

Art education in Schools level: A Review of studies

¹Apu Bania, ²Sri Balin Hazarika

¹²PhD Research Scholar, Rajiv Gandhi University, Rono, Hills, Arunachal Pradesh

Abstract

The research area of Art Education is receiving increasing attention. This review focuses on research published on relevance to Art Education. Education system has always highlighted the importance of art education, both through formal and non-formal methods from the pre- primary stage to higher education with a vision to retain our unique cultural identity. Art education is a construct which is very popular and a lot of researches have been conducted in different disciplines on this area depicting its different nature, kinds and aspects. This paper gives a preview about the studies done by Art education in curriculum, method of teaching, attitude towards art in schools level.

Keywords: Art Education, school, Review, curriculum.

INTRODUCTION

Field of educational research an art in education is an expanding and practice informed by investigations into learning through arts experiences. In this context, the several art forms can be included as Performing arts, education, dance, drama, music, literature and poetry, storytelling, Visual arts education in film, craft, design, digital arts, media and photography. The relationship of people with these art forms positively makes them better human beings as the very nature of music, dance and drama elevates human soul and creates a pleasant atmosphere. The awareness and practice of these art forms help in the development of one's personality. The persons involved in these art forms can attain balance and peace of mind, self-restraint and love for all. Their performance makes them self-assured and capable of adapting to all circumstances. Negative feelings vanish as the soul of music, dance and drama teaches us all about love and care. Art education comes to the forefront in the new process in terms of determination and becomes an important element of general education.

Methods

Secondary methods like books, research papers, thesis related to art education, journal, internet etc.

Objective

To study the outline about the studies done by Art education in curriculum, problems, area of art education, method of teaching, attitude towards art in schools level.

Discussion

Anupama C.S, Dr. Kiran Babu N. C., (2020) Conduct a study on Art Education in the Secondary Schools of Southern India: The aim of the investigators was to study the extent of secondary schools of southern India are able to fulfil the objectives of art education. This study has used descriptive survey which aims to assess the extent of prevalence of art education in secondary schools of southern India. The researchers had adopted triangulation approach for the study. The data have been collected from diverse sources by a team of researchers

with the help of observation of Art education classrooms, and collection of responses through questionnaire, personal interviews, focus group interviews and perception scales. The study has been conducted in 20 Government schools/KVs located in different localities of Southern India where students from various socio-economic statuses study. Five schools each have been selected from Karnataka, Kerala, Tamil Nadu and Andhra Pradesh. All the school functionaries including the head teacher, Art education teachers and students were contacted for collecting the data required for the study. The following tools were developed to collect the data.

- A questionnaire on Art education for secondary school Teachers
- Art education: Classroom schedule to observe the art education classes.
- Interview schedules for Head Teachers, teachers, students and parents.
- Focus group discussions with teachers, students and parents.

The investigator found that the teachers must be provided periodic in-service training programs in art education. Art teachers must be provided with adequate art materials, to nurture art education among students. The schools must be provided with dedicated art teachers to conduct various art forms classes. ICT teaching facilities must be incorporated in the art classrooms. Also an interaction between various local artists along with students and art teachers must be encouraged to understand cultural traditional art forms of regions.

Luehrman Mick(2002) conducted a study on Art Experiences and Attitude toward Art Education: A Descriptive study of Missouri Public School Principal. The investigator purpose of the study was to provide a broad-based general description of Missouri public school principal's art experiences and to examine the relationship between these art experiences and attitude toward art education. A questionnaire was mailed to 297 Missouri public school principals who were randomly selected from among a list of 2084 possible subjects provided by the Missouri Department of Elementary and secondary Education. The sample was stratified by gender and by school level to accurately reflect the demographic factors within the population. Qualitative

method was used. The investigator found that principal's art experiences during college may have been particularly influential on their attitudes toward art and art education. Though not strong, significant relationship was found between attitude toward art education and two variables: the number of college level art courses and the rating of influence of peers during college.

