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An evaluation of the attitudes of elementary and intermediate teachers toward the inclusion of art in the elementary and intermediate school curriculum

Katherine M. Anello
University of Dayton

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AN EVALUATION OF THE ATTITUDES
OF ELEMENTARY AND INTERMEDIATE TEACHERS
TOWARD THE INCLUSION OF ART
IN THE ELEMENTARY AND INTERMEDIATE
SCHOOL CURRICULUM

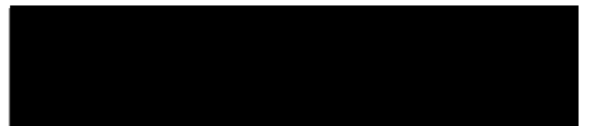
MASTER'S PROJECT

Submitted to the School of Education,
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Katherine M. Anello
School of Education
UNIVERSITY OF DAYTON
Dayton, Ohio
July 1996

Approved by:

A solid black rectangular box used to redact the signature of the official advisor.

 Official Advisor

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To Mom, Dad, Tony, Cliff, Kitty,
Ginger, Mehak, and Saslaw.
I'm finally done-done! Swiss!
-K.M.A.

CHAPTER I

INTRODUCTION

Purpose for the Study

Imagine that you are a professionally trained educator. You have been successfully teaching for several years, while at the same time furthering your education. Along the journey of self-improvement and professional development, it has been suggested to you by colleagues as well as by parents that your students should not receive grades for your class. Envision that you are verbally attacked by coworkers who blatantly demand "What exactly is it that you do in your classroom, anyway?!" Picture another teacher insisting that you rearrange your class times in order to accommodate her students' recess schedule. Visualize yet another fellow worker proposing that her homeroom students attend your class on a sporadic basis. Imagine still that you are presented with the fact that the administration believes your subject is expendable. When you begin to wonder why these instances are occurring, especially when you are indeed an experienced professional, the response that you regularly receive is "Well, you just teach art..."

Each of the aforementioned scenarios are based on facts and

experiences with which current art educators are faced. As professionals who have obtained vast training in the fields of art, education, and art education--and who have therefore become experts in these areas--this group of teachers has become accustomed to defending its discipline when the nation's appeal for educational reform is directed toward refocusing on the "basics."

The question, however, is what are the "basics?" Today the basics generally encompass reading, writing, and arithmetic--areas that tend to focus on developing skills that will help to enable students to survive and function effectively in our society (Eddy, 1977). The significance of these subjects to the overall curriculum is unchallenged by the majority of society (Mittler & Stinespring, 1991).

Many aspects of our schools are considered by some people to be "frills." Art education is usually one area that is categorized as such, and, hence, is frequently abolished in order to place greater emphasis on the "basics" (Eddy, 1977).

The benefits of art education are multitudinous and diverse. Art education promotes creativity (Bess & Fisher, 1993); it adds balance to the educational experience (Mittler & Stinespring, 1991); it contributes significantly to cognitive growth as well as affective development (Mittler & Stinespring, 1991); it provides teachers with alternate techniques to introduce and reinforce learning (Lee, 1986);

and, it allows opportunities for students to express themselves in non-traditional ways (Carter, 1993; Houlihan, 1986). Yet with this wide sampling of some of the numerous benefits attributable to art, many of our nation's youth are being denied the value of this unique educational discipline. The advantages of including art in the basic curriculum are ultimately sabotaged when programs are eliminated because they are perceived as nothing more than superfluous frills.

One of the issues that art educators face is determining which portion of the educational arena and general population views art as a frill. From where does this opinion originate? Ideally, art teachers should receive support for their curriculum from their colleagues. Often times that is not the case, as was illustrated in the opening paragraph of this passage. Classroom teachers and art specialists should collaborate their efforts as advocates for the common good of all students. Classroom teachers are the most consistent influences on elementary students in the educational setting (Malin, 1988). Furthermore, classroom teachers are chief influences in forming students' attitudes (Ahmad, 1986), and they play a key role which will either promote or hinder the cause for art education (Carter, 1993).

Because the assessment of attitudes toward art education has received little attention (Stuckhardt & Morris, 1980), this author believed it would be beneficial to identify and evaluate the attitudes

of elementary and intermediate teachers toward the inclusion of art in the elementary and intermediate curriculum. The goal of this study was to obtain an accurate depiction of the positive and negative attitudes held by the selected subjects.

The results of this survey provided the author with valuable information regarding the perceived status of elementary and intermediate art curricula. The analyzed data served as a basis for attempting to elicit from elementary and intermediate teachers positive support and advocacy for the area of art education and its proponents.

Problem Statement

The purpose of this study was to evaluate the attitudes of elementary and intermediate teachers toward the inclusion of art in the elementary and intermediate school curriculum.

Assumptions

In order to complete this study, a Likert-type survey with several open-ended questions was employed in order to evaluate the attitudes of elementary and intermediate teachers toward the inclusion of art in the elementary and intermediate curriculum. It was assumed that the instrument was valid because its content was based upon the findings reported in educational research.

Additionally, it was assumed that the subjects who participated in this study openly and truthfully responded to the questionnaire in a manner which was consistent with their personal experiences and conceptions regarding art education.

Limitations

This study may have encountered several limitations. One such limitation was the sample size of the elementary and intermediate teachers surveyed. A total of 186 surveys were distributed, with 100 being returned to this researcher. Another limitation of the study was that the range of attitudes held by the subjects may have been inconsistently reported overall due to the variety of interpretations regarding the attitudinal categories offered on the Likert-type questions. A third possible limitation of this study was that art curriculum standards and expectations could be implemented and viewed differently within each of the schools in which the surveyed teachers instruct. An additional possible limitation of this study was that the pleasant weather experienced during the period that the subjects received the survey, as well as any year-end professional obligations, may have prohibited some of the subjects from returning their completed surveys in a timely manner or at all. Lastly, a limitation of this study may have been the limited amount of literature available on attitudes of

elementary and intermediate teachers toward the inclusion of art in the elementary and intermediate curriculum.

Definition of Terms

Attitudes are one's generalized opinions and feelings, ranging from favorable to unfavorable, toward any given topic or subject.

Elementary teachers and classroom teachers refer to educators who instruct students in kindergarten through fifth grade.

Intermediate teachers refer to educators who instruct students in grades six through eight.

Inclusion is the recognition and/or addition of a particular subject or feature into the overall educational curriculum and its goals and standards.

Art and art education refer to the instruction, by specially trained and competent professional educators, of established and specific goals and objectives that are unique to the field of fine art, including the topics of aesthetics, art criticism, art history, and art production.

