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**A SURVEY OF THE ATTITUDES OF ELEMENTARY
SCHOOL TEACHERS IN SOUTHERN NEW
JERSEY TOWARDS ART AND THE
CREATIVE PROCESS IN THEIR
CLASSROOMS**

**by
Elizabeth Diane Tasker**

A THESIS

**Submitted in partial fulfillment of the requirements of
the Master of Arts Degree in Art Education in the
Graduate Division of Rowan College of
New Jersey
1995**

Approved by

Professor

Date Approved

4/25/95

ABSTRACT

**Elizabeth Diane Tasker
A SURVEY OF THE ATTITUDES OF ELEMENTARY
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1995

Thesis Advisor: Dr. Lili Levinowitz

Master of Arts in Art Education

The purpose of this study was to determine the attitudes of elementary classroom teachers toward art and the creative process in their classrooms. The hypotheses of the study focused on teachers' attitudes and uses of art as a means of creativity and enhancement of academic subjects.

Elementary classroom teachers from seven constituent districts to a regional high school in southern New Jersey constituted the sample of the study. Teachers were given a four part questionnaire to complete. The instrument was designed to gather information on demographics, general information about art in the classroom, and attitudes towards art. A total of 175 questionnaires were distributed to ten schools; 122 were returned for a 70 percent response rate. Data were reported in frequencies and percentages for all hypotheses.

Findings from the study confirm that elementary classroom teachers are strongly in favor of art as a subject in their classrooms and incorporate art into other subject areas. Findings also indicate that teachers use art in their classroom instruction to provide alternative means of presenting lessons and to enhance traditional methods of classroom instruction.

MINI-ABSTRACT

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The results indicate that teachers value art as a subject and use it to enhance and compliment academic subjects and to provide opportunities for creative problem solving.

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CHAPTER ONE

PURPOSE OF THE STUDY

Introduction

In the 20th Century, art education was made a part of the public school curriculum. As we move into the 21st Century art belongs in our schools and educational systems more than ever. As far back as 1749, art was taught in the public schools, having been introduced by Benjamin Franklin, who was one of the first to include art in a school curriculum. He felt that teaching the applied arts, such as weaving and pottery, would help a growing country. He and others believed that art was to meet the practical needs of life.¹

The concept that art should be a subject to develop children's creativity and imagination did not develop until much later. Franklin was not concerned with developing a child's creativity but rather he felt that art should be included in the curriculum to serve a utilitarian purpose in addition to cultural self-improvement. In the colonial mind set at the time, the schools were to teach things that would be used by everyday people to help them survive independently in a young growing country.

Over 100 years later, Walter Smith came to this country from England to teach art. He believed that art could be taught in sequential preprogrammed lessons; taught by anyone if they followed Smith's procedures. Like Franklin, however, Smith was not concerned with the individual child or fostering their creativity but rather was concerned with teaching art so that the child would

¹ Elliot W. Eisner. *Educating Artistic Vision*. New York: MacMillan Publishing Co., Inc., 1972. 29.

have a skill with which he could have an occupation. Specifically, he referred to art as "breadwinning".²

It was not until the early 1900's that John Dewey began to change the view of art education in the schools.³ During Dewey's time, the child was starting to be viewed as an individual with specific needs. Dewey and others helped to develop what was known as the Progressive Theory. This new trend in art education reflected a more personal aesthetic approach rather than the impersonal technical approach that preceded it. Specifically, Elliot W. Eisner stated in *Educating Artistic Vision*, that:

"The orientation that the Progressives developed to education and to children had profound consequences for the field of art education not so much during the 1920's but during the thirty years following that decade. The Progressives were committed to the idea that the child should be free to develop naturally and that the teacher should function as a guide, not as a taskmaster. This meant that in practice the teacher was not to teach art but to unlock the creativity of the child by providing a stimulating environment and the necessary art media. Art was not so much taught as caught."⁴

Others have since studied the concept of creativity and art in the classroom. As was earlier mentioned, when the arts were first developed in the public schools, creativity was not the main agenda for the art curriculum. Subsequently, however, the connection between art and creativity became more apparent and the importance of the two began to merge. It now seemed as the two domains are viewed as inseparable. Furthermore, current research evidence has supported the relationship between art and creativity.

Eisner theorized that artistic learning occurs in three domains as follows:

² Ibid, 37.

³ Ibid, 45-49.

⁴ Ibid, 49.

1) the productive, 2) the critical and 3) the cultural.⁵ He believed that art was not something that naturally developed but instead was a combination of learning strategies. Art as a method of creativity, in addition to the creation of an end product, has also been suggested by David Baker, who stated:

“Encouraging art and the creative process gives vital nourishment to the natural processes that govern the growth and development of children.”⁶ Craig Sautter moved this notion one step further . He asked:

“What would happen if we spread the arts across the curriculum?”... “a growing body of research in arts education all strongly suggest that education in and through the arts can play a significant role in changing the agenda, environment, methods, and effectiveness of ordinary elementary and secondary schools.”⁷

According to Sautter, art in the schools would be expanded to provide an opportunity for students to learn in a manner that is different from the traditional text book curriculum. He called this approach an arts-integrated school, stating: “Creativity, imagination, and critical thinking of both students and teachers are at the core of the arts-integrated school.”⁸

Additionally, Dorothy Pierce has told us that art nourishes creativity. She stated that the nurturing of creativity in a school art program had a positive effect on an individual’s self-esteem. Pierce said, “Creativity improves self-esteem and, as every educator knows, self-esteem improves attendance in school. Improved attendance, in turn, promotes learning in many areas.”⁹ She also

⁵ Ibid, 65.

⁶ David W. Baker, “The Visual Arts in Early Childhood Education.” *Design For Arts in Education* (July/August 1990): 22.

⁷ Craig Sautter, “An Arts Education School Reform Strategy.” *Phi Delta Kappan* (February 1994): 435.

⁸ Ibid, 433.

⁹ Dorothy Pierce, “Is Art a Basic in Education?.” *Childhood-Education* (September/October 1981): 35.

suggested that art education involves students with our humanity and inhumanity. Pierce viewed art education as a common thread pulling people together.¹⁰

Current research supports the premise that art education addresses a multitude of different realms of learning. According to Robert Godfrey, "the visual arts can develop both individuality and the capability to think clearly, to criticize premises, to speculate on assumptions, and to reason through deduction."¹¹ Thorne Schubert, found five rationales for art education. His first tenet was, "art as basic education"¹², which he called the fourth R. He supported his findings by sociological and psychological studies conducted by such people as Piaget, Lowenfeld and Bruner. He further stated, "that art experiences and related activities provide development in general intelligence and also other areas such as the ability to conceptualize, reason, make abstract associations, perceive, imagine and invent."¹³ Other experts in the field, namely Viktor Lowenfeld and W. Lambert Brittain have theorized that the content and organization of the child's artwork reflects the child's cognitive development.¹⁴

If there is support for the creative process and art, then the question must be asked, Why is art still considered an extracurricular activity in the majority of schools and school systems? The following examples were given in the article,

¹⁰ Ibid. 35.

¹¹ Robert Godfrey, "Civilization, Education, and the Visual Arts: A Personal Manifesto." *Phi Delta Kappan* (April 1992): 597.

¹² Thorne E. Schubert, "Art in Education: Five Rationales." *Art Education* (January 1985): 42.

¹³ Ibid. 42.

¹⁴ Betty Jo Troeger, "The Relationship of Artistic Development to Learning Theory: An Analysis and Synthesis of Current Views." *Visual Arts Research* 22 (Fall 1985): 56.

"Changing Attitudes Towards Art in Elementary Schools: Strategy for Teaching the Classroom Teacher" by Paula J. Ahmad: "Here are some crayons; please draw something while I complete this grading," and "Consequently, they grew up regarding art as an enjoyable experience that requires little intellectual thought, an attitude that perpetuates the belief that the study of art is unimportant and not a subject worthy of study."¹⁵ Accordingly, many feel that art can be regarded as subordinate to the other subject areas. Ahmad goes on to say:

"Attitudes, after all, are a set of evaluative categories that individuals form during their interactions with other persons and objects in their social world. With over 50 percent of the child's formative years spent in school, the teacher is definitely a major figure in each child's life and a prime influence in forming children's attitudes. It is desirable, therefore, that teachers not exhibit negative attitudes towards any subject area."¹⁶

Why are there such attitudes? Is it that teachers in elementary schools don't feel responsible for art, do they feel inadequate, or is it simply that they feel art is not an important subject? Carol S. Jeffers attempted to address such issues in her study, *"A Survey of Instructors of Art Methods Classes For Preservice Elementary Teachers."* Jeffers stated that; "By looking at who teaches elementary art methods, the nature of these courses, what is taught and why, this study provides a description that can help art educators to understand themselves and their work."¹⁷ She found that only 72.1% of states even require an elementary art methods course and, "only 18% of the college

¹⁵ Paula J. Ahmad, "Changing Attitudes Towards Art in Elementary Schools: Strategy for Teaching the Classroom Teacher." *Art Education* (July 1986): 9.

¹⁶ *Ibid.* 8.

¹⁷ Carol S. Jeffers, "A Survey of Instructors of Art Methods Classes for Preservice Elementary Teachers." *Studies In Art Education* (1993): 241.

courses taught stated purposes that were concerned with teaching training, or preparing elementary classroom teachers to choose or develop meaningful and worthwhile art lessons."¹⁸

Nancy Morison Ambler and Barbara R. Strong wanted to find out how elementary classroom teachers used art in their classrooms.¹⁹ Working through the Arts, Education and Americans, Inc. Organization (AEA) who in 1977 established a National Advocacy Program for Arts in Education, they surveyed how classroom educators used art in their classrooms. The results they obtained showed that there was support for art in the classroom. Furthermore, the authors of the monograph gave positive suggestions for including art across the curriculum. In Rogena M. Degge's study of community art teachers, she concluded that it would, "seem advisable that both fine art and art education programs provide substantive course work in the skills needed for responsible cultural services in art."²⁰ But, can we infer from their results the attitudes elementary teachers hold toward art education?

Only two studies were found that addressed the elementary teacher's attitude towards art. In Karen L. Apple's study of elementary teacher's attitudes she asked, "*Is Art a Frill?*"²¹ This study investigated the premise that most responsibility for teaching art falls on the classroom teacher. She wanted to determine the teacher's attitudes towards art and found that attitudes were favorable, however, the population studied was small and isolated.

In another study, Irene Rodriguez implemented an art curriculum and stated,

¹⁸ Ibid. 242.

¹⁹ Nancy Morison-Ambler and Barbara R. Strong, *Arts in the Classroom: What One Elementary Teacher Can Do*. Alcoa Foundation, Pittsburgh, Pa., 1981. ERIC. ED 206 531.

