SA _____ A _____ D _____ SD _____

3. Arts and craft needs to be integrated in the school curriculum guides.

SA _____ A _____ D _____ SD _____

4. As a teacher, I have a positive attitude towards arts and craft.

SA _____ A _____ D _____ SD _____

5. I attend workshops in arts and craft.

SA _____ A _____ D _____ SD _____

6. This year the school has had an arts and craft exhibition using indigenous materials.

SA _____ A _____ D _____ SD _____

7. Children have a positive attitude towards arts and craft.

SA _____ A _____ D _____ SD _____

8. Arts and craft helps children in self expression.

SA _____ A _____ D _____ SD _____

9. At an early stage (5+) children should be taught to use indigenous materials in arts and craft.

SA _____ A _____ D _____ SD _____

10. Working with indigenous materials help children become creative.

SA _____ A _____ D _____ SD _____

11. Indigenous materials are good for arts and craft.

SA_____ A_____ D_____ SD_____

12. I use indigenous materials in arts and craft.

SA_____ A_____ D_____ SD_____

13. Indigenous materials are easily gotten in my community.

SA_____ A_____ D_____ SD_____

14. Children love using indigenous materials in arts and craft.

SA_____ A_____ D_____ SD_____

15 Children are encouraged to use indigenous materials for
arts and craft.

SA_____ A_____ D_____ SD_____

16. During arts and craft children bring all materials needed.

SA_____ A_____ D_____ SD_____