Nana Afia Opoku-Asare , Akosua Tachie-Menson, 3Harry Barton Essel(2013) conducted a study on Perceptions, Attitudes and Institutional Factors that Influence Academic Performance of Visual Arts Students in Ghana's Senior High School Core Curriculum Subjects. The purpose of the study was that Senior High School (SHS) students in Ghana are required to pass all core and elective curricula subjects in the West Africa Senior School Certificate Examination (WASSCE) to qualify for higher education. The investigator found that Senior High School (SHS) students in Ghana are required to pass all core and elective curricula subjects in the West Africa Senior School Certificate Examination (WASSCE) to qualify for higher education. Unfortunately, many Visual Arts students perform poorly or fail in English, Mathematics, Integrated Science and Social Studies, which constitute the SHS core curriculum subjects. To ascertain the factors that account for low performance of Visual Arts students in the WASSCE core subjects, this study employed interview, questionnaire and observation to gather qualitative and quantitative data from 20 core subject and 15 Visual Arts teachers, 5 heads of schools, 5 Heads of Visual Arts department and 50 Visual Arts students in five Senior High Schools (SHSs) in Ashanti Region. The findings revealed that some core subject teachers denigrate Visual Arts students as 'unintelligent', 'not serious' and 'difficult to teach' as compared to their peers in the Science, Business and allied elective SHS programmes; with some refusing responsibility in Visual Arts departments. Perceiving core subjects as 'theoretical' and 'difficult to learn', many Visual Arts students neglect the learning of core subjects and concentrate time and effort on elective Textiles, Ceramics and allied Visual

Arts subjects. Invariably, many Visual Arts students make poor WASSCE grades in core subjects and miss participation in higher education. Active monitoring of teaching, attitudinal change and motivation could build the capacity of Visual Arts students to participate fully in the economic development of Ghana

Christiana Deliewen Afrikaner (2016) conducted a study on Positive changes in Arts Education in Namibian Schools: A proposal for Arts teachers' initial training in the Republic of Namibia. The main aim of the study was to challenge the current state of Arts Education in Namibia. This study includes a description of the present state of Arts Education in Namibia and a survey about the problems and needs in Art Education at the national level. Data was collected to examine the teaching background, experience and interests of Arts Education teachers, which provided a strong foundation to undertake action research with a sample of schools and educators in Namibia. This study concentrates on a multi-stage sampling that took place over three years. A total of 621 questionnaires were analyzed, 26 classroom observations were performed, five workshops and a series of in-depth working sessions were conducted, and 130 learners from Primary schools were directly involved with the VAFT members for the purpose of the research. Regular visits were made to the VAFT to monitor the progress of the integrated Arts Education. The investigator used self-administered questionnaires—the National Arts Questionnaire for Schools, the National Teachers' Questionnaire, the Learners' Questionnaire, the Pre-primary school Teachers' Questionnaire and the National Arts Questionnaire for Artists - to collect data about Arts Education needs in Namibia. This study also covered workshops and lesson observations conducted by the researcher with Pre-primary teachers, primary teachers, and first-year university students. Analysis of data is a key facet of any research; thus, systematic analysis of the data is required. The first step in analyzing qualitative research was organizing the data. The data collected during this study were analyzed using inferential and descriptive

methods. The data were analyzed according to Strauss and Corbin's (1998) grounded theory. Open-ended questions from the questionnaires were analyzed through content analysis. The conclusions of the study identified the need for better training for Arts teachers. It presented a holistic approach to Arts Education in Namibia integrating drama, dance, music and visual art in a project-based Arts curriculum

Uzunboyulu & Islek (2014) conducted a study on evaluation of art education in terms of content analysis. The researcher aimed to determine the area of art education, which has been progressed by analyzing the content of art education. The investigator has selected 109 articles in art education. The researcher used documentary survey studied used to collect the data. Quantitative and document scanning technique was used for data collection. The researcher found that most of the studies in art education were done in the year 2012 and also found that students were preferred as the sample groups in these studies.