²⁰ Rogena M. Degge, "A Descriptive Study of Community Art Teachers with Implications for Teacher Preparation and Cultural Policy." *Studies In Art Education* (1984):

²¹ Karen L. Apple, "Is Art A Frill? Elementary Teachers' Attitudes Toward Art." (University of Virginia, 1993 ED 361 272), 1.

“Because there was no curriculum or teacher for implementing art activities and because the classroom teacher is responsible for teaching many subjects in a minimal amount of time, art was often left out of the child’s educational experiences.”²² Rodriguez also surveyed the teachers in her population for attitudes toward art, however, her sample was even less representative of the general population and therefore may not accurately represent teacher’s attitudes toward art.

It seems reasonable to suggest, therefore, that there is an insufficient amount of data available to determine classroom teacher’s attitudes toward art. Accordingly, the purpose of this study is to look at elementary classroom teacher’s attitudes toward art and the creative process in their classrooms.

Problem Statement

This study will attempt to identify, through a survey, the attitudes of general elementary education teachers toward art and the creative process in their classrooms. This study will attempt to answer the question: What are elementary teacher’s attitudes toward art?

Hypothesis #1 - Teachers will feel that art and the creative process in the elementary classroom is a necessary and important subject.

Hypothesis #2 - Teachers will feel that art in the elementary classroom enhances and compliments the academic subjects.

Hypothesis #3 - Teachers feel that personal efficacy in art and school climate affects the role of art and the creative process in the classroom.

²² Irene Rodriguez, “Resolving the Lack of Frequent Art Experiences for a Primary Classroom by Preparing and Implementing as Art Curriculum” (Nova University, 1984 ED 252 298), 3.

CHAPTER TWO

REVIEW OF RELATED RESEARCH

Introduction

For many years, topics of interest have been generated by research in the fields of art education and creativity. The importance of including art in an elementary school curriculum has been suggested by researchers.^{1, 2, 3, 4, 5} Traditionally, however, the incorporation of these areas into the elementary classroom curriculum largely has been determined by the individual classroom teacher. Teacher attitudes and efficacy towards art and the creative process can effect the role of art in the classroom,⁶ however, little research has been done on elementary teacher's attitudes toward art in the classroom.

Two studies have examined professional teacher preparation in the elementary and art education fields as it pertains to teacher attitudes.^{7, 8} One study attempted to determine the intent and direction of instructors of

¹ William J. Bennett, "Why the Arts Are Essential." *Educational Leadership* (December 1987/January 1988): 4-5.

² David W. Baker, 21-25.

³ Michael Budden, "How Not To Draw A Tree: Stifling Creativity Is Like Stifling Life Itself." *Reading Improvement* 26 (Spring 1989): 21-23.

⁴ Elliot W. Eisner, "The Misunderstood Role of the Arts in Human Development." *Phi Delta Kappan* (April 1992): 591-595.

⁵ Judith Lynne Hanna. "Connections: Arts, Academics, And Productive Citizens." *Phi Delta Kappan* (April 1992): 601-607.

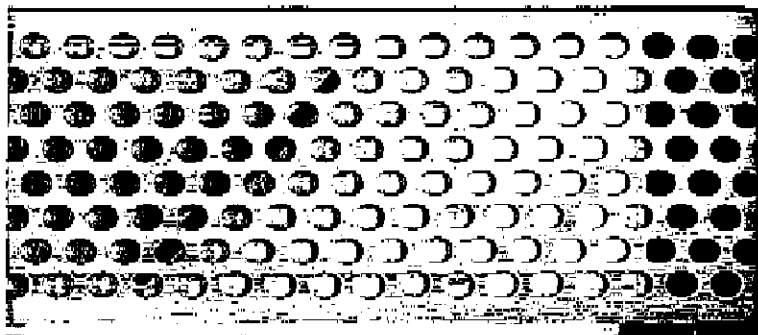
⁶ Paula J. Ahmad, 7-11.

⁷ Rogena M. Degge, 264-273.

⁸ Carol S. Jeffers, 233-243.

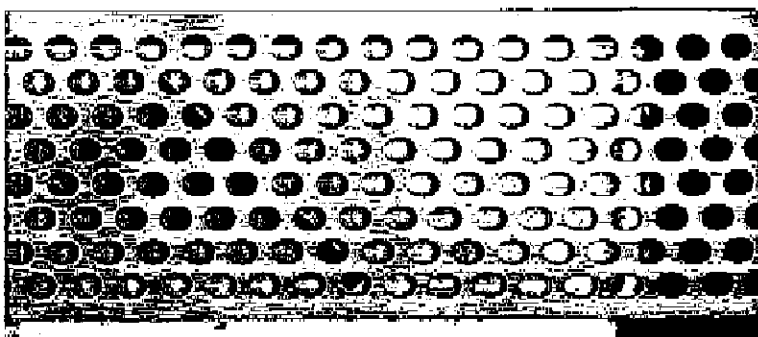
suggested that art and the
elementary curriculum for the
at a primary focus in the

two have specifically focused
s hold toward art and the
two studies, the survey of
in art curriculum.^{10, 11} Four
; they effect the teaching
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intitled "A Survey of
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groups within the National
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f the Higher Education



Division. From these two groups, 500 names were selected forming a stratified random sample in such a way that every United States regional zip code and Canadian province was included. Of the respondents, 46% were male and 54% were female. The return rate for the study was 25.4%; a partial reason for the low response was due to a Canadian postal workers strike at the time of the study. The Canadian population of the study either did not receive their surveys or were unable to return them, because of this the researcher received only one response from Canada. Along with the returned surveys, the researcher also received 52 syllabi of art method courses.

The actual survey was not included in the text of the article. A very brief description of the instrument was given, however, the survey design was not explained in detail. It seems that questions pertaining to the teaching of art methods courses for preservice teachers were addressed. Most questions seemed to be open ended. Respondents were asked to enclose course syllabi along with their completed surveys.

The first area of analysis determined who taught elementary art methods classes on the college level to preservice teachers. Nearly 94% (93.8) described their backgrounds to be affiliated with the area of art education, while 75% of the sample were currently members of art departments with 25% listed as members of education or curriculum departments. In the area of professional rank, 33.4% of respondents were assistant professors, 31.2% were full professors, 7.3% were listed at an instructor level, while 24.8% listed themselves as associate professors, with less than 1% listing themselves as graduate assistants and the remaining 1.8% listed as "other." The researcher made a point to address the fact that the listed percentages reflected only the survey responses rather than all who teach art methods courses. The

researcher also felt that graduate teaching assistants were not adequately represented in the survey response and that the use of graduate teaching assistants was much more widely practiced than the 1% as suggested in the survey.

The second area of analysis addressed the question; "What is the Nature of Elementary Art Methods?" In this area, the researcher wanted to find out the requirements for art methods classes and what teacher expectations were for students in their classes. Basic issues were also addressed such as class size, required textbooks and length of class. A variety of course titles were indicated through the study which may or may not indicate the nature of the art methods class. Depending upon the descriptors given, the researcher placed the classes into various categories depending upon the title emphases given, the categories were as follows: education or school category, teacher category, methods category, curriculum category, child oriented category and art category.

The researcher discovered of the respondents, that 77.8% of the institutions from which they were affiliated required an art methods course of elementary education majors. A lower percentage, 72.1% of states in the United States required elementary education majors to take an elementary art methods course. Results pertaining to Canadian requirements could not be produced within the survey since there was a null response.

The third area of analysis sought to determine what was taught within the art methods classes. Respondents were provided with a checklist and were asked to check all topics for which their curriculum was based and to star the primary topic. These data were provided in a table. The table listed the topics and then listed four columns for the results as follows: *checked %*, *starred %*,

checked & starred and ratio. From the ratios presented, studio activities, developmental stage and pedagogical or educational issues were the topics of greatest strength according to the respondents for elementary art methods courses with a ratio of 3.82, 4.78 and 5.16, respectively. The ratio represented the 1 to 1 relationship between checked and checked plus starred topics. The question of textbooks was also covered in this area. Forty-four different titles were listed. A table was presented in the study of texts that were listed five or more times by respondents. The top three textbooks reported frequencies of 23, 12 and 10 with $n=121$. Percentages were 19.0, 9.9 and 8.6, respectively.

When the question was asked regarding why methods courses were taught, responses fell into one of three categories as follows: a) purposes which focus upon art itself, b) purposes which focus upon pedagogy or the teaching of art, and c) purposes which focus upon the non art major or preservice elementary teacher. In category "a", 20.7% of the sample stated purposes that focused upon art. In this same category 10.7% of respondents stated the value, importance, necessity or role of art in society and in education. In category "b" 32.3% of respondents focused upon the teaching of art in the elementary school. In this category it was found that 18% of respondents stated that they were concerned with preparing elementary classroom teachers to plan and teach worthwhile art lessons. In category "c" 9.9% of the population focused upon the preservice elementary teacher and approximately one half of the population in this category focused upon teacher confidence and efficacy towards art in the classroom.

This study sought to find out about art methods courses for preservice teachers by surveying a sample population of college instructors. The response rate was less than desirable, however, the study suggested that there were a

variety of factors included in art methods courses to take into consideration. Some of the major points that one can infer from the study are that some states do not require students to take a course in art for state approved certification, as well as what variety of textbooks are used. All of these points could influence preservice teachers, as well as their approach to teaching and their attitudes toward art in their classrooms. It could be stated that because art methods classes are not a primary requirement for state teacher certification throughout the U.S. an attitude of unimportance could be pervasive among elementary teachers. It would seem reasonable, therefore to explore teacher attitude and efficacy towards art in the elementary classroom.

The Degge Study¹³

In this study, Rogena M. Degge questioned community art teachers to ascertain information regarding their aspirations, aims and pedagogical practices. The information was obtained via a questionnaire. The survey investigated four areas: 1) personal background and professional preparation of the teachers, 2) perceptions about programs and students, 3) career goals and aspirations, and 4) instructional aims and practices. It was suggested by the researcher that there was a lack of interest and participation by the public in the field of art education and therefore, attitudes about art and art education have been ignored, which may effect cultural policy.

The sample population for the study was made up of 60 community art teachers from Eugene, Oregon. The sample was identified by the researcher's review of course offerings in community programs in the public sector of

¹³ Rogena M. Degge, 264-273.

Eugene, Oregon. Initially 85 teachers were identified and met the criteria, however, only 60 were selected to participate in the study. The teacher questionnaire was a survey instrument developed by the researcher. The actual instrument was not included in the text but a description of it was given. The questionnaire was made up of 22 open form and closed form questions. The researcher felt it necessary to include the open form question format to provide an opportunity for respondents to include opinions and "richer, qualitative data for insight into art and crafts teachers in community programs." The closed-form question format was used in 55% of the questions, these questions appear to be primarily the educational data and demographics pertaining to the respondents. A 51.7% response rate was achieved. Once received the data were analyzed using descriptive statistics.