Art educators are teachers who are solely responsible for the instruction of the art curriculum.

Curriculum is the established and approved body of knowledge pertaining to each educational discipline on which instruction is based.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the review of literature pertaining to the problem statement is discussed. The chapter is divided into three sections according to the following categories: Teachers' Attitudes Toward Art Education, Benefits of Art Education, and Negative Aspects Concerning Art Education.

Teachers' Attitudes Toward Art Education

In order to provide a basis for this study, the author researched previous studies regarding attitudes toward art education. The focus of this portion of the research was placed upon studies in which attitudes of teachers in particular had been addressed.

The assessment of attitudes toward art education has received little attention (Stuckhardt & Morris, 1980). Stuckhardt and Morris believed that because there is a correlation between attitudes and behavior, it would therefore be beneficial to those involved with arts education to discover the attitudes held by elementary teachers toward the discipline. The authors conceded

that teachers holding positive attitudes toward art education were likely to play a constructive and vital role in art education programs. This belief led the researchers to create an instrument intended to measure elementary teachers' attitudes toward art education. This device became known as the Attitudes Toward Arts Education Scale (ATAES).

Teachers' positive attitudes toward art education can positively affect students' attitudes and behaviors toward art (Ahmad, 1986; Malin, 1988). Ahmad (1986) reported that it is essential for elementary teachers to realize that if they exhibit a favorable attitude toward art, as well as treat it as a significant, intellectual subject that is worthy of study, then they can positively influence their students in developing similar opinions. Likewise, Malin (1988) recognized that as the most consistent influence on students' attitudes, elementary teachers who display approval toward a given concept or task are capable of increasing students' on-task behavior.

Adversely, both Ahmad (1986) and Malin (1988) found that teachers' negative attitudes toward art education can undermine the professional nature of elementary art programs. Although these negative feelings can perpetuate the belief that art education is insignificant and frivolous, such attitudes, however, can be positively modified and improved when art educators deliberately

affirm and advocate the advantages that art education has to offer.

Benefits of Art Education

While the previous section was concerned with teachers' attitudes toward art education, the following section addresses the many benefits of art education. These benefits encompass a wide range of viewpoints as there were numerous and diverse articles that this author was able to uncover.

Bess and Fisher (1993) cited several benefits of art education in their research. Some benefits of art education that they reported are that art education: increases the likelihood of student success in other subject areas; helps to increase student self-esteem; promotes creativity; and, encourages the use of the right hemisphere of the brain. While all of these claims are educationally focused, the authors were unable to uncover an abundant amount of research that substantiated these findings. The researchers did, however, report a positive correlation between academic success and participation in an art program.

An additional benefit of art education is that it contributes to and enhances basic skill development in children (Eddy, 1977). Eddy includes in the realm of "basic" skills those that are expressive, perceptual, discursive, and computational. The researcher further contends that these abilities, which are enhanced by and through art

education, are basic in order for individuals to wholly function, participate, and thrive in society.

The idea that art encourages affective development is also a benefit of art education (Mittler & Stinespring, 1991). Art education can assist students in formulating a value system that extends not only to objects and experiences that refer to art, but to concepts and events that range beyond these circumstances as well. The acquisition and strengthening of such a value system is a vital requirement for students as they progress to critically analyzing information that is being taught. Because of the fact that art education addresses the affective domain, it is capable of adding balance to the educational experience as well as ensuring that society's cultural heritages will be passed on to future generations.

The assumption that art contributes significantly to cognitive growth is another benefit of art education (Mittler & Stinespring, 1991). Art instruction requires students to operate at some of the highest cognitive levels of mental activity. The researchers indicated that art educators typically engage their students in learning tasks that are designed to exercise and promote the highest educational objectives of analysis, synthesis, and evaluation.

An additional benefit of art education is that it allows opportunities for students to discover their own answers to

problems instead of relying upon predetermined correct answers (Mittler & Stinespring, 1991). The authors noted that research indicates that students are oriented mainly to practicing "educational incapacity," which refers to a "learned inability to understand or see a problem, much less a solution for it." Since art education is not intended to "teach answers," it therefore does not contribute to the problematic cycle of educational incapacity.

A further benefit of art education is that it allows students to exercise various problem-solving skills (Mittler & Stinespring, 1991). The authors stated that art education provides students with frequent occasions to face and respond to situations with their own personally generated solutions. This revelation further supports the finding that art education contributes to cognitive and intellectual growth.

The belief that art can improve students' behaviors and attitudes is a benefit of art education (Lee, 1986). The researcher reported results from a survey which found that not only did art education play an integral role in improving students' behaviors and attitudes toward school in general, but it also helped to increase students' overall intellectual achievement. Moreover, none of the results of the reported study indicated any negative effects of art education in the researched areas of student achievement, behavior, and attitudes concerning both art and all other disciplines.

The fact that art allows teachers alternate ways to introduce and reinforce learning is a benefit of art education (Lee, 1986). The author states, too, that by integrating the arts into the basic curriculum, educators can increase teaching effectiveness as well as student achievement.

Another benefit of art education is that it increases the development of imagination and imagery (Bresler, 1992). This idea coincides with the indication that art education cultivates the cognitive domain. Furthermore, the development of imagination and imagery--essentially the materialization of creativity--continues to nurture students in becoming independent thinkers who are capable of breaking the cycle of educational incapacity.

A benefit of art education is also that it allows opportunities for students to express themselves in non-traditional ways (Carter, 1993; Houlihan, 1986). Carter (1993) wrote that non-traditional expression as a result of the arts can facilitate ingenious expression and autonomous, unique thinking which play a role in the enhancement of intellectual, affective, social, and psychomotor development. Additionally, Houlihan (1986) noted that failure in the educational arena is unavoidable for some students who do not subscribe to traditional learning modes if they are denied the opportunities offered by the arts. The author contends that many of these students may never succeed in areas other than the arts,

which eventually may even lead them to "drop out of school and society in general."

Negative Aspects Concerning Art Education

The previous section discussed the many benefits of art education. While there are clearly numerous advantages of the arts in education, there are several aspects concerning art education which exhibit negative influences on the discipline.

