



Investigating the Factors Affecting the Teaching of Art in Elementary Schools from the Viewpoint of Teachers in Semirom (2017-2018)

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Abstract: *The purpose of this research was to investigate the factors influencing the teaching of art in elementary school from the teachers' point of view in Semirom. The research is a descriptive survey. Its statistical population is all the elementary teachers of Semirom in the academic year of 2017-2018. The research population is 337. The sample size has been estimated to be 180 people by Cochran formula. The sampling size was selected by the stratified random sampling, and the data gathering tool was a researcher-constructed questionnaire based on the Likert scale. The content and formal validity was used to measure its validity and for determining reliability of the research tool, the Cronbach's alpha coefficient was used. The reliability index of the whole scale in this research was 0.96. To analyze and study the data, the T-single-variable test, ANOVA test and LSD follow-up test were used through the SPSS-15 software. In this research, the problems of teaching art were studied in five components: "problems of the teaching of Writing, problems of the teaching of painting and simple design, content problems of the textbook of art, problems with the teaching method and problems of training creativity in the art course". The results of the research confirmed that, according to the teachers of Semirom, the mentioned components are considered as serious problems in the teaching of art in elementary school.*

Keywords: *Teaching, Art, Elementary School*

INTRODUCTION

The education institution has different functions in every society. One of these functions, which represents an important part of the goals of this institution, is to strive for the growth and prosperity of students' artistic and aesthetic abilities. The importance of this function arises from the fact that, in principle, the teaching of art is of a great effect in the emergence of innovation and creativity, moral development, the development of emotions (emotional education), the formation of profound changes and persistence in individual conduct, skill development, order, and accuracy and so on.

In fact, the art makes possible the real and original transformation of man, which is the result of consciously and freely dealing with the values. The education is what makes this possible. Hence, "we need the more and better artistic education in order to nurture perfect and developed human beings, i.e., the citizens who value desirable civilization." (Eisner, 1998).

Herati, the author of the textbooks of art, states: One of the current problems for the course of art is the limited time of the course and its titles, in addition to the lack of planning and preparation of practical books in this field. Considering that "Planning, Book and Teacher" are three main elements in the teaching of art,

the book content and the teacher's coordination with it, and the executive supervision and support for solving executive problems are a set that can be efficient in the advancement of the art course (Dobbs, 2004).

The goal of teaching art in schools is not to make the students to be artist, but to reinforce students' knowledge about their surroundings. Science and its application make it possible to eliminate the needs and the art and its application are to recognize and discover the truth. (Keshavarz and Soltani Kia, 2001).

It is hoped that the findings of this research will be able to be used in planning and guiding human resources to achieve the goals determined.

Statement of the problem

Children at the age of seven when they go to school, have a lot of craving for art, and the teacher can easily see the joy of drawing paintings in the person's face. The instructor and the teacher should maintain and strengthen that enthusiasm. At this age, the child's ability is very good to represent mental images; the painting indicates the inner states of them, and the lack of sympathy or indifference of parents and instructors leads to adverse reactions, and the correct guidance of the elementary school teachers can lead them to become eternal images.

Life without art is so dull and boring. The role of art in life is to give people hope and joy. The other function of art is that it manifests love for life to man and shows him "the pleasant life." It is a phenomenon that has long played a significant role in human life, and its impact has been so much that many scholars in various religions and schools have used it as an effective means to promote their desired ideas and behavior (Hickman, 2005).

Art requires serious attention. Since art does not have an objective and obvious result such as teaching reading and writing or adding and subtracting, the contemporary capitalism often forgets the art. While many of the great manifestations of human soul are in this area, the children who have been deprived of art education have lost a great and beautiful world. They have, in fact, lost an extraordinary way of understanding their own and the world around them. We need to teach art to children for many reasons. Because art reveals the aesthetic aspect of human soul (Group of Writers, 2010, 2006).

Here, the question arises: according to a description of the role played by art, do we give importance to the course of art at the elementary level? Are the elementary school teachers well versed in the field of art education?

Despite numerous researches in the field of art, there is still a lot of problems with the art course. Therefore, the present research intends to study the factors influencing the teaching of art in terms of the elementary school teachers in Semirrom in order to identify the problems of teaching the art and provide solutions to reduce them.