Data bearing on professional motives and aspirations show the sample was made up of 74.2% women and 23.8% men. Of the participants, 54.8% were between the ages of 21 and 39 years of age. The researcher felt that an interesting finding was the educational levels of the surveyed population; 64.5% held some type of college degree in either art education or education and of those, 12.9% held a graduate degree and 16.1% had no college course work. Furthermore, the researcher also sought to obtain information regarding the opinions of respondents when asked about, "What needs they believed they met for students?" The response ranked most frequently with 80.6% was promoting interest in the subject, which in this case was art.

The results that bear on the instructional aims and practices of the respondents show that a majority, (74%) were practicing artists when they were not teaching or working. Furthermore, these data for experience and education were presented in graph form, one for each age range as follows: 1) *total*, 2)

21-39, 3) 40-55 and 4) 55 and over. The four graphs pictured the experience of the teacher and the education of the teacher. Of the four, the graph representing the 40-55 year age group showed the most influence of experience on education, with a range of 0% - 100% representing the experience line and a range of 12.5% - 87.5% on the education line. Some of the findings of this study were contrary to prior assumptions about community art teachers. One assumption was that teachers in this area were not as highly educated as certified teachers in public schools and, at least in this surveyed population, it was not true.

In conclusion, this study determined that instructors of community art programs had college course work or college degrees in art education or education. A majority were also practicing artists. The researcher also stated: "Historically, artists have been responsible for a substantial portion of the art teaching in communities, as a consequence they have influenced practices in and attitudes held about art."

In 1980, The American Council for the Arts stated that 63% of Americans had access to community or recreational art classes. If community art teachers have the ability to reach a significant amount of people in the public sector and their influence affects public attitude, it may be assumed that for the advancement of attitudes toward art, the community sector of education is a valid and important resource. In summary, this study sought to ascertain the pedagogical practices of community art teachers. If art in the community sector effects person's attitudes toward art, the current study must assume that if public elementary education teachers participate in community art classes it would have a positive effect on their attitudes toward art and that may influence their attitudes toward art in the classroom in a positive sense.

The Apple Study¹⁴

Karen L. Apple conducted a study entitled, "Is Art a Frill? Elementary Teachers' Attitudes Toward Art." The study sought to determine if there would be a discrepancy between teachers' attitudes toward art and their use of art in their elementary classrooms. The researcher stated that, "virtually all teachers will value art and have a positive attitude toward art, but this will not correspond proportionately with the amount of time art is given in the classroom."

The sample of the study consisted of 31 certified elementary teachers in a kindergarten thru fifth grade suburban school. The survey was distributed in person by the researcher to the sample population at team meetings that were held for each grade level. A majority of the surveys were completed and returned at the end of the team meetings. Surveys which were not completed at this time were returned to the school office and picked up by the researcher after a weeks time. The response rate for the completed survey was 25 out of a total of 31 surveys returned, representing 80.6%. Of the respondents, 23 were female and 2 were male. The experience level of the surveyed population ranged between 1 to 19 years.

The test instrument was a three page survey that was developed by the researcher after an extensive review of the literature. The survey consisted of a section for respondents to fill out pertaining to their demographic information. The remaining sections of the survey consisted of questions pertaining to attitudes about art in the classroom and practices about art in the classroom. The questions were presented as statements and respondents were asked to

¹⁴ Karen L. Apple, 2-20.

respond to them by means of a rating scale. The scale consisted of the following range of statements: *strongly agree, agree, no opinion, disagree and strongly disagree*. The questions were divided into four categories, listed as follows: *general, art & the individual, art & society* and *art & instruction*. An area was also included at the end for comments.

The first area of analysis was entitled, "*general*." The basic premise of this section dealt with general opinions about art in the classroom, for example, "I feel that art class once a week is adequate." An overwhelming percentage of the population felt that art was a necessary component of the elementary school curriculum with a response rate of 80% strongly agreeing and the remaining 20% agreeing. Six statements were included in this section. Overall the response rate was positive in support for art in the classroom.

The second area of analysis was, "*art & the individual*," this section consisted of four questions that addressed an individual's concept of art in conjunction with self esteem, feelings, visual perceptions and problem-solving skills. Of the responses 52% of the respondents strongly agreed and 40% agreed with the premise that their students communicate thoughts and feelings through their artwork. Once again, overall, the response rate was very strongly in favor of art. Percentages ranged from 36%- 60% in the strongly agree category in all areas of the analysis pertaining to this section, with the strongly disagree category range from 0%-4% in the same categories.

The next area of analysis named was "*art & society*." The focus of this section dealt with art in relationship to society's values, multiculturalism and civilizations past and present. Of the population surveyed, the majority of respondents either strongly agreed or agreed with a range of 40%-100% in favor of the statements made pertaining to art and the various listed areas. Only

4%-12% of the respondents disagreed and there was a 0% response in the strongly disagree category in relationship to this section on art and society.

The last area of analysis using a rating scale addressed the integration of art with other subject areas and was entitled, "*art & instruction.*" Respondents overwhelmingly were in favor of the integration of art with other subject areas. Response rates ranged from 84%-96% in the agree and strongly agree categories. In the disagree and strongly disagree category the range was between 4%-12%.

The last area in this study were comments by the respondents. This was included at the conclusion of the study and provided respondents the opportunity to give personal responses and comments. Specific comments made by the respondents were not provided in the text .

In conclusion, the results of this study clearly indicate that, of the surveyed population, attitudes were very positive toward art in the educational system. Of the respondents, 92% were partially if not totally responsible for art in their specific elementary classroom, with 60% of the population spending two hours or less on art a week. The researcher stated that this seemed to support the hypothesis that there was a discrepancy between teachers' attitudes toward art and the amount of time spent on art in the classroom. However, no statistical support was provided. A significant fact of the study revealed that classroom teachers spend very little or no time on art history or art appreciation, therefore an assumption may be made that the primary focus of art on an elementary level is that of hands on projects. An opinion by the researcher states: "that to concentrate solely on art production is to deny a major component of art instruction." Reasons were not stated as to why there was such a response in this area of the analysis.

According to the findings of this study of teacher attitudes, art was not *viewed* as a *frill* by the respondents but it was *treated* as a *frill* in the practice followed by the respondents in their individual classrooms. This study appeared to have several limitations which the present study would address. The population was small and also limited to one elementary school. The current study would cover a much more diverse and wide range demographically by being carried out in several different districts and in a variety of schools, reaching a larger sample population. The study in review, it is felt by the reader, was also severely biased in that the survey was completed by the respondents in small team meetings (approximately groups of 5), with the researcher present. It was stated in the text that there may have been some collaboration on the answers. The current study would be distributed on an individual level via individual teacher's mailboxes to be completed according to that person's schedule, this may help to diminish the act of collaboration and achieve a more accurate response. Therefore, it can be stated that the present study will seek to determine teachers' attitudes towards art and the creative process without the limitations and biases presented in this study.

The Rodriguez Study¹⁵

In this study, Irene Rodriguez investigated the influence of the implementation of an art curriculum to improve early elementary students' divergent thinking and elaboration skills. The primary focus of the study was the development and implementation of the art curriculum. The study also sought to ascertain teacher attitudes towards art by means of a questionnaire, however,

¹⁵Irene Rodriguez, 1-43.

the survey was secondary to the curriculum and was used primarily to get an initial overview of the teachers viewpoint as it pertained to art in the classroom. This review of the Rodriguez Study will address all aspects of the study but will elaborate only on the survey portion as it pertains to teacher attitudes toward art.

The sample population for the curriculum study was a first grade class consisting of 23 children at Crestwood School located in Hillsborough County, Florida. The total school population was 836 students with 36 classroom teachers. At the time of the study there was no planned art curriculum or art instructor for the school.

The sample population for the teacher questionnaire were 19 classroom teachers at Crestwood School. Information was not provided in the text of the demographics of the sample population nor did the questionnaire survey ask for such information.

The survey instrument was developed by the researcher. The questionnaire was one page in length and consisted of an introductory paragraph and six questions pertaining to art in the classroom and in the general curriculum. Questions were stated and responses were divided into three categories with respondents instructed to circle the most appropriate answer of YES, NO or NOT SURE for each question. The six questions were as follows:

- 1) Do you feel that art should be a regular part of the curriculum in the elementary school?
- 2) Do you feel that your undergraduate work adequately prepared you to teach art activities?
- 3) Do you feel that you have an art curriculum with enough time and materials to properly plan and instruct your class in art skills?

- 4) Do you feel that some kind of curriculum in art would help you better plan and teach art objectives?
- 5) Do you feel that elementary school children receive enough instruction in art skills?
- 6) If you had art activities planned for you, would you take the time to teach them?

The analysis of the survey in the text was very general with specific percentages not stated. It is assumed by the reader since the primary focus of the study was the implementation of the art curriculum, that the researcher felt it not necessary to include such facts from the survey. In the study the majority response was stated in the text for each question in the survey. The majority response for the first question was from the 19 surveyed teachers. Most felt that art should be a regular part of the child's curriculum. At the time of this study there was no art teacher to implement any sort of program, therefore classroom teachers were responsible for art. There also was no art curriculum for any grade level at the school.

The second question of the survey addressed the teachers' educational level. The majority of the population felt that their undergraduate work did not adequately prepare them to teach art skills. Since art was left up to the classroom teachers, often it was left out of the child's educational experience. According to the researcher, at the time of the study the administration had not attempted to resolve a lack of art in the curriculum, however, on the county level periodical art workshops were being offered to classroom teachers.

The analysis of the third survey question addressed the time period and materials allotted for art in the individual classrooms. The majority response stated that the teachers felt that they did not have a curriculum or enough time and materials to properly instruct classes in art. Of the population surveyed, the

school day was allocated a certain amount of time for various subjects. A one hour and five minute time slot was allocated to the teachers to teach a combination of art, music, science, social studies, health and humanities. This schedule along with the lack of curriculum, monies and teacher readiness clearly indicates the reason for the response to question #3.

In response to question #4, the majority of the population felt that an art curriculum would better help them to plan and instruct lessons in art. A goal of the researcher was to develop, implement and evaluate an art curriculum for a selected grade. At the end of the study, each participating teacher was given a copy of the curriculum. The response to this action was positive and participants were eager to use the material.