A negative aspect concerning art education is that it is often viewed as an educational "frill" or "extra" as opposed to a core academic subject (Eddy, 1977; Mittler & Stinespring, 1991). Eddy (1977) reported that art education is regarded as a "frill" because it is viewed by many people as a type of enrichment activity. Because of this perspective, art education programs tend to be susceptible to being eliminated from school curricula when the threat of budgetary constraints is presented. Furthermore, Eddy contends that there is a tendency of many educators and parents to treat art education as a "less essential" subject than other disciplines. As a result, art instruction must be pursued not as a basic core subject, but as an educational elective or, worse yet, it must be pursued on private time. Mittler and Stinespring (1991), on the other hand, point out that in order for art education to receive the merit it rightly deserves, it must be included among the "basic" subjects. The

researchers assert that educational curricula which reject disciplines such as the arts in favor of the "three Rs" will remain incomplete and insufficient.

Another negative aspect concerning art education is that it has been and continues to be a low priority within the educational arena (Bresler, 1992). Bresler cited several factors which seemed to illustrate the fact that a low priority was given to art education. Many teachers omitted art from their curriculum if it did not contribute directly to measured achievement, choosing instead to concentrate on the core subjects. The author further suggests a connection between the low priority of art and the lack of intellectual rigor some teachers associate with it. This correlation is reflected in the fact that the researcher discovered that many teachers "like to do art on Fridays...it's a good way for them to kind of relax and end the week."

The fact that the arts are omitted from educational goals that have been established at the national level is a negative aspect concerning art education (Carter, 1993). Because the National Education Goals omitted the arts, Carter affirms that this is a bleak reminder that art education is "often overlooked, forgotten, or simply ignored." Instances such as this do nothing to promote the arts.

An additional negative aspect concerning art education is that

there tends to be a lack of appreciation for the contributions made by the arts in elementary schools (Houlihan, 1986). Art education is a necessity of a well-rounded curriculum. Additionally, the arts do not contribute to conformity and rigidity, which can aid in meeting the ever-changing needs of all individuals within the educational setting.

A fifth negative aspect concerning art education is the lack of consistency in terms of staffing patterns that exist in elementary schools (Irwin, 1993). These staffing patterns range from permanent art specialists, to classroom teachers who are responsible for all art instruction, to art teachers who travel from school to school.

Another negative aspect concerning art education is that many educational decision makers are relatively uninformed about the benefits and effects of the arts (Dunn, 1985). This can be attributed to the fact that most of these decision makers have not had specialized training in the arts. Also, these decision makers tend to oversee a wide array of educational programs, and, therefore, do not have the luxury of deeply and intimately exploring the purposes and benefits associated with each program, including art.

CHAPTER III

PROCEDURE

Subjects

The subjects selected for this study were elementary teachers who instruct students in grades ranging from kindergarten through fifth. Other participants for this study were intermediate teachers who teach students in grades six through eight.

A number of these subjects instruct students in more than one grade level, due to the type of scheduling that was utilized within the subjects' respective schools. The vast majority of the subjects, however, were responsible for teaching one grade level only.

While it was this researcher's intention to survey only subjects who were considered to be classroom teachers (as opposed to including art educators in the sample), there may have been a few subjects who, in fact, instruct students in the discipline of art education.

Setting

Schools. The practitioners selected for this study teach in both elementary and intermediate schools. While the majority of the

respondents teach within one public school system at one of eight elementary schools or one intermediate school, the remainder of the subjects teach at one of two private, parochial schools.

The schools that compose the public district are categorized as elementary schools, ranging from grades kindergarten through fifth, and intermediate schools, which service students in grades six through eight. Both parochial schools can be classified as having elementary as well as intermediate grades, as these schools are comprised of students in grades kindergarten through eight.

The schools at which the subjects teach vary in overall enrollment and class size. Because of this, the ratio of teachers to students, the types of courses offered, and the general staffing patterns vary at each school as well.

The public schools draw their population from their respective school district boundaries, while the students who attend the parochial schools live primarily within the parish boundaries, which are similar to those established by the public school system in which these parochial schools are situated. The students enrolled in each of the schools live chiefly within a suburban area bordering a mid-size city located in the Midwest region of the United States. A portion of the students, however, live in the city itself or in rural areas of the metropolis.

Community. All of the teachers surveyed in this study teach in

public and parochial schools which are located in suburban neighborhoods of a mid-size city located in the Midwest. The public school district itself is comprised of nine elementary schools, two middle schools, and one high school. Within the boundaries of this public school system are four private, parochial schools. One of these parochial schools is a high school, while the others are schools that instruct students in kindergarten through eighth grade. Of these parochial schools, subjects were selected from two of them.

Data Collection

Construction of the Data Collecting Instrument. The instrument was constructed based on information derived from the review of literature in order to establish its content validity. The instrument was primarily a Likert-type device with several open-ended questions. (See Appendix A). The attitudes of elementary and intermediate teachers toward art education were addressed in the Likert-portion of the instrument, while the open-ended questions were concerned with general background information regarding the selected subject as well as the nature of the art instruction at the subject's school. The Likert-portion of the survey had five scale positions in order for the subjects to respond with varying degrees of intensity to the assembled statements. This researcher preferred

to avoid creating a forced choice scale, so therefore included an "Uncertain" category within the scale, which ranged from "Strongly Agree" to "Strongly Disagree."

The instrument was reviewed by several individuals prior to distributing the survey. Three experienced teachers initially evaluated the document. Furthermore, a veteran teacher of the arts in addition to an administrator, both of whom are proficient in concepts pertaining to art education, reviewed the questionnaire. After each person evaluated the survey and made recommendations for its improvement, this researcher made necessary modifications. The final version of the instrument was created after it had been field-tested by several elementary teachers, who did not participate in the final study.

Administration of the Data Collecting Instrument. The instrument was evaluated and revised by the author by Wednesday, May 1, 1996. The amended questionnaires and cover letters were then hand-delivered by Monday, May 6, 1996, to the elementary and intermediate teachers at their respective schools. Pre-addressed envelopes were provided for the participants in order for them to return their completed surveys to the author via school mail. The date for the return of the instrument was Friday, May 24, 1996.

CHAPTER IV

RESULTS

Presentation of the Results

After computing the results of the demographical questions as well as the Likert-type statements, this researcher arranged the data in the form of several tables. Each table represents one concept surveyed on the original questionnaire. All data found within the following tables is expressed as percentages.

An overview of the grade levels taught by the surveyed subjects is represented in Table One. The grade levels range from kindergarten through eight, and the category of "Other" may represent educators who are responsible for instructing students in more than one grade or more than one subject.

Subjects were also surveyed regarding the type of school at which they teach (see Table Two), the number of years for which they have been teaching (see Table Three), and the highest educational level they have achieved (see Table Four). All subjects answered each demographical question included on the instrument.