Ubangida (2006) conducted a study on an evaluation of art education programmes in some selected post primary schools in Taraba state. The investigator aimed to study the status of art teachers in terms of qualifications, numerical strength; availability of art materials, studio/art rooms, art syllabus, teaching method of evaluation by teachers among others. The size of the sample was 119 (60 male and 59 female) as 60 art teachers drawn from 12 post primary schools. The investigator used questionnaires, interview schedule and observation to collect the data. The descriptive survey method was used. Simple percentage techniques were used for analysing the data. The outcome of this study shows that, there is not adequate staff (teachers) who are professionally and academically qualified to teach the subject effectively, efficiently, poor teaching strategies, lack of student's motivation, lack of cultivation of the subject

Tavasancil & Yalcin (2016) conducted a study on attitude of primary school prospective teacher towards art education. The investigator aimed to determine the prospective teacher's attitudes towards art education using Osgood

affective meaning scale which takes little time to answer and is easy to administer. The selected sample was all grades from the first to the fourth level of primary school teaching department student who are being educated at 2014-2015 education period spring term in faculty of educational science, Ankara University. The study was designed in a survey model. Descriptive statistics and factor analysis were used to analyse the data. The investigator found that most of the prospective teachers' attribute towards art education are rather positive.

Kolthaya. K.G(2009) conducted a study on Impact of Ninasam and Shri Shiva Kumar Havyasi Kala Sanga theatre movements of Art education. The objective of the study was that to assess the level of awareness in the student community in the nearby schools in the fields of art and literature. The investigator used descriptive cum survey method. The study was limited to the two villages namely Heggodu and Sanehalli belonging to the districts of Shivamogga and Chithradurga. The study was further limited to a sample of 400 students in each of the tests given. All the students of 9th standard in the Vidhyavardaka sanghada high school Kedallasara. Heggodu and Sri gurupadeshvara high school at Sanehalli were selected for the test 100 students from each school were given all the three tests. Here the sampling was cluster sampling. 100 students from the two schools namely Sharavathi High school, Harige and Government high school Pillangere, both in Shivamogga districts and 100 students of 9* standard from Girisha High school Hlriyur, in Chitradurga district were selected and tests were administered to them also. These schools were chosen randomly. 20 people on different capacities were interviewed and 10 focus group discussions were conducted to collect information and opinions about the theatre movements. Investigator has used the co-efficient of correlation for finding out the relation between the different independent and dependent variables. The paired group t-test was used to test the hypothesis. The independent group t-test with equal variances assumed was used to test hypotheses related boys and girls. Questionnaire was used for as a

tool for data collection. The researcher found that awareness was too low about theatre and related to art education

Ruismaki H, Inkeri M.A (2007) conducted a study on problems of Efficient Art education. The investigator aimed of this presentation is to study the new educational challenges of our time which are met in the new curriculum especially through the arts. The researcher used open writing and group interview of students for collected data. This research was used case study of (N=18+18) university students in kindergarten classroom and music teacher. The researchers found that the thoughts and experiences of students about the new curriculum and integrative themes in it are introduced especially through a focused on multi and inter cultural arts and music education

Ramachandarn (2006) conducted a study on an evaluation of the art-education programmes in secondary schools of Kerela. The major objective of the study was to evaluate the existing secondary school art education curriculum on the basis of the objectives of teaching art and music. The investigator has selected 360 art education teachers, 120 administrator and 40 eminent artists in the respective fields. The sample was taken from 9 districts of the Kerela. The researcher used descriptive and survey method to collect the necessary data. The researcher used stratified random sampling technique to select the sample. To collected detail data researcher has used questionnaire, observation schedule and interview schedule. For analysing the data percentage analysis has used. The findings reveal that existing art education curriculum of Kerela was not efficient and needs restructuring from bottom to top in education system.

Paramjit (1992) The investigator conducted A critical study of factor affecting music learning and musical achievement of students of college level with special reference in Himachal, Punjab, Haryana. The objective of the study was that to found out factors affecting or influencing music education, music learning and musical achievement at college level. The study was designed to Ex-Post-Facto method.

To secure scores. Music Test I and II were specifically developed by the researcher. John B. Carroll offered his model as a useful tool in framing research questions for educational research and has used a 'puzzle' in American education. 'Puzzle' has been used to secure scores on more advanced music scores, through music test II. Topics and contents for music tests were selected and developed after the comparison of course content and text books used for music education at colleges affiliated to six universities in three states included for investigation in this research work. For analysed the data rating scales, numbers, percentage and average (means) were used. The study was revealed the differences in music achievement of students from population of urban and rural areas and different factors effect like institutional organization, problems related to curriculum, instructional methods and social factors.