A majority of respondents agreed in their response that elementary school children do not receive enough instruction in art with regard to question #5. However, this response was from a small selected group of teachers at one elementary school and it must be assumed this response is not representative of all schools but of one. It is obvious there was an inadequate amount of art instruction at Crestwood Elementary School.

The last area of analysis in this survey addressed the implementation of art activities. The majority response of the population stated that they would take the time to implement an art program if provided with a planned program. It was not stated in the text if any follow-up observations were planned to see if, in fact, the teachers took advantage of the program planned by the researcher.

The survey was the first part of this study, which provided the researcher with the background needed to access the position of the teachers. The researcher continued her review of the school and teachers with classroom observations, discussions and lesson plan review.

The population was chosen for the art curriculum implementation and the Test of Divergent Thinking from the Creative Assessment Packet (CAP) was administered. This test was administered as a pre test and as a post test after the implementation of the art curriculum to determine the effect of art instruction on divergent thinking abilities. The actual art curriculum was presented for a four month period that was divided into classes that were held three times a week for 40 minutes each.

The researcher stated three behavioral expectations before the actual study was implemented. These expectations were listed as objectives in the text. The first objective stated that 50% more time would be spent on art activities. The second objective stated that 80% of the children would add 10 more details to their drawings. The last objective stated that 80% of the children would demonstrate a 20% increase in their ability of divergent thinking skills.

In conclusion, it was stated in the text, that after a 16 week period of implementation, objectives from the study were either met or surpassed. The target population was spending four times the amount of time experiencing art as before the study. The researcher also compared pre and post tests given for divergent thinking and found 23 out of 25 students increased their score by 20%. It was also stated the two scores that did not improve were the result of their pre test scores being too high to permit an increase. The second objective was also surpassed with 100% of the children in the population adding ten more details to their drawings.

This study, through the use of a small teacher survey and an implemented art program showed the need and usefulness of an art program. There was a lack, however, of a representative sample population for the

teacher survey. The results are less generalizable because of the limited subject pool than the present study.

CHAPTER THREE

PROCEDURES AND ANALYSIS

Description of the Population

The population of this study was general elementary education teachers. Elementary education teachers were defined as those who teach children in grades kindergarten through eighth grade. Special area teachers (music, gym, computer and art) were not included in the survey. The population of the study consisted of elementary education teachers from schools located in Cumberland County in southern New Jersey.

Description of the Subjects

The selected subjects of the study were all elementary education teachers from Cumberland Regional High School's seven sending districts. The constituent districts included in the study were:

Hopewell Township; Population- 4,472, School Plan- K-8, Professional Staff-58, District Enrollment- 504, Cost Per Pupil- \$3,404.

Greenwich Township; Population- 981, School Plan- K-8, Professional Staff-15, District Enrollment- 100, Cost Per Pupil-\$4,020.

Fairfield Township; Population- 5,924, School Plan- K-8, Professional Staff-59, District Enrollment- 760, Cost Per Pupil- \$3,456.

Deerfield Township; Population-2,773, School Plan- K-8, Professional Staff-37, District Enrollment-388, Cost Per Pupil-\$3,468.

Shiloh Borough; Population- 593, School Plan- K-8, Professional Staff-13, District Enrollment-97, Cost Per Pupil-\$3,382

Stow Creek Township; Population-1,458, School Plan - K-8, Professional Staff-17, District Enrollment- 151, Cost Per Pupil- \$3,289.

Upper Deerfield Township; Population- 7,013, School Plan- K-8, Professional Staff-78, District Enrollment-1,009, Cost Per Pupil- \$3,618.

Description of the Survey Instrument

The *Art in the Elementary Classroom Survey* was developed succeeding a literature review. Furthermore, personal experience from the researcher also was considered and utilized.

The complete survey included from the respondent four parts as follows: 1) demographic information, 2) the use of art in the classroom, 3) attitudes toward creativity and art in the elementary classroom, and 4) a comment section. For section three of the survey, a likert type response format was used. The five response choices to each of the twenty eight items were as follows; always, sometimes, no opinion, hardly ever, and never. Each of the aforementioned five responses were assigned a numerical value from five to one, respectively. These data were separated by hypothesis for analysis.

After the survey development was completed it was reviewed by elementary education teachers and general education teachers for coherence and relevance to the subject area. The *Art in the Elementary Classroom Survey* is presented in Appendix A.

Procedures

The principal of each of the participating schools was contacted by telephone. The research project was explained and permission was granted before the distribution of the survey took place. Once permission was granted, a list was obtained of the teaching staff to aid in the distribution of the survey. The list was provided by five of the ten participating schools, the remaining five schools provided the researcher with a general number of the faculty. This list was used to code each survey to identify non-respondents if a second survey distribution was required. The code consisted of the color of the paper and a number. A corresponding number was placed after each teacher's name on the list provided by the principal.

Each of the school districts had their surveys printed on a different color of paper to code for school identification. The color code was as follows:

- white - Hopewell Township School District
- goldenrod - Upper Deerfield Township School District
- buff - Stow Creek Township School District
- blue - Greenwich Township School District
- pink - Fairfield Township School District
- green - Deerfield Township School District
- canary - Shiloh Borough School District

Generally, surveys were delivered to all schools for distribution to individual teachers through the school's interoffice mail system. Specifically, one school requested that the survey be presented by the researcher at a faculty meeting, another school placed the surveys in the faculty lounge for distribution. In the remaining schools, the surveys were dropped off at the main office with the

return boxes. Each participating teacher received their survey in a large brown envelope accompanied by a cover letter, seen in Appendix C, a small reminder slip asking for the survey's return in a timely manner and novelty stickers to share with their respective students. The stickers served as the incentive to ensure an adequate rate of return. The principal from each school also received a cover letter as seen in Appendix B and a copy of the survey for their own review and file.

A one week time period was given to participating teachers for the survey completion and return. A box labeled "ART SURVEYS" was placed in each school office for the survey's return. Completed questionnaires were picked up at the end of the one week period from a central drop-off place in the schools. All schools were checked an additional time after a two week period for additional completed surveys. Based on the initial return rate, no follow up was necessary.

Analysis

Data from the surveys were analyzed in relationship to the three hypothesis. The results were analyzed using descriptive statistics and were reported in frequencies corresponding to the various hypothesis.

Hypothesis number one addressed elementary teacher attitudes towards art and the creative process as an important and necessary subject and area. Questions 2, 5, 6, 7, 12, 14, 15, 16, 19, 23 and 25 addressed this hypothesis.

Hypothesis number two addressed elementary teacher attitudes towards art as it compliments the academic subjects. Questions 1, 8, 9, 11, 13, 20, 21, 24, 26, 27 and 28 addressed this hypothesis.

Hypothesis number three addressed elementary teacher efficacy and school climate towards art in the classroom. The section on page one of the survey under the heading "*General Information about Art in the Classroom*" and questions 3, 4, 10, 17, 18, and 22 addressed this hypothesis.

A section was also included at the end of the survey for teacher comments. All comments can be found in Appendix D. The comments were also reviewed for attitudes toward art in the classroom with the tabulation of the frequencies and differences presented.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

Background

Questionnaires were distributed to general elementary education teachers in the southern New Jersey area. One hundred and seventy five surveys were distributed and one hundred and twenty two were returned for a 70% response rate. For the purpose of this study, general elementary education teachers were considered those who taught kindergarten through the eighth grade and special education. Teachers of special areas, art, music, physical education and computer were not included in the population.

Demographic information was gathered and is presented in Table 1. The first area represented is that of the grade levels that were taught by the surveyed population. Every grade level including special education is represented. The category entitled "OTHER" in GRADE LEVELS represent K through 8th grade multi-level teachers. The largest grade level response area was from special education teachers with 15 responses. All other grade levels were represented with a frequency range of 9 to 12 respondents in each area.

EDUCATION LEVELS of respondents is the next area in Table 1. According to the survey the largest percentage of teachers hold a BS or BA degree with a frequency of 68 or 55.8% of the population. Graduate credits in addition to a degree were held by 35 teachers or 28.7%, with 16 teachers or 13.1% holding a graduate degree. There were no respondents that held a Doctoral degree and 2.5% or three teachers chose not to respond to this question.

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TABLE 1

PERCENTAGES AND FREQUENCIES OF BACKGROUND RESPONSES

GRADE LEVELS

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Spec. Ed | Other |
|----|-----|-----|-----|-----|-----|-----|-----|-----|----------|-------|
| 10 | 12 | 9 | 11 | 12 | 11 | 9 | 9 | 10 | 15 | 7 |

EDUCATIONAL LEVELS

| | Frequencies | Percentages |
|------------------|-------------|-------------|
| BA/BS | 68 | 55.8% |
| GRADUATE CREDITS | 35 | 28.7% |
| GRADUATE DEGREE | 16 | 13.1% |
| DOCTORATE | 0 | 0 |
| NO RESPONSE | 3 | 2.5% |

AGE

| | Frequencies | Percentages |
|-------------|-------------|-------------|
| 22-35 YEARS | 15 | 12.3% |
| 36-54 YEARS | 88 | 72.1% |
| 55 OR OVER | 15 | 12.3% |
| NO RESPONSE | 4 | 3.3% |

AVERAGE YEARS OF TEACHING - 18 YEARS

MALE RESPONDENTS - 9.9%

FEMALE RESPONDENTS - 90%

The age of the respondents is another area covered in Table 1. Of the respondents, 15 or 12.3% were in the 22-35 age category. The largest area of response was from the 36-54 age category with a frequency of 88 representing 72.1% of the respondents. The 55 or over age group had the same response frequency and percentage as the 22-35 age category with 15 respondents or 12.3%. Finally, 4 respondents or 3.3% did not respond.

The final areas presented in Table 1 were the average number of years that the respondents taught and their gender. The average number of teaching years was 18, with 12 or 9.9% of the surveyed population being male and 109 or 90% being female.

Hypothesis 1

Teachers will feel that art and the creative process in the elementary classroom is a necessary and important subject.

Questions that are designed to gather information on the attitudes of elementary teachers toward the importance of art and the creative process in their classrooms are presented in Table 2. This information is presented in frequencies and percentages. In the survey, teachers were asked to check the box which would be the most accurate for what they do and how they feel about art as a subject and the creative process in their classrooms.

Question number 2 addressed the creative process as it pertains to problem solving or finding multiple solutions to problems and questions. The ALWAYS category was the overwhelming response with 61.5% in favor of encouraging students to find multiple solutions to questions. The SOMETIMES category received a 36.9% response with the remaining 1.6% choosing not to

respond. The remaining three categories of NO OPINION, HARDLY EVER and NEVER received a 0% response. It appears to be obvious by the responses to question number 2, that teachers in the elementary classroom feel quite strongly in favor of encouraging creative thinking and problem solving in their classrooms.

