
* A survey to determine the problems encountered by *
* teachers of rural schools in the Northern area of Orange *
* Walk District, in the teaching of art education. *

submitted in partial fulfilment of the requirements for
a trained teacher certificate

submitted by

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Chapter I

Background

Art education is an important aspect of learning. Art opens the mind for exploration. The creation of art is open to each and every person. The value of art is manifested as a person does or explores new forms and ideas. Through art a person can portray feelings and depict messages. The process of creativity is important. Discovering through the beauty of arts is what appeals and develops the mind. Children have the potential to create arts using their skills. Through arts children can upgrade skills such as manipulating, joining gluing, pinning etcetera. As children acquire or learn new skills, they can use that to build on what they know.

The researcher has found out that children are not given the opportunity to be creative. Teachers would traditionally give children set designs for them to apply color, shadings or tracing. Little emphasis is placed on exploration. Exploring will allow children to think abstract.

Many teachers tend to stifle children by giving them samples for them to reproduce. From informal interviews the researcher found out that many schools lack a curriculum guide that can be used to teach arts. Teachers lack the knowledge of using indigenous materials extensively and effectively. Schools are well equipped with guides that concentrate on traditional forms of basic application only. Arts cannot be taught as an academic subject. Creativity is what arts is all about. The problem is a common one. The most common reason to explain it is the lacking of the

know how to teach it.

Teachers urgently need help in the aspect of art education. Fostering arts would not be laborious, it only needs time to explore and use of individual attention and imagination. Moving away from traditional arts would lead to abstract thinking. The researcher believes that many factors contribute to a lack of motivation to teach arts. These will be explored so to help develop and appreciate the teaching of arts.

Problem statement

The researcher has observed that many problems exist in the fostering of art education. The purpose of art education is not being carried out to convey its true meaning. A stifling form of art is introduced. The present problem made the researcher compile possible reasons for this behavior.

- A) curriculum guides are not available to teach arts effectively.
- B) Children do not fully participate in arts lessons because of a lack of art resources.
- C) Skills to formulate an effective lesson plan is not fully implemented.
- D) not much use of indigenous materials as an alternative to expensive materials
- E) Teaching of art is not a priority.
- F) Not much time is allocated for teaching art education.

The reasons gathered are clear indications or factors which contribute to inefficiency of art teaching. Children should move away from traditional arts and to develop the skills of exploration and thought.

Purpose of Study

Through this study the researcher seeks to find out to what extent art is being taught and if it is being carried out correctly and efficiently. The researcher will try to identify the many problems or draw backs that prohibits the teaching of art effectively. The research will also give a clearer or deeper understanding of what teachers understand about art education. Recommendations will be given so that teachers would improve the teaching of it. New ideas will enlighten teachers to take a closer look at art education and discover what it is all about.

Significance of Study

- A) Principals,educators will be encouraged to implement the usage of indigenous materials to create arts.
- B) To encourage staff to be creative by using inexpensive materials found in the environment.
- C) Teachers will find the importance of teaching art art education in elementary schools.
- D) Teaching of art will stimulate children to be creative and make use of it as part of their explorations.
- E) The ministry can use recommendations to improve the situation by including in the curriculum.
- F) The Belize Teacher's Training College Will be motivated to offer art education as a major and not as an elective.
- G) Children will be motivated to use art and craft as a source of income.

Definition of Terms

1. B.T.T.C - Belize teacher's Training College
2. SA - Strongly Agree
3. A - Agree
4. D - Disagree
5. SD -Strongly Disagree
6. R.C.Sch - Roman Catholic School
7. O.W. - Orange Walk
8. Dist - District
9. Bze - Belize
10. Trs - Teachers

Chapter IILiterature Review

The Government of Belize through the ministry of education is committed in providing each individual Belizean formal education. Each individual is expected to attain spiritual, social, moral, good ethical values, academic achievements, the appreciation of arts and aesthetic development. Educators in our school system are preparing individuals to develop special skills for the active participation in the development of Belize.

Presently, certain aspects of learning are not fully carried out. Emphasis has and is being placed on academic achievements. Little focus has been placed on areas of aesthetic development and ethical values. Many reasons exists why schools such as the ones in the Northern rural area of the Orange Walk District do not put much interest in aesthetic development. The researcher has observed that the teaching of art is considered a minor and unimportant subject.

Children and their art

It is very vital that each child develops aesthetic appreciation. Children need to be involved in discovering and to be a part of reality by observation of their environment. Aesthetic elements give individuals a sense of pride, joy and delight in their daily lives.

Art can be of great value to the individual child. Each child has the ability to be creative.

Annette Wood(1981) stated that almost all children love to make things, and the benefit derived from doing so will be as much in the making as in the end product. Decades ago, educators believed that art education was limited to a gifted minority. This has been proven otherwise. Through critical thinking children can observe and discover new ideas in art education.