Importance and necessity of research

The importance of determining specific goals in the field of artistic education becomes more important when considering the fact that art is not a subterranean and marginal domain for which we want to set some purposes. The result of this view is that teachers can only take action in bits and pieces on the basis of personal perceptions, irrespective of the orientations and goals that artistic education can play in determining and estimating it. However, the elaboration and specification of the real and comprehensive goals in this field provides a basis for discovering the capacities and capabilities of artistic education and determining its worthy position in the educational system (Sharafi, 2010).

It is one of the important tasks of the education system to transfer the cultural heritage and to educate creative and expert individuals to create a dynamic and advanced society. Education is the source of many of the great cultural, scientific, social, economic and ethical developments, while the curriculum plays the most important role. If the curriculum is not designed and implemented correctly, it increases undoubtedly the problems of society. As a result, people's talents are degraded, while the course of art plays an important role. However, less attention is paid to this course; the art education in schools does not have a real position, and the teachers, headmasters and students do not attach it the importance they do to other courses such as

mathematics, science, and literature. Art can be effective in learning the concepts of other items. This is due to the obstacles and limitations that exist in art education. Therefore, this research is aimed at identifying obstacles and limitations of implementation and providing solutions for it.

Although what happens objectively and practically in the educational systems of advanced countries in the field of artistic and aesthetic education does not differ much from other systems, such as Iran's education system. In all educational systems, more or less, in terms of what is actually happening, the art and aesthetics should be considered a neglected area; but the distinguishing feature of the advanced countries of the world is the grounding, preparation and the theoretical framework. Since art is rooted in the culture, civilization, history, worldview, values, attitudes and beliefs of each nation, therefore, the efforts should be made to use the achievements of other societies, as well as the necessary attention to the goals and objectives of artistic education and curriculum of art for our society (Fathizadeh Naseri, 2005).

By looking more closely into the environment, we can see the role of art (beauty) in our lives, even in exports, the goods that are more beautiful and more attractive are of more customers. In Iran, some arts such as painting, miniature, script, carpet weaving, weaving, sculpture, pottery, handicrafts, and so forth., have a long history, so what is good for the children of this border, as heirs of arts, is to watch them and, given their intrinsic talents, have the necessary skills to play an effective role in the social and cultural prosperity of their country (Dobbs, 2004).

Art itself is a social reality and the society needs the artist and wants him to be full of thoughts and feelings of his time and shape them, in addition to exposing the reality; knowledge is constantly evolving; therefore, the art must be synchronized with human knowledge (Chanda and Daniel, 2005).

Nowadays, those involved in the age groups have found that the language of art is the best way to preserve the subjects they want to teach. Although the artistic taste is not a thing for acquisition, education and training, since each person has had this benefit, it is possible to develop it in the minds of the people through the systematic and comprehensive planning, and provided the possibility of prosperity and fertility through the practical training.

The subject of the research has been a priority for the education of the province. Administrative and executive authorities, curriculum planners, headmasters, teachers, students and art enthusiasts in different fields can benefit from this research for their activities, as well as to inform families and parents about the role of art and its value.

Research Background

In a research entitled "The Impact of Environment on children painting", Khayat Mashhadi (2000) found that in spite of the importance of the environment for painting and creativity of children, the factors such as: educational system, lack of attention to cultural and indigenous issues of the region are effective (Golestan Province 7-12).

Zarei (2001) considered the most important problems in the course of art to be the lack of the teacher of art and large volume of textbooks.

Ahmadi and Falsafi (2003) have studied Canadian art curriculum. Canadian art curriculum in Canada consists of three components of creative, historical-cultural production, and critical response that is balanced in the curriculum. These components are not separated, but they are intertwined throughout the curriculum.

Ahani (2004) has studied the identification of problems in teaching art from the perspective of male art teachers in the guidance school of Qom province. From the point of view of art teachers, the need of art teachers for in-service training, books and teaching aids is "very high."

Yousefi (2009), in his thesis, examined the barriers and limitations of art education in developing creativity of students; he concludes that art education faces obstacles in spite of the potential for creativity development.

Kanda and Daniel (2005) focused on analyzing the role of visual arts in fostering creative thinking and critical thinking of elementary school students in Canada. The researchers concluded that the teaching of visual arts,

because of its nature and content, has a positive impact on the development of critical thinking and creativity among students.

Parker (2008) examined the impact of visual art education on Canadian high school students' creative thinking skills. The results of this research showed that the two groups who received the artistic education had more creativity than the control group

Research question

What are the factors influencing the teaching of art in the elementary school from the point of view of the teachers of Semirom in the academic year 2017-2018?

Research Methodology

The current study is a descriptive research.