The next question that addressed Hypothesis #1 pertained to how the teacher instructed their students in art, specifically the use of step by step instructions. The responses in this category varied considerably more than the previous statement. Step by step instruction, while necessary in some areas, may not benefit the students and may even serve to stifle some students by holding them back and discouraging them from trying new ideas. The largest response area was in the SOMETIMES category with a frequency of 67 representing 55% of the respondents. The category of ALWAYS had a 22.1% response rate, however, the other categories of NO OPINION, HARDLY EVER and NEVER received percentage responses of 12.3%, 8.2% and 1.6%, respectively. While teachers encourage divergent thinking and the creative process in problem solving, it may be a possibility that some teachers are holding back some students by feeling it necessary to keep a class together on an art assignment.

Question number 6 was very straight forward and asked if teachers encouraged students to draw and paint on their own. The largest areas of response were in the categories of ALWAYS and SOMETIMES with responses of 41.8% and 45.9%, respectively. The NEVER category had a 0% response while NO OPINION drew a response rate of 5.7% and HARDLY had an even smaller response of 4.1%. Of the respondents, 1.6% or 2 teachers chose not to respond to this question. Teachers may not always realize it, but by

encouraging students to draw and paint independently they are also encouraging students to make decisions on their own and become independent thinkers. They are also providing students with a vehicle with which they can create something on their own and actually see their own ideas come to life.

The next statement that pertained to the first hypothesis addressed the necessity of grading art. While the necessity of grading art on an elementary level is often deemed unnecessary and unbeneficial to the student, it must also be stated that while some teachers may not see the benefit of such actions, they may be required by their school's grading procedure to do so. The response rates were widely varied to this statement. The majority of the responses were in the two areas of **SOMETIMES** and **HARDLY EVER**, both with frequencies of 37 for a 30.3% response rate. This clearly indicates that while some teachers, (a very small percentage of 1.6%), feel they must give grades, the majority of teachers feel it is not something that must always be done. Even more interesting is the response in the **NEVER** category with a rate of 24.6% or 30 respondents. These respondents are saying, that while the importance of art is realized, it is also realized that art cannot be graded in the traditional manner.

Question number 12 was a statement about a student's art and how it helps to develop their self esteem. With the exception of two no responses and three **NO OPINION** responses, all respondents checked either the **ALWAYS** or **SOMETIMES** category. These responses clearly indicate that teachers feel art is a subject that carries over into other areas such as self esteem, self worth, and respect for one's self.

Art, while an important subject on its own, is a subject that can be integrated into all other subject areas to enhance and encourage learning. It also provides students with a variety of learning style opportunities. Question

number 14 addressed this area by asking respondents if they feel art is an important part of their classroom activities. The majority of the responses were in the categories of ALWAYS with 41.8% and SOMETIMES with 45.1%. Only 4.1% or 5 respondents checked the HARDLY EVER category and there was a 0% response rate in the NEVER category.

The next statement pertained to the teacher as an individual, by asking them to state whether they like doing hands on activities. Even though this pertained to the individual, it can be assumed that an individual is less likely to teach or encourage something they do not enjoy personally. With only one response in the NEVER category and a 0 response in both the NO OPINION and HARDLY EVER categories, the overwhelming response was in the ALWAYS and SOMETIMES category with 61.5% and 36.1% response rate, respectively.

Encouraging students to go beyond the "correct" or "incorrect" answer was addressed in statement number 16. Teachers' responses were mainly in the ALWAYS category with a 50% response rate and SOMETIMES category with a 45.9% response rate. These two categories comprised 95.9% of the population response. It can be stated, therefore, that elementary classroom teachers feel strongly in favor of encouraging students to explore alternate possibilities and do encourage divergent thinking which addresses the creative process.

Question number 19 explored the use of cooperative group learning in the classroom. The majority response was in the category of SOMETIMES, with a frequency of 87 responses or 71.3%. There was a 0% response rate in the NEVER category and 19.7% or a frequency rating of 24 in the ALWAYS category. While not all teachers use this learning style all the time, it is used by

the majority of the teachers some of the time.

The next statement addressed whether teachers give students the opportunity to explain themselves even if they give the wrong answer to something. The majority of responses represented 98.3% of the total or 120 respondents in the two areas of ALWAYS and SOMETIMES. This strongly suggest that teachers do provide students with the opportunity to explain themselves even if they give the wrong answer to something.. The categories of HARDLY EVER and NEVER received a 0% response.

The last statement that addressed Hypothesis #1 pertained to whether teachers have available to students the supplies and materials for drawing during free time. By having materials available it would also suggest teachers support such an activity. It can be concluded that by the response rate, most teachers do provide the supplies with 44.3% or a frequency of 54 in the ALWAYS category and 45.9% or a frequency of 56 in the SOMETIMES category. Of all respondents, only 2.5% or three teachers stated they never provide drawing materials.

FREQUENCY AND PERCENTAGES FOR HYPOTHESIS #1 - TABLE 2

Hypothesis # 1: Teachers will feel that art and the creative process in the elementary classroom is a necessary and important subject.

| | N | %N | F A | % A | F S | % S | F O | % O | F H | % H | F N | % N |
|--|---|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2. I try to encourage students to find multiple solutions to questions or problems | 2 | 1.6 | 75 | 61.5 | 45 | 36.9 | | | | | | |
| 5. I like to give step by step instructions in art to keep the class together. | 1 | .8 | 27 | 22.1 | 67 | 55 | 15 | 12.3 | 10 | 8.2 | 2 | 1.6 |
| 6. I try to encourage students to draw and paint on their own. | 2 | 1.6 | 51 | 41.8 | 58 | 45.9 | 7 | 5.7 | 5 | 4.1 | | |
| 7. I feel it necessary to give a grade on art projects. | 2 | 1.6 | 2 | 1.6 | 37 | 30.3 | 14 | 11.5 | 37 | 30.2 | 30 | 24.6 |
| 12. I feel art helps my students develop self esteem. | 3 | 2.5 | 40 | 32.8 | 78 | 62.3 | 3 | 2.5 | | | | |
| 14. I feel art is an important part of my classroom activities. | 2 | 1.6 | 51 | 41.8 | 55 | 45.1 | 9 | 7.4 | 5 | 4.1 | | |
| 15. I enjoy doing hands on activities. | 1 | .8 | 75 | 61.5 | 44 | 36.1 | | | | | 1 | .89 |
| 16. I try to encourage students to go beyond the "correct" or "incorrect" answer. | 1 | .8 | 61 | 50 | 58 | 45.9 | 3 | 2.5 | | | | |
| 19. I like to use cooperative group learning in my classroom. | 2 | 1.6 | 24 | 19.7 | 87 | 71.3 | 2 | 1.6 | 4 | 3.3 | | |
| 23. When a student gives the wrong answer about something I like to give them the opportunity to explain themselves. | 1 | .8 | 63 | 51.6 | 57 | 46.7 | 2 | 1.6 | | | | |
| 25. When students have free time I like to have drawing materials available for them. | | | 54 | 44.3 | 58 | 45.9 | 2 | 1.6 | 7 | 5.7 | 3 | 2.5 |

LEGEND

N - "NO" RESPONSE

%N - PERCENTAGE OF "NO" RESPONSE

F - FREQUENCY

% - PERCENTAGE

A - ALWAYS

S - SOMETIMES

O - NO OPINION

H - HARDLY EVER

N - NEVER

Hypothesis 2

Teachers will feel that art in the elementary classroom enhances and compliments the academic subjects.

Questions that are designed to gather information on the attitudes of elementary teachers toward art as it enhances and compliments the academic subjects is presented in Table 3. The information is presented in frequencies and percentages.

The first statement that pertained to Hypothesis 2 was question number one. The statement was designed to ascertain attitudes of teachers in the area of art activities which would promote the development of math, social studies, language arts or science skills. The largest areas of response were in the categories of ALWAYS and SOMETIMES. The frequency and percentage for this area was 43 respondents with a percentage of 35.2 for ALWAYS and 71 respondents with a percentage of 58 for SOMETIMES. There was a 0 response in the NEVER category, therefore, it appears that elementary teachers feel that art activities do promote skills in the academic subject areas.

The second question that pertained to Hypothesis 2 was statement number eight. This statement ascertained attitudes on using art work to chart progress in students overall academic growth. Responses were varied from a response rate of 5 or 4.1% in the ALWAYS category to a response rate of 21 or 17.2 % in the NEVER category. The largest areas of response were in the categories of SOMETIMES, NO OPINION and HARDLY EVER with percentages of 34.4, 18 and 23.8, respectively. This variety of responses indicate that art may sometimes be used to chart academic progress but often times, it is used only occasionally to chart academic progress.

Question number nine was designed to know if students were able to

learn about civilizations through art. The majority response was the SOMETIMES category with a 33.6% response rate. The categories of ALWAYS and NO OPINION received the same percentage response with a rate of 17.2% in both categories. These response rates indicate that not all, but the majority of teachers, (50.8%) feel that art compliments and enhances the learning of past and present civilizations. It should be noted that in this category only three respondents or 2.5% were in the NEVER category.

Statement number eleven had an overwhelming positive response. It ascertained the opinions of teachers, of whether they felt their students enjoyed academic classes better with the incorporation of hands on projects or not. The majority response category was that of ALWAYS, with a frequency of 88 or 72.1%. The second highest response category was that of SOMETIMES with a frequency of 22 or a percentage of 18. These two areas constituted over 90% of the responses, therefore it can be stated that teachers believe that their students enjoy the academic classes better when a hands on project is incorporated.

The next question that addressed Hypothesis 2 was to determine if teachers had difficulty teaching some academic classes without the incorporation of art. The largest response was in the category of SOMETIMES, with a response rate of 56 or 46%. The next highest levels of responses were in the areas of NO OPINION and HARDLY EVER with percentages of 25 and 18.9, respectively. There was a response rate of 9 or 7.4% in the ALWAYS category and a response rate of 4 or 3.3% in the NEVER category. Although the responses were varied, the responses of ALWAYS and SOMETIMES were in the majority with a total of 51.4%. This indicates that the majority of teachers use art when teaching other subject matter.

Statement twenty had an overwhelming positive response. This

statement dealt with the students use of drawings to help illustrate ideas and stories. The categories of ALWAYS and SOMETIMES received the majority responses with frequencies of 50 and 65 respectively. These two categories made up 94.4% of the responses, therefore it may be stated that teachers are strongly in favor of using drawings to help illustrate ideas and stories in the elementary classroom.