The selected practitioners responded to seventeen Likert-type statements pertaining to art education (see Table Five).

TABLE ONE

GRADE LEVEL

TAUGHT BY SURVEYED

ELEMENTARY AND INTERMEDIATE TEACHERS

EXPRESSED AS PERCENTAGES

| KINDER GARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | OTHER |
|------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------|
| 5 | 13 | 13 | 9 | 10 | 11 | 3 | 4 | 3 | 29 |

TABLE TWO

TYPE OF SCHOOL
AT WHICH
SURVEYED SUBJECTS TEACH
EXPRESSED AS PERCENTAGES

| NUMBER OF RESPONSES | PUBLIC SCHOOL | PRIVATE SCHOOL |
|------------------------|------------------|-------------------|
| 100 | 76 | 24 |

TABLE THREE

NUMBER OF YEARS
SURVEYED SUBJECTS
HAVE BEEN TEACHING
EXPRESSED AS PERCENTAGES

| 0-4 YEARS | 5-9 YEARS | 10-14 YEARS | 15-19 YEARS | 20 OR MORE YEARS |
|-----------|-----------|----------------|----------------|------------------------|
| 10 | 22 | 12 | 14 | 42 |

TABLE FOUR

**HIGHEST EDUCATIONAL LEVEL
ACHIEVED BY SURVEYED SUBJECTS
EXPRESSED AS PERCENTAGES**

| SOME COLLEGE | BACHELOR'S DEGREE | SOME GRADUATE WORK | MASTER'S DEGREE | WORK BEYOND MASTER'S DEGREE |
|-------------------------|------------------------------|-----------------------------------|----------------------------|--|
| 0 | 5 | 48 | 14 | 33 |

TABLE FIVE

ATTITUDES OF
ELEMENTARY AND INTERMEDIATE TEACHERS
TOWARD THE INCLUSION OF ART
IN THE ELEMENTARY AND INTERMEDIATE
SCHOOL CURRICULUM
EXPRESSED AS PERCENTAGES

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education can enhance cognitive learning in the classroom. | 44 | 52 | 4 | 0 | 0 |
| Art education has a unique contribution to make to the total education of each student. | 67 | 31 | 2 | 0 | 0 |
| Teaching art education can be a rewarding experience. | 47 | 42 | 10 | 1 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education provides opportunities for achieving personal fulfillment. | 59 | 37 | 4 | 0 | 0 |
| Art education should be reserved for only those students who excel in the arts. | 0 | 0 | 0 | 32 | 68 |
| Art education is fundamental to the education process. | 38 | 54 | 4 | 4 | 0 |
| Art education can increase the enjoyment of student learning in school. | 57 | 43 | 0 | 0 | 0 |
| Art education provides students with a break from more rigorous academic classes. | 34 | 38 | 15 | 10 | 3 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education does not make any valid contribution to the mental development of students. | 1 | 0 | 1 | 27 | 71 |
| Art education should be taught by only specially-trained art instructors. | 25 | 34 | 14 | 24 | 3 |
| The expenditure of funds for art education is wasteful. | 1 | 0 | 4 | 31 | 64 |
| Students learn many important things through art education. | 49 | 48 | 3 | 0 | 0 |
| Art education provides opportunity for self-expression. | 75 | 25 | 0 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|--|-------------------|-------|-----------|----------|----------------------|
| Art education is an educational frill. | 0 | 0 | 2 | 29 | 69 |
| Art education enhances knowledge of cultural heritage. | 44 | 52 | 4 | 0 | 0 |
| Art education provides students with fun experiences. | 54 | 43 | 3 | 0 | 0 |
| Art education benefits everyone. | 52 | 37 | 8 | 3 | 0 |

The subjects could select from five attitudinal scale categories to represent their opinions which ranged from "Strongly Agree" to "Strongly Disagree," including an "Uncertain" category. All participants responded to each Likert-type statement that was presented on the survey.

The instrument also contained several open-ended questions to which the subjects could respond. Although one hundred teachers returned their forms to this author, not every educator responded to the open-ended inquiries.

Of the 83 individuals who answered, 64 (77.11%) indicated that there is a designated art teacher who is responsible for providing art instruction at the subject's school. Of the 83 participants who completed the question, 17 (20.48%) implied that none of their planning/preparation time is dependent upon the subjects's students attending art class, while 66 (79.52%) noted that a portion--ranging from forty to sixty minutes once and/or twice per week--of their planning/preparation time is indeed a result of the subject's students attending art class.

Several subjects expounded upon the question "Do you incorporate art instruction into your daily lessons, and if so, under what circumstances?" The following are statements that were listed by numerous participants of this study regarding the previously mentioned question.

Reasons Why Some of the Subjects

Incorporate Art Instruction into their Daily Lessons

- To enhance the lesson
- To provide students with a different perspective of a concept or item being studied
- To help students to better understand a topic or idea
- To allow creative expression
- To encourage positive recognition
- To extend or follow-up in other areas of study
- To provide a culminating activity
- To encourage individuality and creativity
- To illustrate a connection between disciplines

Examples of How Some of the Subjects

Incorporate Art Instruction into their Daily Lessons

- As special projects for themes or holidays
- As requirements within other assignments
- As enrichment for a unit of study
- As regular assignments such as creating posters, dioramas, creative and factual illustrations, and pictures of mathematical concepts

Miscellaneous Comments about
Incorporating Art into Daily Lessons

- Art instruction is "incidental to other goals."
- Art is "primarily integrated into the other subjects, though art instruction is less frequent."
- Illustrations are "required, but no art instruction is provided."
- "I include art in most day's experiences! Come see my room!"
- Although art activities are provided, "actual art instruction" is not.

This researcher invited the subjects to freely comment on anything pertaining to the survey and/or art education in general. Many of the educators included the following remarks and observations, which are both diverse and significant in nature.

- "Schools are the only place some students are exposed to art-- it must be maintained to give all students at least some basic knowledge."
- "I wish we had an art teacher! I teach simple art one time per week. It's a disservice to the students to not have real art."
- "Art is a wonderful way for students to express themselves, learn, and feel good about themselves. In art there are no wrong answers!"