Krogh(1994) based on John Dewey's observations stated that rediscovery of a solution to any problem when achieved without the knowledge that the solution had already been found might be considered a creative act and might be placed from the stand point of learning in same category as an original discovery. This statement emphasizes the fact that each individual has the capacity and potential to be creative. Gifted children tend to demonstrate more skillful activity and ability but that does not conclude that non-gifted children would not. At whatever pace a child works, he or she will be able to produce an act of creativity.

Knowing that each child has the ability to be creative, then teachers should give each child the time to develop his or her individual skills and put to use in new situations. Developing art skills is very important. These skills can be used in manipulative activities. Skills such as pasting, sticking, glueing, joining, pinning etcetera are all used while performing some art activities. These skills can also be

used in other subjects such as math, science and other areas where manipulation is needed.

The carrying of art demands a degree of freedom and time. Children can work independently or in groups. The researcher has noticed that many schools in the Northern rural area of the Orange Walk District limit the child's creative ability to be fully expressed. Many art lessons involve the child mimicking or duplicating something that was already designed by someone else. Juliet Moguel (1994) has cited that teachers teaching in the lower division would give their children to draw and color only. This observation limits the child's creativeness. Wood (1981) points out that a wise art teacher will never have a fixed idea of what the finished work will look like, because this is in the hands of the children; and the element of the unknown will be exciting for both the teacher and the child. This statement stresses that the individual will come up with a unique end product. This method of teaching art narrows down the ability of children to work freely and express themselves.

This type of art teaching occurs because some teachers do not have the experience and are therefore not confident while performing art activities.

The use of someone's model or design and copying it is easier for the teacher to teach it. This behavior has led teachers to look at arts as an uninterested subject in school.

This negativity towards art has placed it as the least important. Much effort is placed on academic studies. Gaitskell and Hurwitz (1970) stated that education is more than the process of recording sense impressions on a passive mind, but that the learner must himself be an active participant and must reorganize the expressions encountered. This observation points out the importance of going beyond academic storage only, but having the individual involved in deciphering what surrounds him.

Art can also be integrated in academic subjects. Wood (1981) emphasized that arts and craft work should not be treated as a subject isolated from the rest of the curriculum. It should be linked as often as possible to other aspects of children's work and school life in general. This observation states that there is room for art activity throughout the child's life of schooling.

Who can teach arts?

The basic elements and principles of art are being practised by children. According to Brommer and Horn (1985), children should go beyond that. Children must know about lines, shape, space, color, value and texture. These elements of art should be incorporated during art activities. The principles of design which are more sophisticated can also be integrated. The researcher has found out informally that many teachers

would concentrate on lines, shape and color and would hesitate to go beyond that.

Teachers need to know the importance of fostering art creativity. They must guide children as they perform art activities. Art activities must be enjoyed and not frustrate children. Lambert and Lowenfeld (1987) emphasized that art should reflect the particular stage of development that the child has reached. This citing is very important for teachers to follow. Art lessons should be designed and be appropriate to the children involved. The outcome of any art activity must be praised by the teacher. The teacher will be the provider and the resource person. Gaitskell and Hurwitz (1970) remarked " A creative person is opened to experience. He is alive to the possibilities of the moment and does not distort experience to make it consistent with predetermined concepts." These words make it clear that imagination is important in doing art in contrast to copying or duplicating someone's work. Teachers as educators must appreciate art themselves and be open to experiences.

practices in arts

The researcher has also observed that many teachers perform costly art activities. This practice usually caters for a few children who have the resources. Teachers need to

consider the children's economic capabilities. Educators should look at other avenues whereby the entire class can participate. Teachers should focus on what surrounds the children. Observing their surroundings will allow children to be involved in detail observation of physical factors that can be used to make art and craft. The environment is rich with indigenous materials. Materials can be human made or natural. Children can use these materials and their creativity to do an art piece. The expression in art relies on both the unique personal qualities of the individual child. The art will reflect his or her experience. Moguel (1994) said " He or she learns to use the materials around him or her with sensitivity and beauty and uses the tools around with accuracy and efficiency to portray what he or she sees and feels." This further clarifies that materials in the environment can be used in arts. These materials are alternatives to unaffordable materials.

Art is actually a product of creativity. Teachers as moulders of minds should foster art education. It is very important that each child is given the opportunity to develop this aspect of aesthetic learning. All what surrounds a child has elements of arts. Children need to appreciate and understand what surrounds him or her. It would be of benefit for a child not only to excel academically but develop a sense of beauty and appreciation for arts.

Chapter 111

The Research Design

Sample

The population for this survey included teachers of all grade levels from all five (5) Orange Walk Northern Schools. These were Douglas R.C.School, San Jose Government School, San Pablo R.C.School, San Juan R.C.School and San Roman R.C.Sch.

From this population, the researcher used all the schools for the study. The sample had 43 teachers included. Only 38 teachers responded meaning a total of 38 questionnaires collected out of the 43 distributed. The outcomes reflect the 43 questionnaires received. Teachers involved included both sexes.

Instrument

The instrument used to collect data was a questionnaire. It consisted of two parts. The first part was designed to obtain a general information about the respondents. This included age, sex, qualifications, teaching experience and information on personal view towards arts.