Statistical Population

The statistical population of this research includes all (male and female) teachers in the elementary school of Semirom in the academic year of 2017-2018.

Table 1: Frequency and percentage of statistical population by gender

Female teachers		Male teachers		Total	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
167	33.13	170	66.87	337	100

Based on the results of Table (1), 33.13 percent of the statistical population was female teachers and 66.87 percent of them was male ones.

Sampling method and design

The sampling method in this research was determined and calculated as a stratified proportion in accordance with the total size of elementary school teachers in Semirom city and based on the number of teachers in each school.

Sample size and calculation method

The samples were calculated according to the number of teachers using the Cochran formula.

Formula (1) Determining sample size of teachers

$$n = \frac{Nt^2 pq}{(N-1)d^2 + t^2 pq}$$

$$n = \frac{337 * 1/96^2 * 0/5 * 0/5}{(337-1) * 0/05^2 + 1/96^2 * 0/5 * 0/5} = \frac{323/65}{1/8004} = 180$$

Table 2: Determination of the formula values for calculating the statistical sample

Probability of the desired attribute	P=0/5
Probability of not having the desired attribute	q=0/5
confidence level	t=1/96
Statistical Population	N
Permissible Sampling Error Percentage	d=0/05

Information gathering tool:

In order to collect data and gather information, as well as assess the hypotheses, a researcher-made questionnaire has been used based on Likert scale. The questionnaire used in this research has 34 questions in terms of a Likert 5-option with the options *I completely agree, I agree, I have no idea, I disagree, I completely disagree*. The questionnaire also contains demographic information and initial questions that were

developed based on the extensive studies, research literature and studying the opinions of elementary school teachers and supervisor.

Reliability of the questionnaire

In this research, Cronbach's alpha coefficient was used to determine the reliability of the research tool, the results of which have been presented in Table (3).

Table 3. Reliability of the tool calculated by Cronbach's Alpha

Cronbach's Alpha	Items
0.922	34

Based on the result obtained by Cronbach's alpha, the reliability of the tool in 34 questions is 0.96, which shows a very high reliability.

Table 4: Tool reliability calculated by Cronbach's alpha method through split-half technique

Cronbach's alpha	First part	Value of reliability	862/0
		Number of questions	(a) 17
	Second part	Value of reliability	895/0
		Number of questions	(b) 17
Total questions		34	

Based on the results of Cronbach's alpha test by split-half method, the reliability of the tool in the first part with 17 questions was 0.94 and the reliability of the tool in the second part with 17 questions, was 0.95; this is a very high reliability. So the questionnaire has a very high reliability and is confirmed.

Data analysis method:

In this research, data were analyzed using descriptive and inferential statistics through SPSS software. At the level of descriptive statistics, the central indices and distribution, frequency, percentage and drawing the appropriate charts were used. At the inferential level, one-variable T test, ANOVA and LSD follow-up test were used through SPSS 15 software.

Findings

According to the opinion of teachers in Semirom, what are the writing problems of teaching in the art course of elementary school?

Table 5: Comparison of mean scores of respondents regarding the writing problems of teaching in the art course of elementary school

Factor	Mean	Standard deviation	Standard score	t	P	n
Writing problems of teaching in the art course	82.34	11.85	24	26.05	0.001	180

The results of Table (5) show that t observed for the "Writing Problems in Art Education" factor is less than the critical value at a level of 0.05% error. Therefore, according to the teachers in Semirom, writing problems are one of the main issues in the teaching of art in elementary school students .

In the opinion of the teachers in Semirom, what are the problems of simple painting and design education in elementary school?

Table 6: Comparison of mean scores of respondents regarding the simple painting and designing of teaching in the art course of elementary school

Factor	Mean	Standard deviation	Standard score	t	P	n
problems of the teaching of simple painting and designing	81/80	10/60	21	28/43	0/001	180

The results of Table (6) show that t observed in the "Problems of painting and simple design education" is less than the critical value at a level of 0.05% error. Therefore, according to the teachers in Semirom, the problems with simple painting and designing are one of the major issues in the teaching of art in the elementary students.

In the opinion of the teachers in Semirom, what are the problems of creativity in the art course of elementary school?

Table 7: Comparison of mean scores of respondents regarding the problems of the training of creativity in the art course of elementary school

Factor	Mean	Standard deviation	Standard score	t	P	n
problems of the training of creativity	85/67	11/52	15	30/86	0/001	180

The results of Table (7) show that the t observed for the problems of creativity is less than the critical value at the error level of 0.05%. Therefore, according to the teachers in Semirom, the problems of developing creativity in the art course are one of the serious issues in teaching the art in elementary school students.