- "Art education is extremely important...the problem 'regular' classroom teachers face is an ever growing list of expectations--critical skills, proficiency tests, etc.--that move us away from the time needed to include art into our daily classroom routine."
- Art education "can provide a fun atmosphere or a dreaded one," depending on the child.
- "...art enhances the individual as well as the learning process. In addition, it's simply fun!"
- "'Divergent thinking' is part of artwork for children and art contributes to general confidence in expressing those ideas...working with classroom teachers on topics being taught has been well accepted here."
- "We do not have adequate space for an art room and teacher."
- "...art is a crucial integrated skill in the child's neurological development."
- "I have never had art classes...and feel that I don't have much to draw on to give my students. I often resort to arts and crafts. There is so much more I wish I could provide for them....I don't have the training nor does the budget allow for such expenses."
- "Art often benefits a student who is not performing well in the academic area."
- Art helps "to make each child successful."

- "Children need to learn about art history and various other art related topics versus just doing art 'projects.'"
- "...a trained art teacher is best prepared to teach various techniques and artistic processes. Regular classroom teachers can be uncomfortable....Plus some designated time needs to be set aside or art will get lost in the shuffle of proficiency tests and other basic curricular areas."
- "...it is important for the art teacher to be specially trained and talented in this area."
- Students' "sense of pride and accomplishment from art projects have been significant. Self expression through art is invaluable."
- "The fact that we have an art instructor may make me more positive about art education than I would be otherwise."
- "Art needs to be treated as an important part of the curriculum, and not as a release period for the regular classroom teacher."
- "We as educators are learning more about multiple intelligences. Art education develops specialty skills in ways that are not addressed elsewhere in the educational process."
- "Art is not a frill but should not be treated as cut, paste, and goof off time either."
- "A trained art teacher helps bring out children's creativity."

- Cultural literacy will enhance any educated person....There is NOTHING else that is man-made of such cheap materials that is held in such high esteem and is treasured more than art."
- "I'm glad to see a survey like this, because it's time for the education programs to be aware of how important art is to other subjects."

Discussion of Results

There were one hundred out of one hundred eighty-six surveys returned to this author. The subjects represented eleven different elementary and intermediate schools that are both public and private. There were seventy-six respondents who teach at public schools, while twenty-four teach at private schools. The majority (42%) of the subjects have been teaching for twenty or more years, while only 10% have been teaching for zero to four years. Furthermore, 48% of the practitioners surveyed had achieved some graduate work as their highest educational level; 33% had pursued coursework beyond their Master's degree; 14% had attained their Master's degree; and, 5% had earned their Bachelor's degree.

On the Likert-type statements, most of the respondents generally seemed to choose scale positions which were similar to their peers. Most (41.18%) of the statements were answered

utilizing only three out of five scale positions which were arranged consecutively adjacent to each other. Similarly, there were only two neighboring scale positions selected for 17.65% of the statements. There were, however, numerous questions (29.41%) which resulted in a more varied overall response by the participants, as four out of five attitudinal categories were elected. Only 11.76% of the statements required the use of all five intervals.

On the Likert-type statements, most of the subjects expressed favorable attitudes according to the choices selected on the attitudinal scale. Seventy-six percent of the statements were positively marked by the majority of the subjects, ranging from 92% agreement up to 100% congruence on the fourteen questions.

There were four questions (23.53%) on which fewer than ninety percent of the practitioners agreed. Eighty-nine percent of the subjects believe that teaching art education can be a rewarding experience, while 10% remain uncertain, and 1% disagrees. On the notion that art education benefits everyone, 89% of the educators agreed, 8% were uncertain, and 3% disagreed. The responses to the concept that art education provides students with a break from more rigorous academic classes were varied: 34% strongly agreed, 38% agreed, 15% were uncertain, 10% disagreed, and 3% strongly disagreed. Moreover, the responses were even more diverse when answering whether art education should be taught by only specially-

trained art instructors. Twenty-five percent strongly agreed with this statement, 34% agreed, 14% were uncertain, 24% disagreed, and 3% strongly disagreed.

This researcher further calculated and arranged the results of the Likert portion of the survey according to the subjects' highest educational level achieved (see Table Six; Table Seven) as well as the number of years for which the participants have been teaching (see Table Eight; Table Nine). The intention of the author was to compare and contrast the responses of the educators based upon these demographical topics, and to illustrate the correlations, if any, found as a result of presenting the data in this manner.

When comparing the responses of the forty-eight teachers whose highest educational level was some graduate work (Group A) (see Table Six) with those thirty-three educators who had pursued coursework beyond their Masters' degree (Group B) (see Table Seven), the author noted that most all of the responses were similar in nature. The majority of the responses from both groups fell within ten percent of one another when comparing the frequency that each attitudinal scale position was selected. There were a few statements on which the two groups differed slightly, yet overall, the respondents from both groups chose answers from one end of the scale, which expressed general agreement between the subjects.

TABLE SIX

ATTITUDES OF
ELEMENTARY AND INTERMEDIATE TEACHERS
WHO HAVE PURSUED SOME GRADUATE COURSEWORK
TOWARD THE INCLUSION OF ART
IN THE ELEMENTARY AND INTERMEDIATE
SCHOOL CURRICULUM
EXPRESSED AS PERCENTAGES

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education can enhance cognitive learning in the classroom. | 52 | 42 | 6 | 0 | 0 |
| Art education has a unique contribution to make to the total education of each student. | 71 | 27 | 2 | 0 | 0 |
| Teaching art education can be a rewarding experience. | 56 | 35 | 8 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education provides opportunities for achieving personal fulfillment. | 65 | 31 | 4 | 0 | 0 |
| Art education should be reserved for only those students who excel in the arts. | 0 | 0 | 0 | 33 | 67 |
| Art education is fundamental to the education process. | 46 | 48 | 2 | 4 | 0 |
| Art education can increase the enjoyment of student learning in school. | 60 | 40 | 0 | 0 | 0 |
| Art education provides students with a break from more rigorous academic classes. | 44 | 33 | 15 | 8 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education does not make any valid contribution to the mental development of students. | 0 | 0 | 0 | 29 | 71 |
| Art education should be taught by only specially-trained art instructors. | 23 | 33 | 10 | 31 | 2 |
| The expenditure of funds for art education is wasteful. | 0 | 0 | 0 | 31 | 69 |
| Students learn many important things through art education. | 58 | 40 | 2 | 0 | 0 |
| Art education provides opportunity for self-expression. | 83 | 17 | 0 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|--|-------------------|-------|-----------|----------|----------------------|
| Art education is an educational frill. | 0 | 0 | 0 | 29 | 71 |
| Art education enhances knowledge of cultural heritage. | 42 | 54 | 4 | 0 | 0 |
| Art education provides students with fun experiences. | 58 | 40 | 2 | 0 | 0 |
| Art education benefits everyone. | 52 | 38 | 8 | 2 | 0 |