The second part of the questionnaire was designed to find out attitudes and possible problems teachers encounter in teaching art education. This section of the questionnaire consisted of 27 items, all on a Likert - type scale. An example would be, :
My art lessons are expensive. SA A D SD .
The SA - means strongly agree, A - agree, D - disagree
SD - strongly disagree. To obtain responses teachers chose among the four options and circled their choices.

** a copy of the questionnaire appears in the appendix. **

Method of Collecting Data

The researcher first visited the principals of the sample schools and explained the reason for the study. He requested permission to use their schools for the study. The principals of all the schools accepted and granted permission. The researcher asked the principal to kindly distribute questionnaires to his/her staff and explained briefly the procedures and instructions. Questionnaires were distributed on the same day and collected one week later.

Data Analysis

After data was collected, the researcher examined each statement and analyzed each one. The information was presented on tables showing the frequency and percentage of each statement. The positive or negative reponse was also given. General information of respondents were presented on tables and frequency charts.

Chapter IV

Part I : Background Data

Part 1: Back ground Data

1.) To which age group do you belong?

Categories	Tallies	Frequency	Percentage
under 20		0	0
20 - 25	### ###	11	30
25 - 30	### ### ###	17	45
30 - 35		7	18
35 and over		3	7
Total		38	100%

Table 1 shows the age of respondents. The teachers in the sample have an age range of 20 to 35 and over. 11(30%) teachers are in the 20 - 25 years. 17(45%) teachers are 25 - 30 years. 7(18%) teachers are 30 - 35 years and 3(7%) teachers are 35 and over.

2.) Sex

Male	Female
18	20

Of the 38 teachers who responded to the questionnaire, 19(47%) were males and 20(53%) were females. The majority of these teachers were mainly between the ages of 19 to 31. The rest were over 30 years.

3.) Qualifications

degree	trained	first class	second class	first teacher	high school graduate	sixth form
0	17	12	0	0	0	9

The table shows the qualifications of the respondents.
17(44.7%) are trained, 12(31.5%) are first class teachers and
9(23.6%) are sixth form graduates.

4.) In what division do you teach?

Categories	tallies	frequency	percentage
infant	/// /// I	11	29
middle	/// /// /// //	17	44
upper	/// ///	10	27
total		38	100%

Table 4 shows that 11(24%) respondents teach in the infant division, 17(44%) teach in the middle division and 10(27%) teach in the upper division.

5

5.) Is art education included in your curriculum?

Responses	Number of responses	Percentage
Yes	33	86.8%
No	5	13.2%

Table 5 shows that 33(86.8%) teachers have art education included in their curriculum. 5(13.2%) do not have art education as part of the curriculum. The majority of schools seem to have art education in their curriculum.

6

6.) I integrate arts with other subjects.

Responses	Number of responses	Percentage
Yes	30	79%
No	8	21%

Table 6 shows that 30(79%) respondents integrate arts with other subjects and 8(21%) do not integrate. Wood(1981) emphasized that arts and craft should not be treated as a subject isolated from the rest of the curriculum. the majority of respondents are of the opinion suggested by wood.

7

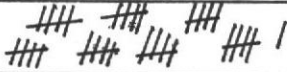
7.) My teaching experience.

Categories	Tallies	Frequency	Percentage
1 - 5 yrs		10	26%
6 - 11 yrs		22	58%
12 and over		6	16%
Total		38	100%

The table shows that 10(26%) of respondents have 1 -5 yrs of teaching experience. 22(58%) respondents have 6 - 11 years of teaching experience, and 6(16%) teachers have 12 years and over of teaching experience. The majority of teachers have 6-11 years of teaching experience.

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8.) How often do you teach arts?

Categories	Tallies	Frequency	Percentage
1 time per week		36	95%
2 times per week		2	5%
total		38	100%

The table shows that 36(95%) respondents teach arts one time per the week. 2(5%) teachers teach arts 2 times per week. This suggest that art is a subject of less importance to the schools where there respondents are.

Part II - Attitudes and problems encountered in teaching art Education.

1. I enjoy art classes.

	SA	A	D	SD	Positive Negative
Number of respondents	14	22	2	0	
Points	1	2	3	4	
Totals	14	44	6	0	
Percentage	36.8	58	52	0	
Total points				64	
Average				1.68	✓

The response to statement I shows that 14 persons strongly agreed, 22 agreed, 2 disagreed and 0 strongly disagreed. The total points obtained was 64 which scored and average of 1.68 signifying a positive response to the statement. The table further shows that 94.7% agreed and 5.3% disagreed. This suggests that teachers do enjoy art classes. This attitude reflects what Gaitskell and Hurwitz (1970) cited about people and the ability to be creative and enjoy it.