Statement twenty one was designed to determine the teacher's personal opinion about the importance of incorporating art into other subjects. Again the majority responses were strongly in favor of this statement, with a majority response of 64 respondents or 52.5% in the SOMETIMES category and a response rate of 46 or 37.7% in the ALWAYS category. There was a 0% response in the NEVER category. These responses suggest that it is important to the elementary classroom teacher to incorporate art into other subjects. These response rates may also suggest that teachers realize the importance of the creative process in the classroom.

Statement twenty four was designed to determine if through art, teachers are able to provide coherence and depth to other academic subjects. The majority response was in the category of SOMETIMES with a frequency of 73 or 60% of respondents. The next highest response category was ALWAYS with 19.7% or a frequency of 24. There was a 0 response rate in the NEVER category, suggesting that with 79.7% of teachers in agreement with the statement, art does provide the teacher with the opportunity to add depth and coherence to academic subjects.

Statement twenty six was the next statement pertaining to Hypothesis 2. It was designed to determine if classroom teachers used visual aids along with the written text to introduce a new lesson. The majority response was in the

SOMETIMES category with a frequency of 72 respondents or 59%. The second highest area of response was the category of ALWAYS with a response of 44 or 36.1%. There was a 0% response in the NEVER category. It can be stated, therefore, that teachers are in support of using visuals to introduce new lessons. These responses indicate that teachers are aware of learning styles and reflect that in their classroom practices.

The next statement, statement twenty seven, also addressed learning styles by asking teachers if they thought some of their students understand concepts better when visual aids and hands on projects are used to help demonstrate an academic subject or concept. All teachers with the exception of one response in the HARDLY EVER category were in agreement to this statement. There was a 55.7% response rate in the ALWAYS category and a 44.3% response rate in the SOMETIMES category. These response rates strongly suggest that teachers think the use of visual aids and hands on projects help students learn academic subjects and concepts better.

The last statement to address Hypothesis 2 was number twenty eight. This statement sought to ascertain whether teachers felt the use of an art project to complement an academic lesson would keep student's interests better. The responses were generally in agreement with this statement with a response rate of 50.8% or a frequency of 62 in the ALWAYS category and a response rate of 44.3% or a frequency of 54 in the SOMETIMES category. The two areas mentioned comprise 95.1% of the responses, therefore it can be stated that the use of art projects in conjunction with the traditional teaching of academic subjects or lessons enhances learning.

FREQUENCY AND PERCENTAGES FOR HYPOTHESIS #2 - TABLE 3
Hypothesis #2 - Teachers will feel that art in the elementary classroom enhances and compliments the academic subjects.

| | N | %N | F A | % A | F S | % S | F O | % O | F H | % H | F N | % N |
|---|---|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1. I feel art activities promote the development of math, social studies, language arts or science skills. | 2 | 1.6 | 43 | 35.2 | 71 | 58 | 3 | 2.5 | 2 | 1.6 | | |
| 8. I use the students art work to help chart their progress in their overall academic growth. | 3 | 2.5 | 5 | 4.1 | 42 | 34.4 | 22 | 18 | 29 | 23.8 | 21 | 17.2 |
| 9. My students are able to learn about civilizations - past and present - through art. | 2 | 1.6 | 21 | 17.2 | 41 | 33.6 | 21 | 17.2 | 7 | 5.7 | 3 | 2.5 |
| 11. I feel students enjoy the academic classes better when I incorporate "hands on" projects with the traditional lesson. | 1 | .8 | 38 | 72.1 | 22 | 18 | 2 | 1.6 | 1 | .8 | 2 | 1.6 |
| 13. I have difficulty teaching some academic subjects without incorporating art. | 4 | 3.3 | 9 | 7.4 | 56 | 46 | 25 | 20.5 | 23 | 18.9 | 4 | 3.3 |
| 20. I like to have students use drawings to help illustrate ideas and stories. | 1 | .8 | 50 | 41 | 65 | 53.3 | | | 4 | 3.3 | 2 | 1.6 |
| 21. Incorporating art into other subjects is important to me. | 1 | .8 | 46 | 37.7 | 64 | 52.5 | 8 | 6.6 | 3 | 2.5 | | |
| 24. Through art, I am able to provide coherence and depth to other academic subjects. | | | 24 | 19.7 | 73 | 60 | 16 | 13.1 | 17 | 14 | | |
| 26. When starting a new lesson or unit in an academic class, I use visuals along with the written text to introduce the lesson. | 1 | .8 | 44 | 36.1 | 72 | 59 | 2 | 1.6 | 3 | 2.5 | | |

LEGEND

N - "NO" RESPONSE

%N - PERCENTAGE OF "NO" RESPONSE

F - FREQUENCY

% - PERCENTAGE

A - ALWAYS

S - SOMETIMES

O - NO OPINION

H - HARDLY EVER

N - NEVER

FREQUENCY AND PERCENTAGES FOR HYPOTHESIS #2 - TABLE 3-(Continued)
Hypothesis #2 - Teachers will feel that art in the elementary classroom enhances and compliments the academic subjects.

| | N | %N | F A | % A | F S | % S | F O | % O | F H | % H | F N | % N |
|--|---|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 27. I have found in my classroom, some students that understand concepts better when I use visuals and hands on projects to help demonstrate an academic subject or concept. | | | 68 | 55.7 | 54 | 44.3 | | | 1 | .8 | | |
| 28. Using an art project to complement an academic subject lesson keeps my students interest better. | | | 62 | 50.8 | 54 | 44.3 | 3 | 2.5 | 3 | 2.5 | | |

LEGEND

N - "NO" RESPONSE %N - PERCENTAGE OF "NO" RESPONSE
 F - FREQUENCY % - PERCENTAGE
 A - ALWAYS S - SOMETIMES O - NO OPINION
 H - HARDLY EVER N - NEVER

Hypothesis 3

Teachers feel that personal efficacy in art and school climate affects the role of art and the creative process in the classroom.

Questions that are designed to gather information on the attitudes of elementary teachers toward their personal efficacy in art and school climate and how these areas affect the role of art and the creative process in the classroom is presented in Table 4. The information for this hypothesis was taken from statements 3, 4, 10, 17, 18 and 22, information was also gathered from the survey section entitled, *General Information of Art in the Classroom*.

The first statement that addressed Hypothesis 3 was designed to determine if classroom teachers felt adequate teaching art. The majority response was in the SOMETIMES category with a frequency response of 70 or 57.4%. The second highest response category was that of ALWAYS with a frequency of 35 or 28.7%. The categories of HARDLY EVER and NEVER received low responses with 4.1% and .8%, respectively. This statement tells us the majority of teachers, sometimes, but not always, feel completely adequate to teach art.

Statement number four was the next statement to address the hypothesis, it was designed to determine if teachers felt their school administration supported them when they would try new things. The highest response area was that of ALWAYS, with a 58.2% response or 71 respondents. The second highest response category was SOMETIMES with a response rate of 39 or 32%. These two categories make up over 90% of responses, this clearly indicate that the surveyed population feels supported by their administration.

The next statement was designed to determine if classroom teachers felt

that the teaching of art should be left up to the art teacher. Only 3.3% selected the ALWAYS category. The majority response categories were SOMETIMES with a 42.6% response, NEVER with a 22.1% response and HARDLY EVER with a 17.2% response. These results indicate that responses varied greatly, a small minority felt as if they should not be involved at all with art while the majority felt as if they should be involved.

Statement number seventeen addressed classroom management by ascertaining opinions of whether teachers felt in control when students were moving around the room. The majority response categories were HARDLY EVER and SOMETIMES with frequencies of 57 and 45, and percentages of 46.7% and 36.9% respectively. Fifteen respondents or 12.3% stated they never felt comfortable with students moving around the room. These responses indicate that most teachers feel more comfortable with traditional learning styles and traditional classroom management styles.

The next statement was designed to determine how art was used in the classroom, for example, as seasonal or classroom decorations. These responses would determine the importance the teacher places on art and thus how he or she presents it to students. The majority response was in the SOMETIMES category with 64 respondents or 52.5%. The HARDLY EVER category was the next highest response category with 41 respondents or 33.6%. The ALWAYS category received a 0% response, while the NEVER category received a 5.7% response. These responses indicate that while not always, teachers sometimes use art for seasonal decorations, which may downplay the importance of art as a subject and the importance of the creative process.

The last statement that addressed the third hypothesis was designed to

determine if teachers felt they had the proper supplies to teach art. Of the respondents, 52% stated they sometimes felt as if they didn't have the proper supplies, while 23 respondents or 18.9% checked HARDLY EVER. Results were widely varied to this statement with the majority responses in the SOMETIMES category, therefore, it may be assumed that the majority of elementary classroom teachers feel as if special supplies are needed for art in the classroom.

The following information as it pertained to Hypothesis three was taken from the section on the survey entitled *General Information of Art in the Classroom*. This section was made up of six questions pertaining to art in the classroom. The first question was designed to determine upon whom classroom teachers placed responsibility for art in the classroom. Of the respondents, 78.7% or 96 teachers felt the responsibility fell on both the classroom and art teacher.

The next question asked teachers how much time they spent on art in the classroom. The majority response was the 0-30 minute time slot with a frequency of 56 or 46%. The next choice was 30 minutes - 1 hour, this section received a 22% response and the next selection of 2 hours received a 23% response. Six respondents stated they spent more than 2 hours on art per week and five respondents chose not to respond.

The next questions asked teachers if they had an expendable budget for special art supplies. The majority of teachers, (75.4%), stated they did not have a budget, while 23.8% stated they did have a budget for art supplies.

The next question addressed college requirements by asking teachers if they were required to take an Art Theory Class in college. The majority of respondents stated that they were required to take such a course.

The next question in this section was designed to know if there was an art teacher in their school. Ninety percent responded they did indeed have an art teacher. Of all schools and districts surveyed only one school did not have an art teacher.

The last question pertaining to Hypothesis Three was designed to determine the frequency with which students met with their art teacher. The majority choice was weekly with a frequency of 92 or 75.4%. The length of the class was also determined with the average length being 38 minutes.

Anecdotal comments are presented in Appendix D.