TABLE SEVEN

ATTITUDES OF
ELEMENTARY AND INTERMEDIATE TEACHERS
WHO HAVE PURSUED WORK BEYOND THEIR MASTER'S DEGREE
TOWARD THE INCLUSION OF ART
IN THE ELEMENTARY AND INTERMEDIATE
SCHOOL CURRICULUM
EXPRESSED AS PERCENTAGES

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education can enhance cognitive learning in the classroom. | 42 | 58 | 0 | 0 | 0 |
| Art education has a unique contribution to make to the total education of each student. | 67 | 33 | 0 | 0 | 0 |
| Teaching art education can be a rewarding experience. | 49 | 36 | 15 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education provides opportunities for achieving personal fulfillment. | 57 | 40 | 3 | 0 | 0 |
| Art education should be reserved for only those students who excel in the arts. | 0 | 0 | 0 | 27 | 73 |
| Art education is fundamental to the education process. | 39 | 52 | 3 | 6 | 0 |
| Art education can increase the enjoyment of student learning in school. | 55 | 45 | 0 | 0 | 0 |
| Art education provides students with a break from more rigorous academic classes. | 21 | 48 | 15 | 9 | 6 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education does not make any valid contribution to the mental development of students. | 3 | 0 | 3 | 24 | 70 |
| Art education should be taught by only specially-trained art instructors. | 27 | 42 | 15 | 9 | 6 |
| The expenditure of funds for art education is wasteful. | 0 | 0 | 0 | 30 | 70 |
| Students learn many important things through art education. | 48 | 52 | 0 | 0 | 0 |
| Art education provides opportunity for self-expression. | 67 | 33 | 0 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|--|-------------------|-------|-----------|----------|----------------------|
| Art education is an educational frill. | 0 | 0 | 3 | 27 | 70 |
| Art education enhances knowledge of cultural heritage. | 58 | 39 | 3 | 0 | 0 |
| Art education provides students with fun experiences. | 55 | 42 | 3 | 0 | 0 |
| Art education benefits everyone. | 58 | 33 | 6 | 3 | 0 |

When asked if art education can enhance cognitive learning, 52% of those subjects in Group A who have taken some coursework beyond their Bachelor's degree strongly agreed, 42% agreed, and 6% were uncertain. On the other hand, 42% of subjects in Group B who have taken coursework beyond their Master's degree strongly agreed with this statement, while 58% agreed.

The responses regarding whether art education provides students with a break from academic work varied greatly in both categories of subjects. Forty-three percent of teachers in Group A strongly agreed that art does allow students to have a break from academic work, 33% agreed, 15% were uncertain, and 8% disagreed. Of the teachers who have studied beyond their Master's degree, 21% strongly agreed, 48% agreed, 15% were uncertain, 9% disagreed, and 6% strongly disagreed.

Subjects with work beyond their Bachelor's degree responded in the following manner about the idea that art should be taught by specially-trained instructors: 23% strongly agreed, 33% agreed, 10% were uncertain, 31% disagreed, and 2% strongly disagreed. Twenty-seven percent of subjects with coursework beyond their Master's degree strongly agreed with this concept, 42% agreed, 15% were uncertain, 9% disagreed, and 6% strongly disagreed.

Fifty-eight percent of participants in Group A strongly agreed that students learn many important things through art, 40% agreed,

and 2% were uncertain. Forty-eight percent of teachers in Group B strongly agreed, and 58% agreed.

Additionally, 83% of subjects with work past their Bachelor's degree strongly agreed that art education provides opportunity for self-expression, and 17% agreed. Sixty-seven percent of the educators with work past their Master's degree strongly agreed, and 33% agreed with this notion.

Similarly, this writer assembled the data derived from the survey instrument based upon the number of years for which the subjects have been teaching. Group C, which is comprised of thirty-two subjects, represents teachers who had zero to nine years of experience (see Table Eight). Group D, in which there were forty-two participants, had been teaching for twenty or more years (see Table Nine).

For the most part, both Group C and Group D selected similar responses on the questionnaire. Both groups indicated positive feelings and attitudes towards art education based upon the responses given for the Likert-type statements. The author noticed, however, that there seemed to be somewhat of a pattern developing within the answers chosen by the educators with twenty or more years of teaching experience. At least 50% of these instructors in Group D chose the most extreme positive response on 82.35% of the statements, while subjects in Group C did so on only 29.41% of the

TABLE EIGHT

ATTITUDES OF

ELEMENTARY AND INTERMEDIATE TEACHERS

WITH ZERO TO NINE YEARS OF TEACHING EXPERIENCE

TOWARD THE INCLUSION OF ART

IN THE ELEMENTARY AND INTERMEDIATE

SCHOOL CURRICULUM

EXPRESSED AS PERCENTAGES

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education can enhance cognitive learning in the classroom. | 25 | 69 | 6 | 0 | 0 |
| Art education has a unique contribution to make to the total education of each student. | 50 | 47 | 3 | 0 | 0 |
| Teaching art education can be a rewarding experience. | 31 | 56 | 13 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education provides opportunities for achieving personal fulfillment. | 50 | 41 | 9 | 0 | 0 |
| Art education should be reserved for only those students who excel in the arts. | 0 | 0 | 0 | 41 | 59 |
| Art education is fundamental to the education process. | 25 | 63 | 3 | 9 | 0 |
| Art education can increase the enjoyment of student learning in school. | 47 | 53 | 0 | 0 | 0 |
| Art education provides students with a break from more rigorous academic classes. | 19 | 44 | 19 | 15 | 3 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education does not make any valid contribution to the mental development of students. | 0 | 0 | 0 | 41 | 59 |
| Art education should be taught by only specially-trained art instructors. | 9 | 41 | 22 | 25 | 3 |
| The expenditure of funds for art education is wasteful. | 3 | 0 | 3 | 56 | 38 |
| Students learn many important things through art education. | 38 | 59 | 3 | 0 | 0 |
| Art education provides opportunity for self-expression. | 69 | 31 | 0 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|--|-------------------|-------|-----------|----------|----------------------|
| Art education is an educational frill. | 0 | 0 | 6 | 47 | 47 |
| Art education enhances knowledge of cultural heritage. | 28 | 66 | 6 | 0 | 0 |
| Art education provides students with fun experiences. | 38 | 56 | 6 | 0 | 0 |
| Art education benefits everyone. | 35 | 47 | 9 | 9 | 0 |