Findings

The mentioned researches carried out related to the area of art education. The researchers conducted India reveals that many researches done and related to art education in school level and few studies have been conducted in the area of art education. The above reviews fully concentrate on the development of the Art education curriculum for school level. The study conducted in India reveals Anupama C.S, Dr.Kiran Babu N.C (2020) made a study to fulfil the objectives of art education in secondary school, Luehrman Mick(2002) reveals to the relationship between art experiences and attitude toward art education. Kolthaya. K.G(2009) studied the levels of awareness in the student community in the nearby schools in the fields of art and literature. Ramachandarn (2006) Studied to evaluate the existing secondary schools of Kerala art education curriculum on the basis of the objectives of teaching of art and music. Paramjit (1992) made a study was that to found out factors affecting or influencing music education, music learning and musical achievement at college level. The study was designed to ex-post facto method.

Different researches conducted abroad like Nana Afia Opoku-Asare , Akosua Tachie-Menson, 3Harry Barton Essel (2013) of the study was that Senior High School (SHS) students in Ghana are required to pass all core and elective curricula subjects in the West Africa Senior School Certificate Examination (WASSCE) to qualify for higher education. Christiana Deliewen Afrikaner (2016) the study was to challenge the current state of Arts Education in Namibia. This study includes a description of the present state of Arts Education in Namibia and a survey about the problems and needs in Art Education at the national level. Uzunboyly & Islek (2014) determine the area of art education, which has been progressed by analyzing the content of art education. Ubangida (2006) studied the status of art teachers in terms of qualifications, numerical strength; availability of art materials, studio/art rooms, art syllabus, teaching method of evaluation by teachers among others Tavasancil & Yalcin (2016). To determine the prospective teacher's attitudes towards art education using Osgood affective meaning scale which takes little time to answer and is easy to administer. Researcher used Osgood affective meaning scale to measure the teacher's attitude towards art education.

The review of the researches carried out in India and abroad reveal that researchers in the field of education have not paid attention to study the school art education system with a view context In the area of art education towards the need for a systematic research in the concerned area to update it to the present context. A critical awareness develops to parents, children, teachers and society due to the changes taking place of art and cultural activities related to art education.

CONCLUSION

Current civilizations need educational and cultural strategies and policies in order to preserve their cultural, aesthetic and artistic values and identities in a way that recovers cultural diversity and in this way to create passive and booming societies. In the

globalizing world, the need for imagination, creativity, innovative workforce and cooperation is increasing in the transition from industrial society to information society. Art education is very significant in terms of developing flexible and different ways of thinking, supporting emotional development and improving learning and skill-building through established collaborations. The studies discussed above are from different parts of the world like India, Missouri, Ghana, Namibia, Taraba etc. Majority of the researches descriptive survey method was adopted. Data was collected from observation method, questionnaire, personal interviews, focus group interviews, group interview, perception scale, quantitative and document scanning techniques. Through the above review we see that most of them have highlighted the area of art education in school level, attitude of teachers toward art education, awareness level of students about in the fields of art and literature, problems related to art education, curriculum, evaluation system, methods etc. Reviewing the related literature service the investigator or researcher to identify about the references of earlier researchers listed in their studies for further research. The school imparts adequate learning experiences for the knowledge enrichment of culture and different art forms. As a result of which a better and happier society can be ensured. The school transmits "Cultural Heritage" and recognizes and reconstructs human experiences for the promotion of culture and civilization. Educational institutions are that type of institution where students belonging to different religions, castes, creeds and social hierarchy study together and bond freely with each other in a friendly environment. They also develop sympathy, co-operation, tolerance, teamwork and respect for the others in a natural way. Thus, secondary school education is an important agency to develop cultural pluralism among the students. It is an important function of school to transmit and conserve the art. Thus, secondary education is an important stage for the holistic development of students through promoting Cultural and art education. A review of the literature yielded encouraging evidences as to the effectiveness of art to increase academic achievement of students in

general, and making the teaching learning process more interesting-enjoyable-prolonged, in particular. This article helps the researcher to know about the ideas previous researchers.

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