2. Art and Craft is as important as other subjects.

	SA	A	D	SD	Positive	Negative
Number of respondents	22	15	1	0		
Points	1	2	3	4		
Totals	22	30	3	0		
Percentage	57.8	39	2.6	0		
Total points				55		
Average				1.4	✓	

The response to statement 2 shows that 22 respondents strongly agreed, 15 agreed, one disagreed and 0 strongly disagreed. Total points obtained was 55 giving an average of 1.4 reflecting a positive response. The table also shows that 97.4% agreed and 2.6 disagreed. The teachers believe that art and craft is as important as other subjects. Gaitskell and Hurwitz (1970) stated that education is more than the process of recording sense impressions on a passive mind. The positive response is in agreement with the findings or observation commented above.

3. All children are capable of learning arts.

	SD	A	D	SD	Positive	Negative
Number of respondents	19	19	0	0		
Points	1	2	3	4		
Totals	19	38	0	0		
Percentage	50	50	0	0		
Total points				57		
Average				1.5	✓	

The response to statement three shows that 19 respondents strongly agreed, 19 agreed, 0 disagreed and 0 strongly disagreed. Total points obtained was 57 giving an average of 1.5 reflecting a positive response. The findings also shows 100% agreement and 0% disagreement to the statement. All the respondents believe that all children are capable of learning arts. This general agreement goes in line with Annette Wood (1981) statement. "Almost all children love to make things, and the benefit derived from doing so will be as much in the making as in the end product."

4. Art and craft should be taught only to interested, creative and talented children.

	SA	A	D	SD	Positive	Negative
Number of respondents		1	7	30		
Points	1	2	3	4		
Totals	0	2	21	120		
Percentage	0	2.6	18.4	78.9		
Total points				143		
Average				3.8		✓

Responses to statement 4 shows that 0 respondents strongly agreed, 1 agreed, 7 disagreed and 30 strongly disagreed. Total points were 143 giving an average of 3.8 reflecting a negative response to the statement. The table further shows 2.6% agreement and 97.4% disagreement. The response shows that the majority of teachers do not believe that art and craft should be taught only to interested, creative and talented children. This disagreement strengthens Annette Wood (1981) finding that suggest that almost all children love to make things. Respondents believe that arts and craft should be taught to everybody.

5. I feel capable teaching arts.

	SA	A	D	SD	Positive	Negative
Number of respondents	5	27	6	0		
Points	1	2	3	4		
Totals	5	54	18	0		
Percentage	132	71	15.8	0		
Total points				77		
Average				2.0	✓	

The response to statement 5 shows that 5 respondents strongly agreed, 27 agreed, 6 disagreed and 0 strongly disagreed. Total points were 77 giving and average of 2.0 which shows a positive response. The table also shows 84.2% agreement and 15.8% disagreement. The above shows that the majority of teachers feel capable teaching arts. The teachers as well as children can be creative which is a believe of Krogh (1994) which state that rediscovery of a solution to any problem when achieved without the knowledge that the solution had already been found is considered a creative art. This applies to all individuals.

6. Art education should be taught only in upper classes.

	SA	A	D	SD	Positive	Negative
Number of respondents	0	0	9	29		
points	1	2	3	4		
Totals	0	0	27	116		
percentage	0	0	23.7	76.3		
Total points				143		
Average				3.8		✓

The response to statement 6 shows that 0 respondents strongly agreed, 0 agreed, 9 disagreed, 29 strongly disagreed. The total points obtained is 143 giving an average of 3.8 signifying a negative response to the statement. The table also shows that 100% disagreed and 0% agreed. All the respondents do not agree that art education should be taught only in upper classes. This general response states that each child in the Primary School has the ability to do arts therefore teachers suggest that the subject should be taught throughout the school divisions.

7. I find it easier if all children produce similar arts, rather than have each child produce a unique piece of arts.

	SA	A	D	SD	Positive	Negative
Number of respondents	3	17	9	9		
Points	1	2	3	4		
Totals	3	34	27	36		
Percentage	7.9	44.7	23.7	23.7		
Total Points				100		
Average				2.6		✓

The response to statement 7 shows that 3 respondents strongly agreed, 17 agreed, 9 disagreed, 9 strongly disagreed. Total points was 100 which gives an average of 2.6 signifying a negative response to the statement. The table shows that 52.6% agreed and 47.4% disagreed. This suggest that the majority of teachers find it easier if all children produce similar arts, rather than have each child produce a unique piece of art. This behaviour confirms what Juliet Moguel (1994) found out. She stated that teachers teaching in the lower division would give their children to draw and color only. Would(1981) points out that a wise art teacher will never love a fixed idea of what the finished work will look like, because this is in the hands of the children and the element of the unknown will be exciting for both the teacher and the child. What accounts for the response is that many would prefer an easier way.

8.) Arts is expensive to make.

	SA	A	D	SD	positive	Negative
Number of respondents	3	6	18	11		
Points	1	2	3	4		
Totals	3	12	54	44		
Percentage	7.9	15.7	47.4	29		
Total Points				113		
Average				3.0		✓

The response to statement number 8 shows that 3 respondents strongly agreed, 6 agreed, 18 disagreed and 11 strongly disagreed. The total points are 113 which gives a 3.0 average signifying a negative response to the statement. The table also shows 23.7% agreement and 76.3% disagreement. The majority of teachers disagreed that arts is expensive to make. This suggest that these teachers use inexpensive materials when doing arts. Teachers use affordable or available materials to do their art. This behaviour reflects the findings of Moguel (1994). She states that the child learns to use the materials around him or her with sensitivity and beauty and uses the tools around him or her with accuracy and efficiency to portray what the person feels.