TABLE NINE

ATTITUDES OF
ELEMENTARY AND INTERMEDIATE TEACHERS
WITH TWENTY OR MORE YEARS OF TEACHING EXPERIENCE
TOWARD THE INCLUSION OF ART
IN THE ELEMENTARY AND INTERMEDIATE
SCHOOL CURRICULUM
EXPRESSED AS PERCENTAGES

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education can enhance cognitive learning in the classroom. | 57 | 43 | 0 | 0 | 0 |
| Art education has a unique contribution to make to the total education of each student. | 79 | 21 | 0 | 0 | 0 |
| Teaching art education can be a rewarding experience. | 55 | 38 | 7 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education provides opportunities for achieving personal fulfillment. | 64 | 34 | 2 | 0 | 0 |
| Art education should be reserved for only those students who excel in the arts. | 0 | 0 | 0 | 31 | 69 |
| Art education is fundamental to the education process. | 48 | 48 | 4 | 0 | 0 |
| Art education can increase the enjoyment of student learning in school. | 62 | 38 | 0 | 0 | 0 |
| Art education provides students with a break from more rigorous academic classes. | 38 | 38 | 9 | 9 | 6 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|-----------|----------|----------------------|
| Art education does not make any valid contribution to the mental development of students. | 2 | 0 | 0 | 24 | 74 |
| Art education should be taught by only specially-trained art instructors. | 38 | 31 | 12 | 17 | 2 |
| The expenditure of funds for art education is wasteful. | 0 | 0 | 0 | 21 | 79 |
| Students learn many important things through art education. | 60 | 38 | 2 | 0 | 0 |
| Art education provides opportunity for self-expression. | 79 | 21 | 0 | 0 | 0 |

| STATEMENT | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|--|-------------------|-------|-----------|----------|----------------------|
| Art education is an educational frill. | 0 | 0 | 0 | 24 | 76 |
| Art education enhances knowledge of cultural heritage. | 57 | 41 | 2 | 0 | 0 |
| Art education provides students with fun experiences. | 57 | 41 | 2 | 0 | 0 |
| Art education benefits everyone. | 57 | 38 | 5 | 0 | 0 |

questions. Furthermore, those in Group C with less teaching experience tended to opt for the "uncertain" category on 76.47% of the questions, which was more often than the individuals in Group D who utilized the same category on 52.94% of the statements. Additionally, the percentage of teachers in Group C who selected the "uncertain" category ranged from 3% to 22%, while the percentage for Group D was less vast, with the range being 2% to 12%.

On 23.53% of the statements the Group D was 28% to 41% more strongly positive in their responses than was Group C. Seventy-eight percent of teachers with twenty or more years experience strongly agreed that art education has a unique contribution to make to the total education of each student, while 50% of Group C believed the same. When asked whether art education is a frill, 76% of Group D strongly disagreed, while 47% of those with zero to nine years of teaching experience strongly disagreed. Likewise, 38% of Group D strongly agreed that art should be taught by only specially-trained instructors, though only 9% of Group C expressed the same viewpoint. The greatest difference in the strength of responses from these two groups was illustrated in the responses to the statement suggesting that the expenditure of funds on art education is wasteful. 79% of Group D strongly disagreed with this concept, as did 38% of Group C.

Overall, most of the subjects recorded positive to extremely positive attitudes toward art education. This fact was further established after the results were computed and compiled by this researcher according to the various demographical information as previously discussed in this chapter. Additional discussions regarding the findings of the questionnaire will be further addressed later in this document.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

As the majority of schools, communities, and educators around the nation continue to strive for educational reform, the debate over curriculum content and standards will remain. While some people believe that the most emphasis and attention should be placed on certain subjects and programs, still others will maintain that different disciplines should receive priority. Unless society can reach a consensus regarding what educational areas should be considered as intrinsic to the basic core curriculum, the controversy will persist.

Art educators must advocate their discipline in order to ensure its survival in the basic curriculum. Art education must not be perceived as a frill, but instead as an integral component of the fundamental repertoire necessary for the development and advancement of all students at all levels of instruction. The benefits of art education cannot be overlooked, or worse yet, ignored.

Any information regarding teachers' attitudes toward art

education can serve as an excellent resource as well as provide valuable insight for art educators as they embark on a crusade to promote the importance of art education. The purpose of this study was to evaluate the attitudes of elementary and intermediate teachers toward the inclusion of art in the elementary and intermediate school curriculum.

In order to gather the attitudes of teachers toward the inclusion of art in the curriculum, this author constructed an evaluative instrument based upon the information derived from a review of literature. The instrument was composed of Likert-type statements with five scale positions, and it also included several open-ended questions.

After the research tool was reviewed and revised accordingly, the writer distributed the surveys to elementary and intermediate teachers in both public and private schools. The completed questionnaire was returned via school mail to the author. Of the total number (186) of documents sent out to the various schools, 100, or 53.76%, of the surveys were returned.

After having collected and calculated the data on the returned surveys, the results were recorded in table form. Overall, the results were positive regarding art education. This finding remained when comparing data from the various demographical groups as well as from the collective group of subjects.

Conclusions

Although the majority of the survey results were positive or extremely positive, the author believes that there is somewhat of a misperception regarding what art education entails. This is evident in several of the comments recorded in the open-ended section of the survey. For instance, many subjects noted that they regularly provide art instruction within their daily lessons. Their concept of art education, however, can be challenged. This is because the manner in which these subjects incorporated art instruction is inconsistent with the widely accepted theories of practice associated with current art education, including the discipline-based approach to art instruction.

Many of the teachers questioned indicated that they incorporated art instruction by doing projects for themes or holidays, or as requirements within other assignments. While these educators believe that they are providing their students with art instruction, the reality is that they are merely providing art *activities* as opposed to *instruction*. A vital aspect of art instruction, which addresses art theory, art history, and aesthetics in addition to art production, is neglected as a result of this type of approach to art education.

Furthermore, one respondent wrote that she teaches "simple art" one time per week, and that it is a "disservice" to students to

not have "real art." In the opinion of the author, this teacher realizes that there is a method of properly educating students in the field of art. The fact that the subject compared "simple art" with "real art" indicates that the teacher also differentiates the type of instruction she is capable of offering from the type of instruction a specially-trained art educator can offer. Another subject further illustrates this concept by remarking that "children need to learn about art history and other related topics versus just doing art 'projects.'"