According to the findings, the lack of attention to the individual competencies of students and the expectation of the same performance are the most and the least problems of creativity development in the art course of elementary school.

In the opinion of the teachers in Semirom, how bad is the content problems of the textbook of art?

The mean and standard deviation of the respondents' scores on the content problems of the primary school's art textbook are listed in the table. In order to answer the research question, the mean scores of individuals were compared with the relevant score, which results from the average Likert scale multiplied by the number of questions, using one single sample t.

Table 8: Comparison of mean scores of respondents regarding the content problems of art textbook

Factor	Mean	Standard deviation	Standard score	t	P	n
content problems of art textbook	84/12	11/55	15	28/85	0/001	180

The results of Table (8) show that the t observed for the "content of the art textbook" factor is less than the critical value at the error level of 0.05%. Therefore, in terms of teachers in Semirom, the problems in the content of the textbook of art are one of the serious issues in the teaching of elementary school students.

According to the opinion of teachers in Semirom, how difficult is the method of teaching art in the elementary school?

The mean and standard deviation of the respondents' scores on the problems of teaching art in the elementary school is given in the table. In order to answer the research question, the mean scores of individuals were compared with the relevant score, which are resulted from the average Likert scale multiplied by the number of questions, using one single sample t.

Table 9: Comparison of mean scores of respondents regarding the problems of the method of teaching art in elementary school

Factor	Mean	Standard deviation	Standard score	t	P	n
problems of the method of teaching art	81/49	12/40	27	23/63	0/001	180

The results of Table (9) show that t observed on the "Problems of the method of teaching art" is less than the critical value at the error level of 0.05%. Therefore, in terms of the teachers in Semirom, the problems with the method of teaching of art are one of the major issues in the teaching art in elementary school students. The content problems of the art textbook are one of the serious issues in teaching the art of elementary school students.

Discussion and Conclusion

Comparison of Male and Female Teachers Concerning Writing Problems, Problems of simple Painting and Design, Content Problems in Art textbooks, Problems of methods of Teaching Art, Problems of Creativity education in the Art course showed that "the average view of female teachers is more than that of male teachers. This means that women have a greater emphasis on the problems of the art course about the components involved, which seems to be a series of factors that can interfere in this; it is certain that women are always more serious in performing assigned tasks; they act and look more closely towards the issues ahead of them.

Comparison of respondents' views with regard to the discipline of elementary education showed that the elementary school teachers believe more than non-elementary school teachers that the mentioned issues are the problems of the education of art in the elementary school. In the case of the "content problems of the textbook of art" this is inverse, and the non-elementary school teachers emphasize on this issue; it seems that non-elementary school teachers are more sensitive in this regard and there is no controversy in the variables of the problem of developing creativity between teachers in elementary and non-elementary education.

Comparison of respondents' opinions with regard to certificate showed that there are no differences in the opinions of the teachers of Semirom regarding the variables such as "writing problems, content problems of the textbook of art, problems of method of teaching art and problems of developing creativity in art course". They all affirm the existing problems. However, in the component "problems of training simple painting and design", the difference between the opinions of the teachers of Semirom was observed with regard to the certificate. Teachers with a degree in higher education more than those with a bachelor's degree believe that the variable "the problems of education of simple painting and design" is one of the serious issues of teaching art of students in of Semirom.

Applied Suggestions

Based on the results, the following suggestions are presented:

- Considering the fact that most teachers agreed that writing problems in art education are serious issues that can interfere with effective teaching; it is recommended that the planners and managers take instructions to collect a set of guidelines developed by the teachers who are directly involved with this issue.
- Teachers agreed that the problems of painting education are effective in the process of teaching art, so it is recommended that some appropriate standards, or patterns are drawn up and implemented by the educational institutions and made available to teachers and students.
- In the component of the problems of developing creativity in the art course, it is recommended to fertilize the imagination as well as to provide creative methods; the teachers and students take acquaintance with the art in other cultures, civilizations and ethnicities, using modern technologies such as the Internet and virtual networks.

Proposals for researchers

1. A meta-analysis of the results of research on the problems of teaching art
2. Analytical studies to compare the teaching methodology of art in Iran with other educational methods in other countries
3. An experimental or quasi-experimental study to examine the impact of art learning on the learning process of students in elementary schools.
4. Explaining the philosophy of art education for staff, headmasters and teachers of elementary school.

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