9.) My art lessons are expensive.

	SA	A	D	SD	Positive	Negative
Number of respondents	3	6	22	7		
Points	1	2	3	4		
Total	3	12	66	28		
Percentage	7.9	15.8	58	18		
Total Points				99		
Average				2.6		✓

The response to statement 9 shows that 3 respondents strongly agreed, 6 agreed, 22 disagreed and 7 strongly disagreed. The total points obtained is 99 which gives the 2.6 average reflecting a negative response. The table also shows 23.7% agreement and 76.3% disagreement. This response reflects correctly to statement 8. The teachers do not agree that arts is expensive to make and also do not agree that their art lessons are expensive. This observation affirms that the use of inexpensive materials for arts is practical or practised by a majority of teachers.

10.) My School does not have art references.

	SA	A	D	SD	Positive	Negative
Number of respondents	13	9	13	3		
Points	1	2	3	4		
Totals	13	18	39	12		
Percentage	34	23.7	34	7.9		
Total Points				82		
Average				2.2	✓	

The response to statement number 10 shows that 13 respondents strongly agreed, 9 agreed, 13 disagreed and 3 strongly disagreed. The total points are 82 which gives an average of 2.2 which reflects a positive response. The table also shows a 57.9% agreement and 42% disagreement. This observation suggests that the majority of teachers agree that their schools do not have art references; statements 8 and 9 emphasized that teachers use inexpensive materials to make arts. Statement 5 gives evidence that the majority of teachers feel capable teaching arts even though art references are out available. An art reference would give better ideas and skills to upgrade the teaching of arts. The majority of teachers also agreed that reproducing an art is easier, this suggest that art references are needed in the school to develop children's creativeness.

- 11.) Parents believe that their children should get an art education.

	SA	A	D	SD	Positive	Negative
Number of respondents	3	14	16	5		
Points	1	2	3	4		
Totals	3	28	48	20		
Percentage	7.9	36.8	42.1	13.1		
Total Points				99		
Average				2.6		✓

The response to statement 11 shows that 3 respondents strongly agreed, 14 agreed, 16 disagreed and 5 strongly disagreed. Total points are 99 which gives an average of 2.6 reflecting a negative response. The table shows that the majority of teachers do not agree. The table shows 44.7% agreement and 55.3% disagreement. The above shows that the majority of teachers do not agree that parents believe that their children should get an art education. This behaviour confirms that parents also tend to prefer academic preference over arts. Such a behaviour may hinder the development or appreciation of the value of arts.

12.) I plan my art and craft lessons carefully.

	SA	A	D	SD	Positive	Negative
Number of respondents	5	29	4	0		
Points	1	2	3	4		
Totals	5	58	12	0		
Percentage	13.1	76.3	10.5	0		
Total Points				75		
Average				2.0	✓	

The response to statement 12 shows that 5 respondents strongly agreed, 29 agreed, 4 disagreed and 0 strongly disagreed. Total points are 75 giving an average of 2.0 which shows a positive response. The table shows 89.5% agreement and 10.5% disagreement. The findings shows that the majority of teachers would plan their art and craft lessons carefully. Tambert and Lowenfeld(1987) emphasized that art should reflect the particular stage of development that the child has reached. Planning done by the teachers suggest that a degree of attention is placed to what children would learn.

- 13.) Children in my class are provided with necessary art materials by their parents.

	SA	A	D	SD	Positive	Negative
Number of respondents	2	7	16	13		
Points	1	2	3	4		
Totals	2	14	48	52		
Percentage	5.3	18	42	34		
Total Points				116		
Average				3.1		✓

The response to statement 13 shows that 2 respondents strongly agreed, 7 agreed, 16 disagreed and 13 strongly disagreed. Total points obtained is 116 which averages to 3.1 giving a negative response to the statement. The table also shows that 23.7% agree and 76.3% do not agree. This shows that most of the respondents do not agree that the children are provided with necessary art materials by their parents. Statements 11 shows that parents are not interested in arts therefore they would not provide art materials for their children.

14.) I am able to do an art lesson without using a reference.

	SA	A	D	SD	Positive	Negative
Number of respondents	3	15	13	7		
Points	1	2	3	4		
Total	3	30	39	28		
Percentage	7.9	39	34	18.4		
Total Points				100		
Average				2.6		✓

The response to statement 14 shows that 3 respondents strongly agreed, 15 agreed, 13 disagreed and 7 strongly disagreed. Total points are 100 which gives an average of 2.6 signifying a negative response to the statement. The table also shows that 47.4% agreed to the statement and 52.6% disagree. The findings show that a slight majority cannot do an art lesson without using a reference. Statement 5 showed that the majority of teachers feel capable in teaching arts. This points out that references are needed to assist in lesson preparation which teachers can do.