Additionally, the author noticed that a few subjects mentioned that art instruction within their classroom takes away from the time needed for addressing critical skills and preparing for proficiency tests. These remarks indicate that students are incapable of learning skills through art education which can be considered as critical as well as necessary basic core knowledge required for successfully completing proficiency tests. These statements challenge the results of the Likert questions on which 92% of the subjects agreed or strongly agreed that art education is fundamental to the education process, and 97% agreed or strongly agreed that students learn many important things through art education.

Furthermore, the fact that 72% of the subjects agreed or strongly agreed that art provides students with a break from

academic classes purports again that many of the teachers surveyed believe that art education is not considered to be an academic discipline. This could explain why some of the participants feel that students do not learn relevant and pertinent skills and information through art education which can be considered as critical and necessary to the cognitive growth and achievement of the students.

While this researcher believes that there is a misperception regarding the meaning and role of art education in the overall curricular structure, the author also supposes that many of the subjects have made a diligent effort to promote art education by attempting to integrate it into lessons.

A variety of subjects mentioned that they include art in order to allow students to express themselves and increase learning, success, pride, and self-confidence. Ninety-six percent of the respondents agreed or strongly agreed that art provides opportunities for achieving personal fulfillment, and 100% agreed or strongly agreed that art provides opportunity for self-expression. These results support the reasons why some of the teachers incorporate art into their daily lessons.

In general, the responses to the survey were favorable and supportive of art education and its proponents. The author found that the subjects remained fairly consistent with their attitudes on all parts of the survey, with the exception of very few responses.

Recommendations

The writer recommends that art educators and advocates of art education utilize the results of this study in order to gain a better understanding of the perceived status of elementary and intermediate art and its place in the curriculum. After reviewing the results, art educators and advocates of art education can apply the information to their particular circumstance and begin to elicit positive support for their discipline.

By addressing the areas of misinterpretation regarding the role of art education in the total curriculum, art instructors can gradually increase awareness of the benefits and impact of art instruction in the educational arena. Once skeptics are convinced that art education does indeed promote critical skills necessary for growth, development, and achievement in all types of cognitive and behavioral areas, then, and only then, will educational decision makers, community members, and society on the whole begin to include art education as a basic component of the core academic curriculum in the elementary and intermediate settings.

With the positive results that have been collected through this study, art educators can build upon the strengths and favorable aspects reported in this research in order to bring about a better understanding and greater awareness of art education.

APPENDICES

APPENDIX A

Kate Anello
St. Charles School
4600 Ackerman Blvd.
Kettering, Ohio 45429

May 5, 1996

Dear Teachers,

I am a visual arts instructor at St. Charles Elementary, a parochial school located in Kettering, Ohio. The art program was established three years ago, and is in the process of being evaluated.

I am interested in obtaining opinions concerning art education which will serve as a basis for evaluating, modifying, and strengthening the current art program here at St. Charles School.

Please take a few moments to read and respond to the attached survey. **Any input with which you provide me will remain confidential.**

Please place your completed survey in the *pre-addressed* "Interdepartmental Mail" envelope, which will be located in your school's main office, by **Friday, May 24, 1996.**

I truly appreciate your time and look forward to receiving your input. Thank you for your response.

Sincerely,

Kate Anello
St. Charles School

APPENDIX B

ART EDUCATION SURVEY

DIRECTIONS: Please check the appropriate response to the following questions.

1. What grade do you currently teach?

- | | |
|---------------------------------------|------------------------------------|
| <input type="checkbox"/> kindergarten | <input type="checkbox"/> 5th grade |
| <input type="checkbox"/> 1st grade | <input type="checkbox"/> 6th grade |
| <input type="checkbox"/> 2nd grade | <input type="checkbox"/> 7th grade |
| <input type="checkbox"/> 3rd grade | <input type="checkbox"/> 8th grade |
| <input type="checkbox"/> 4th grade | <input type="checkbox"/> Other |

2. At which type of school do you teach?

- | | |
|---------------------------------|----------------------------------|
| <input type="checkbox"/> public | <input type="checkbox"/> private |
|---------------------------------|----------------------------------|

3. For how many years have you been teaching?

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> 0-4 years | <input type="checkbox"/> 15-19 years |
| <input type="checkbox"/> 5-9 years | <input type="checkbox"/> 20 or more years |
| <input type="checkbox"/> 10-14 years | |

4. What is the highest educational level you have achieved?

- | | |
|---|--|
| <input type="checkbox"/> Some college | <input type="checkbox"/> Master's degree |
| <input type="checkbox"/> Bachelor's degree | <input type="checkbox"/> Work beyond Master's degree |
| <input type="checkbox"/> Some graduate work | <input type="checkbox"/> Other |

DIRECTIONS: Read each statement carefully and circle the phrase that best expresses your feelings about the statement. Work rapidly. Be sure to respond to every item.

5. Art education can enhance cognitive learning in the classroom.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

6. Art education has a unique contribution to make to the total education of each student.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

7. Teaching art education can be a rewarding experience.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

8. Art education provides opportunities for achieving personal fulfillment.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

9. Art education should be reserved for only those students who excel in the arts.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

10. Art education is fundamental to the education process.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
11. Art education can increase the enjoyment of student learning in school.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
12. Art education provides students with a break from more rigorous academic classes.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
13. Art education does not make any valid contribution to the mental development of students.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
14. Art education should be taught by only specially-trained art instructors.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
15. The expenditure of funds for art education is wasteful.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
16. Students learn many important things through art education.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
17. Art education provides opportunity for self-expression.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
18. Art education is an educational frill.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
19. Art education enhances knowledge of cultural heritage.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
20. Art education provides students with fun experiences.
Strongly Agree Agree Uncertain Disagree Strongly Disagree
21. Art education benefits everyone.
Strongly Agree Agree Uncertain Disagree Strongly Disagree

DIRECTIONS: Please write a brief response to each of the following questions.

22. Does your school have a designated art teacher who is responsible for providing art instruction?

23. Do you incorporate art instruction into your daily lessons? If so, how often? Under what circumstances?
24. Is any of your planning time dependent upon your students attending art class?
25. Please comment on anything you wish to address regarding this survey and/or art education in general.

**PLEASE COMPLETE AND RETURN THIS SURVEY
TO THE *PRE-ADDRESSED* "INTERDEPARTMENTAL MAIL"
ENVELOPE, WHICH IS LOCATED IN YOUR SCHOOL'S MAIN
OFFICE, BY **FRIDAY, MAY 24, 1996**; OR, SEND VIA SCHOOL
MAIL TO KATE ANELLO, ART DEPARTMENT, ST. CHARLES
SCHOOL.**

Thank you for your time
and consideration,

Kate Anello
St. Charles School

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