FREQUENCY AND PERCENTAGES FOR HYPOTHESIS #3 - TABLE 4

Hypothesis #3- Teachers feel that personal efficacy in art and school climate affects the role of art and the creative process in the classroom.

| | N | %N | F A | % A | F S | % S | F O | % O | F H | % H | F N | % N |
|---|---|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 3. I feel adequate teaching art. | 1 | .8 | 35 | 28.7 | 70 | 57.4 | 8 | 6.6 | 5 | 4.1 | 2 | 1.6 |
| 4. My school administration supports me when I try new things. | 3 | 2.5 | 71 | 58.2 | 39 | 32 | 9 | 7.4 | 1 | .8 | 1 | .8 |
| 10. I like to leave art up to the art teacher. | 2 | 1.6 | 4 | 3.3 | 52 | 42.6 | 12 | 9.8 | 21 | 17.2 | 27 | 22.1 |
| 17. When students are moving around in the room, I feel I am not in complete control. | 2 | 1.6 | 1 | .8 | 45 | 36.9 | 2 | 2.5 | 57 | 46.7 | 15 | 12.3 |
| 18. Art class is mainly used for seasonal/classroom decoration. | 3 | 2.5 | | | 64 | 52.5 | 7 | 5.7 | 41 | 33.6 | 7 | 5.7 |
| 22. I feel I don't have the proper supplies to teach art. | 1 | .8 | 6 | 4.9 | 52 | 42.6 | 15 | 12.3 | 23 | 18.9 | 7 | 5.7 |

LEGEND

N - "NO" RESPONSE

%N - PERCENTAGE OF "NO" RESPONSE

F - FREQUENCY

% - PERCENTAGE

A - ALWAYS

S - SOMETIMES

O - NO OPINION

H - HARDLY EVER

N - NEVER

Who do you feel is responsible for art in the classroom?

| | Frequencies | Percentages |
|-------------------|-------------|-------------|
| Art Teacher | 13 | 10.7 |
| Classroom Teacher | 11 | 9.9 |
| Both | 96 | 78.7 |
| No Response | 3 | 2.5 |

How much time per week do you spend on art in the classroom?

| | Frequencies | Percentages |
|-------------------|-------------|-------------|
| 0-30 minutes | 56 | 46 |
| 30 minutes-1 hour | 27 | 22 |
| 2 hours | 28 | 23 |
| more | 6 | 5 |
| No Response | 5 | 4.1 |

FREQUENCY AND PERCENTAGES FOR HYPOTHESIS #3-TABLE 4 (Continued)

Hypothesis #3- Teachers feel that personal efficacy in art and school climate affects the role of art and the creative process in the classroom.

| Do you have an expendable budget for special art supplies? | | |
|--|-------------|-------------|
| | Frequencies | Percentages |
| Yes | 29 | 23.8 |
| No | 92 | 75.4 |
| No Response | 4 | 3.3 |

| Were you required to take an Art Theory Class in college? | | |
|---|-------------|-------------|
| | Frequencies | Percentages |
| Yes | 73 | 59.8 |
| No | 48 | 39 |
| No Response | 1 | .8 |

| Do you have an art teacher in your school? | | |
|--|-------------|-------------|
| | Frequencies | Percentages |
| Yes | 110 | 90 |
| No | 11 | 9 |
| No Response | 1 | .8 |

| How often do your students meet with their art teacher? | | |
|---|-------------|-------------|
| | Frequencies | Percentages |
| Weekly | 92 | 75.4 |
| Biweekly | 0 | 0 |
| Other | 15 | 12.3 |
| No Response | 4 | 3.3 |
| Not Applicable | 7 | 5.7 |

How long (in minutes) is each art class session? 38 minute average

CHAPTER FIVE SUMMARY AND CONCLUSION

Purpose and Problem of the Study

The purpose of this study was to identify elementary classroom teachers' attitudes toward art and the creative process in their classrooms. This study should help administrators, faculty and school systems to better understand the role of art in the elementary classroom and the potential art has in the elementary classroom by better understanding classroom teacher's feelings toward art.

Specifically this study attempted to identify, through a survey, the attitudes of general elementary education teachers toward art and the creative process in their classrooms and the effect the attitudes of classroom teachers have on the role of art in the classroom. This study attempted to answer the question: What are elementary teacher's attitudes toward art?

Hypothesis #1 - Teachers will feel that art and the creative process in the elementary classroom is a necessary and important subject.

Hypothesis #2 - Teachers will feel that art in the elementary classroom enhances and compliments the academic subjects.

Hypothesis #3 - Teachers feel that personal efficacy in art and school climate affects the role of art and the creative process in the classroom.

Design and Analysis

The subjects of the study were general classroom teachers from eight elementary and two middle schools which are located in Cumberland County in southern New Jersey. In this study, general classroom teachers were identified as those that taught grades kindergarten thru eighth grade, including special education teachers. Teachers of special subjects, such as music, art, physical education and computer were not included.

The survey instrument was a four page questionnaire developed from a review of the literature and the researcher's personal experience as it related to art in the elementary classroom. The questionnaire comprises four sections; section one contained demographic information relating to the population being surveyed, section two pertained to the use of art in the classroom, section three consisted of twenty eight statements that participants were asked to rate on a likert type scale and section four contained a section for respondent comments and responses.

Subjects for the study were identified by the researcher vis a vis a personal contact with the school. Either a faculty list that named the participants was procured or a general number of the faculty was obtained by the researcher. The surveys were distributed to the teachers through inter-office mail boxes. Five of the ten schools that participated received coded surveys. The remaining five school did not provide the researcher with faculty lists and therefore did not receive coded surveys, however, the specific number of faculty on staff was obtained to make distribution of the surveys possible to only the specified population.

Participants were given a cover letter along with the questionnaire and novelty stickers. The stickers served as an incentive for the participants to

return their survey. Specifically, the stickers were for participants to use in their classrooms. The surveys were picked up after approximately one week's time. The entire process was completed by March 30, 1995.

Data from the surveys were analyzed in relationship to the three hypothesis. All results were analyzed using descriptive statistics and were reported in frequencies and their corresponding percentages for the various hypothesis.

Results of the Study

For hypothesis one, there was a significant favorable response rate regarding art and the creative process as a necessary and important subject in the elementary classroom by elementary classroom teachers. Results were interpreted from items 2, 5, 6, 7, 12, 14, 15, 16, 19, 23 and 25 on the survey.

Teachers felt very strongly in favor of statements 2, 12, 16, and 23, all of which dealt with the creative process and divergent thinking. These statements received no ratings in the HARDLY EVER or NEVER categories.

Statements 14, 15 and 25 addressed the use of art as a subject. These items can be interpreted as the level of use of art by teachers and students in the classroom. All three statements received positive responses, with results in all three statements above the 85% range in the ALWAYS and SOMETIMES categories, which show support of art in the elementary classroom.

Results were more varied for hypothesis two. Information was gathered from the population concerning attitudes and opinions of the use of art to enhance and compliment the academic subjects. Results were interpreted from items 1, 8, 9, 11, 13, 20, 21, 24 and 26 on the survey.

Statements 9, 11, 20 and 24 attempted to gather information on the

subject of art as it enhances academic subjects. These statements dealt with the use of art as a hands on project to be incorporated into other subjects. In all four items the majority results were in the ALWAYS and SOMETIMES categories which indicate a use of art with other subject areas.

Statement eight was designed to determine if teachers used art to help chart their students progress with regard to their overall academic growth. The majority of teachers stated that they sometimes used art to help chart progress but it must also be noted that over 40% stated they would hardly ever or never use art to chart progress.

Statement 21 and 26 addressed learning and teaching styles by gathering information on the use of visual aids along with the written text. These statements had very impressive responses with over 90% in favor of the use of visuals.

The final hypothesis addressed teacher efficacy in art and how school climate affects the role of art and the creative process in the classroom. This information was gathered from statements 3, 4, 10, 17, 18 and 22, the section from the survey entitled *General Information of Art in the Classroom* was also incorporated.

Regarding teacher efficacy in the arts, most teachers appeared to be quite confident in their teaching of art. Even though the majority did not have an expendable budget for art supplies they felt responsible for the teaching of art along with the art teacher. A majority also attended colleges which required them to take some sort of Art Theory Class.

With regard to school climate, results were less favorable even though teachers did indicate that they felt their school administration did support them when they tried new things.

Conclusions and Recommendations

Based on data from the present study, it may be stated that elementary teachers' attitudes toward art and the creative process in their classrooms is very positive. The majority of teachers seemed to feel that art is a valid and worthwhile subject that has a unique role in the classroom. It seems reasonable, therefore, to state that the majority of teachers recognize the importance of art and the creative process in their classrooms.

Teachers provide opportunities for their students to explore creative possibilities when problem solving and answering questions. The majority of teachers in this study seem to realize that to reach all their students they must recognize different learning styles and provide individual students with the means to which they would learn best, art provides the appropriate opportunity in some instances.

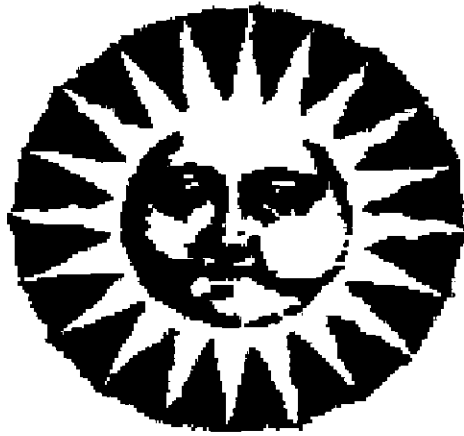
Results from this study also suggest that even though art is strongly supported, at times it is not incorporated as much as it could be. It could be surmised therefore, that teachers realize the importance of art and also realize it is a unique way to enhance academic subjects. Those teachers, however, may be limited by budget constraints or lack of an art curriculum.

It could also be concluded by the results of this study that teachers' opinion of art in the elementary classroom has changed; it is no longer one of just room decorations. Though used sometimes for this purpose, not a single respondent stated they would "always" use art for seasonal or classroom decorations.

This study through the use of a survey has determined that elementary teachers attitudes are strongly in favor of art and the creative process in their

classrooms. Teachers realize art is more than just making a pretty picture yet need support for strategies to incorporate art in their classrooms and on ways to be resourceful with supplies, (many teachers reported on using their own monies to provide students with art opportunities.) It seems clear to all involved the bonuses received in response to incorporating art into the general curriculum, from student's self esteem to creative problem solving and enhancing academic subjects. These positive attitudes toward art must now be used to influence the administrators and school board members who make the decisions for the elementary schools.

APPENDIX A



ART IN THE ELEMENTARY CLASSROOM

A SURVEY OF ATTITUDES AND OPINIONS OF ELEMENTARY CLASSROOM TEACHERS TOWARDS ART AND THE CREATIVE PROCESS.

THE TERM "ART" AS USED IN THIS SURVEY INCLUDES BOTH ART-MAKING ACTIVITIES AND ART APPRECIATION/ART HISTORY ACTIVITIES. HOWEVER, THE TERM ART DOES NOT INCLUDE SUCH ACTIVITIES AS DITTOED SHEETS, COLORING BOOK PAGES, DOT-TO-DOT SHEETS, TRACING PATTERNS, ETC.