15.) I need to improve my art knowledge.

	SA	A	D	SD	Positive	Negative
Number of respondents	17	17	3	1		
Points	1	2	3	4		
Total	17	34	9	4		
Percentage	44.7	44.7	7.9	2.6		
Total Points				64		
Average				1.2	✓	

The response to statement 15 shows that 17 respondents strongly agreed, 17 agreed, 3 disagreed and 1 strongly disagreed. Total points are 64 which gives an average of 1.2 stating a positive response to the statement. The table shows that 89% agree and 11% disagree to the statement. The above suggests that teachers are willing to learn more. According to Brommer and Horn(1985), children must know about lines shapes, space, color, value and texture. Progressive teachers will definitely be better prepared to guide children while they do art activities.

16.) Indigenous materials will make my art lessons less expensive.

	SA	A	D	SD	Positive	Negative
Number of respondents	22	13	3	0		
Points	1	2	3	4		
Totals	22	26	9	0		
Percentage	58	34.1	7.9	0		
Total Points				57		
Average				1.5	✓	

The response to statement 16 shows that 22 respondents strongly agreed, 13 agreed, 3 disagreed, and 0 strongly disagreed. Total points was 57 which gives a mean of 1.5 signifying a positive response to the statement. The table also shows 92% agreement and 8% disagreement. This suggests that teachers do agree that indigenous materials will make art lessons less expensive. The teachers apparently love used materials from the surrounding environment to do art at school.

17. I can use indigenous materials to make an art lesson.

Number of respondents	SA	A	D	SD	Positive	Negative
Number of respondents	20	17	1	0		
Points	1	2	3	4		
Totals	20	34	3	0		
Percentage	52.6	44.7	2.6	0		
Total Points				57		
Average				1.5	✓	

The response to statement 17 shows that 20 respondents strongly agreed, 17 agreed, 1 disagreed and 0 strongly disagreed. The total points are 57 which averages to 1.5 showing a positive response. The table shows 97.4% agreement and 2.6% do not agree. The above shows that the majority of teachers can use indigenous materials to make an art lesson. This response corresponds to statement 17. Teachers know that indigenous materials do make art lesson less expensive.

18.) The school helps in providing art materials.

	SA	A	D	SD	Positive	Negative
Number of respondents	0	6	18	14		
Points	1	2	3	4		
Totals	0	12	54	56		
Percentage	0	15.8	47.4	36.8		
Total Points				122		
Average				3.2		✓

The response to statement 18 shows that 0 respondents strongly agree, 6 agree, 18 disagree and 14 strongly disagree. total points are 122 giving an average of 3.2 stating a negative response. This shows 15.8% agreement and 84.2% do not agree. According to the majority of teachers, schools do not help in providing art materials. This behaviour emphasizes that art education is not considered an important subject in these schools.

19.) I have enough time to complete an art lesson.

	SA	A	D	SD	Positive	Negative
Number of respondents	2	15	18	3		
Points	1	2	3	4		
Total	2	30	54	12		
Percentage	5.2	39.5	47.4	7.8		
Total Points				98		
Average				2.6		✓

The response to statement 19 shows that 2 respondents strongly agreed, 15 agreed, 18 disagreed and 3 strongly disagreed. Total points was 98 which averages to 2.6%, 44.7% agree and 55.3% disagree to the statement. The above shows that teachers do not have enough time to complete an art lesson. Enough time is needed so that children work freely and have time to express their creativeness.

20.) Only trained teachers should teach arts.

	SA	A	D	SD	Positive	Negative
Number of respondents	1	0	8	29		
Points	1	2	3	4		
Totals	1	0	24	116		
Percentage	2.6	0	21	76		
Total Points				140		
Average				3.7		✓

The response to statement 20 shows that 1 respondent strongly agreed, 0 agreed, 8 disagreed and 29 strongly disagreed. Total points was 140 giving an average of 3.7 which shows a negative response to the statement. The table shows that 2.6% agree and 97% disagree. Teachers believe that not only trained teachers should teach arts. Krogh(1994) points out that individuals have the capacity and potential to be creative. According to the teachers they as well as children are creative and not only trained teachers or gifted children.

21.) Staff members are helpful in sharing art ideas.

_____	SA	A	D	SD	Positive	Negative
Number of respondents	3	19	9	7		
Points	1	2	3	4		
Total	3	38	27	28		
Percentage	7.9	50	23.7	18.4		
Total Points				96		
Average				25	✓	

The response to statement 21 shows that 3 respondents strongly agreed, 19 agreed, 9 disagreed and 7 strongly disagreed. Total points were 96 which gives an average of 2.5. The table also shows 58% who agree and 42% do not agree to the statement. The majority of teachers do accept that staff members in their respective schools are helpful in sharing art ideas.

22.) Arts is included during a staff development programme.

	SA	A	D	SD	Positive	Negative
Number of respondents	4	7	19	8		
Points	1	2	3	4		
Total	4	14	57	32		
Percentage	10.5	18.4	50	21		
Total Points				107		
Average				2.8		✓

The response to statement 22 shows that 4 respondents strongly agree, 7 agree, 19 disagree and 8 strongly disagree; The average was 2.8 from a total of 107 points, which clearly shows a negative response to the statement. This is shown with 29% agreement and 71% disagreement. The majority of respondents do not agree with the statement that says arts is included during a staff development programme. This again shows that art is considered a subject of less priority in these respective schools.

23.) I participate in art workshops.

_____	SA	A	D	SD	Positive	Negative
Number of respondents	2	15	18	3		
Points	1	2	3	4		
Total	2	30	54	12		
Percentage	5.2	39.5	47.4	7.9		
Total Points				98		
Average				2.6		✓

The response to statement 23 shows that 2 respondents strongly agree, 15 agree, 18 disagree and 3 strongly disagree. The average was 2.6 from 98 points total which shows a negative response to the statement. The table also shows 44.7% agreement and 55.3% disagreement. This observation shows that the majority of teachers do not participate in art workshops. Aesthetic development(arts) is not a priority.

- 24.) I am knowledgeable about a child's developing stage in arts.

	SA	A	D	SD	Positive	Negative
Number of respondents	6	20	10	2		
Points	1	2	3	4		
Total	6	40	30	8		
Percentage	15.8	52.6	26.3	5.3		
Total Points				84		
Average				2.2	✓	

The response to statement 24 shows that 6 respondents strongly agreed, 20 agreed, 10 disagreed and 2 strongly disagreed. The average was 2.2 from a total of 84 points. This shows that teachers responded positively. This is seen with 68% agreement and 31% disagreement. The majority of teachers are knowledgeable about a child's developing stage in arts. Lambert and Lowenfeld(1987) emphasized that art should reflect the particular stage of development that the child has reached. Teachers who know this will better guide students in doing arts.

25.) I appreciate and accept any art product the children do.

	SA	A	D	SD	Positive	Negative
Number of respondents	19	18	1	0		
Points	1	2	3	4		
Total	19	36	3	0		
Percentage	50	47.3	2.6	0		
Total Points				58		
Average				1.5	✓	

The response to statement 25 shows that 14 respondents strongly agreed, 18 agreed, 1 disagreed and 0 strongly disagreed. The average was 1.5 from a total of 58 points which reflects a positive attitude to the statement. This is shown by 97.4% agreement and 2.6% disagreement. The majority of teachers say they appreciate and accept any art product the children do.

26.) My class is involved in competitive art exhibitions.

	SA	A	D	SD	Positive	Negative
Number of respondents	5	19	13	1		
Points	1	2	3	4		
Totals	5	38	39	4		
Percentage	13.2	50	34.2	2.6		
Total Points				86		
Average				2.3	✓	

The response shows that 5 respondents strongly agreed, 19 agreed, 13 disagreed and 1 strongly agreed. Total points were 86 giving an average of 2.3 which is a positive response. The table shows 63% agreement and 37% do not agree. The majority of teachers say their classes are involved in competitive art exhibitions.

Interpretation of Data

The researcher found out that teachers in general view art education as a subject to be taught at school. Statements 1,2,3,4,5,6 and 20 shows that the majority of teachers believe that art education is important. They view that art should be taught and can be learnt by all individuals. Individuals in general have the ability to be creative. Annette Wood (1981) stated that almost all children have to make things and the benefit derived from doing so will be as much in the making as in the end product. Such a remark finalizes the belief that each and every individual has the potential to be creative given the freedom to do so.

Teachers appreciate the value of art education, but the ideal situation to carry out art activities is not present. Several factors exist that hinders motivation towards art development. Statements 10, and 14 showed that art references are not available and would pose a problem to prepare effective lessons. This is an experience which teachers face at schools.

According to respondents parents are not cooperative in regards to their children education. Statements 11 and 13 clearly points out that parents find little interest in art education and therefore would not participate fully. This negative sentiment unfortunately is seen from the schools as well. Statements 18,19,22 and 23 shows that the schools do not see art as an important subject, therefore little

interest is shown as such school assistance is non-existent. Staff development for teacher training is not evident. These realities then contribute to minimal time allocated for art activities. Question 8 from the background data clearly shows that art is taught one time for the week.

Statements 12,15,16,17,25 and 26 are indications that respondents view art positively but are discouraged,therefore not much emphasis is placed because of negative factors that exist.

Chapter V

Conclusion and Recommendations

The majority of teachers see art education as an important subject to be taught at primary schools. Tables 1,2,3,5,15,and24 clearly points out a positive attitude towards the subject. The tables or findings show that

- a) Teachers enjoy art classes and see it as an important subject which can be learnt by all individuals.
- b) Most teachers feel capable teaching arts and try to plan as best as possible, but believe that there is room for improvement.