Demographic Information: Number of years teaching? _____

Grade Level _____ Male _____ Female _____

Level of education - BA only _____, Graduate Credits _____,
Graduate Degree _____ or Doctorate _____

Age - 21 or under _____, 22-35 _____, 36-54 _____, 55 or over _____

General Information of Art in the Classroom:

Who do you feel is responsible for art in the classroom as described above?
Art Teacher _____ Classroom Teacher _____ Both _____

How much time per week do **you** spend on art in the classroom?
0-30 minutes _____ 30 minutes-1 hour _____ 2 hours _____ More _____

Do you have an expendable budget for special art supplies? Yes _____ No _____

Were you required to take an Art Theory Class in college? Yes _____ No _____

Do you have an art teacher in your school? Yes _____ No _____

If so, how often do your students meet with their art teacher? Weekly, Biweekly or
Other (circle one)

How long (in minutes) is each art class session? _____

DIRECTIONS:

PLACE A CHECK IN THE BOX WHICH MOST CLEARLY DESCRIBES YOUR OPINIONS AND/OR FEELINGS TOWARD THE GIVEN STATEMENT

ART IN THE ELEMENTARY CLASSROOM

| | ALWAYS | SOMETIMES | NO OPINION | HARDLY EVER | NEVER |
|---|--------|-----------|------------|-------------|-------|
| 1. I feel art activities promote the development of math, social studies, language arts or science skills. | | | | | |
| 2. I try to encourage students to find multiple solutions to questions or problems. | | | | | |
| 3. I feel adequate teaching art. | | | | | |
| 4. My school administration supports me when I try new things. | | | | | |
| 5. I like to give step by step instructions in art to keep the class together. | | | | | |
| 6. I try to encourage students to draw and paint on their own. | | | | | |
| 7. I feel it necessary to give a grade on art projects. | | | | | |
| 8. I use the students art work to help chart their progress in their overall academic growth. | | | | | |
| 9. My students are able to learn about civilizations - past and present - through art. | | | | | |
| 10. I like to leave art up to the art teacher. | | | | | |
| 11. I feel students enjoy the academic classes better when I incorporate "hands on" projects with the traditional lesson. | | | | | |

| | ALWAYS | SOMETIMES | NO OPINION | HARDLY EVER | NEVER |
|--|--------|-----------|---------------|----------------|-------|
| 12. I feel art helps my students develop self esteem. | | | | | |
| 13. I have difficulty teaching some academic subjects without incorporating art. | | | | | |
| 14. I feel art is an important part of my classroom activities. | | | | | |
| 15. I enjoy doing hands on activities. | | | | | |
| 16. I try to encourage students to go beyond the "correct" or "incorrect" answer. | | | | | |
| 17. When students are moving around in the room I feel I am not in complete control. | | | | | |
| 18. Art class is mainly used for seasonal/classroom decoration. | | | | | |
| 19. I like to use cooperative group learning in my classroom. | | | | | |
| 20. I like to have students use drawings to help illustrate ideas and stories. | | | | | |
| 21. Incorporating art into other subjects is important to me. | | | | | |
| 22. I feel I don't have the proper supplies to teach art. | | | | | |
| 23. When a student gives the wrong answer about something I like to give them the opportunity to explain themselves. | | | | | |
| 24. Through art, I am able to provide coherence and depth to other academic subjects. | | | | | |

| | ALWAYS | SOMETIMES | NO OPINION | HARDLY EVER | NEVER |
|--|--------|-----------|---------------|----------------|-------|
| 25. When students have free time I like to have drawing materials available for them. | | | | | |
| 26. When starting a new lesson or unit in an academic class I use visuals; (drawings, examples etc.) along with the written text to introduce the lesson. | | | | | |
| 27. I have found in my classroom, some students that understand concepts better when I use visuals and hands on projects to help demonstrate an academic subject or concept. | | | | | |
| 28. Using an art project to complement an academic subject lesson keeps my students interest better. | | | | | |

COMMENTS:

Thank you again, for taking the time out to answer this survey.

Confidentiality is guaranteed and please trust all responses will be kept anonymous.

APPENDIX B

February 15, 1995

Dear (Principal's Name),

I enjoyed our conversation the other day and would like to thank you for permission to distribute the *Art in the Elementary Classroom* survey to your staff. As you know, I am in the process of working on my master's thesis in art education.

The project I am undertaking involves the collection of data from general elementary classroom teachers. I hope to determine through the survey the attitudes of general education teachers towards art and the creative process in their classrooms and how these areas fit into the general curriculum.

The seven sending districts to Cumberland Regional High School are being chosen to participate in the survey. The survey will be distributed to only classroom teachers and not to special areas such as music, gym, art or computer. It will be distributed on March 1, 1995 and responses will be picked up after a two week period from your school.

Attached is a copy to the survey for your review. I plan to analyze the data by early April with the results available in May 1995. Those results will be shared with all schools.

Thank you again for your time, interest and support on this project.

Sincerely,

Betsy Tasker

APPENDIX C

March 1, 1995

Dear Fellow Educator,

As a colleague in education I realize how busy you are and how precious time is. I would like to thank you in advance for taking a few minutes in your hectic day to complete the attached questionnaire. Your principal has given permission for the distribution of this survey to all classroom teachers at (name of school). The information will help to better understand the relationships between the visual arts and the general curriculum and how that affects student learning.

My name is Betsy Tasker. I have been teaching art at Cumberland Regional High School for the past twelve years and am currently working on my Master's thesis in art education. The purpose of this questionnaire is to collect data to determine how art fits into the elementary classroom.

Please complete the enclosed questionnaire and return it to the main office in the box marked **ART SURVEYS**. Please trust all responses will be anonymous and the study will be looking at the overall group response rather than citing individual returns.

Please accept the stickers to share with your class as a thank you for taking the time out to participate. Your reply is valuable and important. Once all questionnaires have been returned, results will be made available to your school. Best wishes for a productive and creative year. Please return the survey by March 15, 1995.

Thank you again.

Sincerely,

Betsy Tasker

APPENDIX D

TEACHER COMMENTS INCLUDED ON SURVEY RESULTS

1. In my classroom art is the great "equalizer." My slow/low reading students are my true artists. My high reading students have a lot of trouble with art. Art projects give the slow students something to be proud of - they help the high reading students.
2. I know you are concerned about the visual arts, but keep in mind that literature is also art.
3. I enjoy helping my students with an art activity. I have done step-by-step drawing lessons because I feel, at this stage, that they need to receive direction on "how-to." When they are finished a basic art lesson, they are encouraged to make it different from everyone else's by the colors or decorations they use.
4. Our kindergarten classes are 2 1/2 hours each day. I imagine that I do things that art art that I probably don't consider as art.
5. Art has always been an interest of mine. I enjoy using it whenever I can, in all areas. The children can express themselves without the usual "right" or "wrong." You can get a better understanding of how a child thinks and art lessons are a good time to share ideas on a conversational level.
6. At my level they are uninhibited and love to express through pictures or drawings.
7. I have found it impossible to give an "always" or "never" answer without qualification because nothing with T-1 is carved in stone except that different things work each day. Art is an integral part of my program.
8. I feel that we would greatly benefit from an art teacher. I think art teachers are so creative and knowledgeable. I appreciate their talent.
9. I would love to have an art teacher. This might help to gather new projects.
10. I try to introduce my students to a wide variety of techniques including crayon rubbings, looking at shapes, designs and patterns in nature, stencil printing, construction of simple puppets, origami, construction with paper, burlap stitchery, modeling with clay, construction of simple musical instruments, and construction of simple toys that demonstrate scientific principles.
Your interest in describing art in the elementary classroom when your experience has been at the secondary level raises some questions about the purpose of your survey-at least from my viewpoint. Just as I think you might wonder about my purposes if I was surveying secondary school teachers to complete a graduate project about art in the secondary classroom.

If your aim is to prepare a initial review of art in the elementary classroom, I would appreciate the opportunity to further explain and defend, if necessary, what we do. I would be happy to meet with you for a personal interview.

You are also most welcome to visit and and make you own observations.
Good luck with your project!

11. Good luck! Art is very important in students daily lives. Art is a bridge between the concrete and the abstract thinking patterns. We need more art related activities.

12. Thank you for the stickers! My kids will love them! Good luck on the survey!

13. I hope that these responses were helpful. As a supplemental teacher who sees students for brief periods weekly, it is difficult to integrate art as much as I would prefer. Good luck with your survey. I like your reference to art not being dittos, etc.

14. Note: as a resource room I do very little art projects beyond, cut, paste and color.

15. I am certified as an art teacher and I taught art K-12 part time for 6 years. Art is a valuable part of any curriculum.

16. Due to budget constraints, art projects usually involve "out of pocket" money for the classroom teacher - a shame for those of us who try many "hands on" activities.

17. I wish I could incorporate art more in my math and reading classes. I don't and I should. Good luck on your thesis. I just finished mine in guidance.

18. Free time is used for reading for pleasure.

19. My students love art! I wish I had more supplies to further incorporate this subject into my math and science classes.

20. Thanks for the stickers and good luck with your project.

21. I have a special education class which may explain why I am able to purchase art supplies and have time to use art projects with academic subjects.

22. I've always enjoyed art activities with my students. My only real complaint is that students do not take as much pride in their work and waste materials. They spend too much time socializing and do not concentrate on the task at hand.

23. Without crafts-art, academics would be dull for my students AND for me. Busy hands are not free for trouble.

24. I feel "art" is an important social, academic, and visual-motor part of a student's learning. I feel it is not stressed enough in the classroom and too many lessons are based on "sameness" not creative interruption.

I hope we can get more materials, (supplies and books, etc.) to help incorporate or even a workshop. I love art.

25. These answers are as they relate to Pre Alg. & Alg. classes

I would have preferred a usually rather than always column.

26. We have a full time art teacher!

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ABSTRACT

Eugene D. Tecce, Jr., A Study on the Positive Effect of Cooperative Learning on the Status Group Problems in the Classroom, Dr. Randall S. Robinson, Thesis Advisor, Masters of Science in Teaching
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The purpose of this study was to examine the effect that cooperative learning, and the teaching of group norms would have on the social ranking of the low status students in the elementary school classroom.

The sample was comprised of 48 fourth grade students. A treatment group consisting of 24 students, and a comparison group of 24 students were pretested and posttested using a sociometric instrument designed to examine the interpersonal relationship patterns of the students.

Introduction of a treatment designed to change the existing pattern of interaction was given to the treatment group. The treatment group met for 13 fifteen minute sessions which focused on the acquiring of the cooperative group skills necessary for quality peer interaction. In addition cooperative learning structures were utilized during regular class instruction time throughout the six week study. The comparison group was denied treatment.

After the treatment program the results were analyzed by compiling the averages of the net changes that occurred between the pretest and the posttest for both the treatment group and the comparison group. A t-Test for independent