Even though teachers are enthusiastic about art education, they are confronted with factors that create difficulty. These setbacks create problems and discourage teachers to carry out art lessons effectively. These can be seen in tables 7,10,11,13,14,15,18,19,22 and 23. There is a need for:

- a) art references
- b) art training
- c) school assistance
- d) enough time for art lessons
- e) parent participation

Recommendations

The data collected from questionnaires clearly implies that teachers need:

- a) art references to guide teachers to teach the subject appropriately
- b) more teacher training in art education
- c) more time during art lessons so children can work freely and express their creativity
- d) parent participation and interest so that all children participate
- e) art workshops to develop new skills for usage of indigenous materials
- f) School assistance in providing necessary materials
- g) competition among classes and schools to stimulate children interest
- h) curriculum guides for all levels of primary education

Long Range Consequences

The researcher strongly believes that the study can be of great help to the Ministry of Education, educators parents and children. The study will help those involved to positively undertake the teaching of art education.

Juliet Moguel(1994) cited that teachers would give children to draw and color only. The researcher hopes that a progressive approach will be undertaken. The study will motivate teachers to foster children creativeness so they practice their skills as they discover the world around them.

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Please circle the response which indicates how much you agree with each of the following statements.

KEY : STRONGLY AGREE _ SA
AGREE _ A
DISAGREE _ D
STRONGLY DISAGREE _ SD

Kindly answer all questions

- | | | | | |
|--|-------------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| 1. I enjoy art classes. | SA | ☒ A | D | SD |
| 2. Art and craft is as important as other subjects. | ☒ SA | A | D | SD |
| 3. All children are capable of learning arts. | ☒ SA | A | D | SD |
| 4. Art and craft should be taught only to interested, creative and talented children. | SA | A | D | ☒ SD |
| 5. I feel capable teaching arts. | SA | ☒ A | D | SD |
| 6. Art education should be taught only in upper classes. | SA | A | D | ☒ SD |
| 7. I find it easier if all children produce produce similar arts, rather than have each child produce a unique piece of art. | SA | ☒ A | D | SD |
| 8. Arts is expensive to make. | SA | A | ☒ D | SD |
| 9. My art lessons are expensive. | SA | A | ☒ D | SD |
| 10. My school does not have art references. | SA | A | ☒ D | SD |
| 11. Parents believe that their children should get an art education. | SA | ☒ A | D | SD |
| 12. I plan my art and craft lessons carefully. | SA | ☒ A | D | SD |
| 13. Children in my class are provided with necessary art materials by their parents. | SA | A | D | ☒ SD |
| 14. I am able to do an art lesson without using a reference. | SA | ☒ A | D | SD |
| 15. I need to improve my art knowledge. | SA | ☒ A | D | SD |
| 16. Indigenous materials will make my art lessons less expensive. | ☒ SA | A | D | SD |
| 17. I can use indigenous materials to make an art lesson. | ☒ SA | A | D | SD |

- | | | | | |
|--|----|------------------------------------|------------------------------------|-------------------------------------|
| 18. The school helps in providing art materials. | SA | A | ☒ D | SD |
| 19. I have enough time to complete an art lesson. | SA | A | ☒ D | SD |
| 20. Only trained teachers should teach arts. | SA | A | D | ☒ SD |
| 21. Staff members are helpful in sharing art ideas. | SA | ☒ A | D | SD |
| 22. Arts is included during a staff development programme. | SA | ☒ A | D | SD |
| 23. I participate in art workshops. | SA | A | ☒ D | SD |
| 24. I am knowledgeable about a child's developing stage in arts. | SA | ☒ A | D | SD |
| 25. I appreciate and accept any art product the children do. | SA | ☒ A | D | SD |
| 26. My class is involved in competitive art exhibitions. | SA | A | ☒ D | SD |

Section A: Background Data

Please () only one option.

1. To which age group do you belong?

- a) under 20 d) 30-35
b) 20-25 e) 35 and over
c) ✓ 25-30

2. Sex

- a) ✓ male b) female

3. Qualifications

- a) degree d) second class
b) ✓ trained e) first teacher
c) first class f) high school graduate
g) sixth form

4. In what division do you teach?

- infant ✓ middle upper

5. Is art education included in your curriculum?

- ✓ yes no

6. I integrate arts with other subjects.

- ✓ yes no

Please answer the following.

7. My teaching experience 8 years 6 months

8. How often do you teach arts?

- a) 1 time(s) per week
b) 5 time(s) per month

9. What do you do during an art period? Please describe the last two activities you did with the children.

The last two activities I did were
leaf printing and fruit printing

10. Do you experience any problem in teaching arts? If yes, please explain which problem(s).

Yes, children don't bring
the equipments asked and then
teacher has limited amount of materials

Date: 22/5/98

Dear Teacher:

In partial fulfillment for a trained teacher's certificate level 11, I am conducting a survey to determine the problems encountered by teachers of rural schools in the Orange Walk (North) District in the teaching of art education. This questionnaire is designed to collect data to complete the research paper.

I would be grateful if you would complete this questionnaire, being as honest as possible. I assure you that the information collected will be used solely for the purpose of this paper. I would also appreciate if you can complete this questionnaire before June 10, 1998. I will personally collect them at your school.

Thanks in advance for your cooperation.

Respectfully yours

Mark Pech

Mark Pech