



Perspective of Teachers towards Art Integrated Learning At Elementary Level

Dr. Anuradha Sharma*

Professor, Department of Community Education & Disability Studies, Panjab University, Chandigarh.

Ms. Surbhi**

Research Scholar, Department of Community Education & Disability Studies, Panjab University, Chandigarh.

Abstract

The main objective of this study was to examine the perspective of teachers towards Art Integrated Learning (AIL) and find out the problems faced by teachers in implementing AIL. Survey was conducted on 21 teachers of Elementary level schools of Chandigarh, India. The sample was selected purposefully from 4 elementary schools. Self-developed perspective scale consisting of 30 items based on different aspects of AIL was used for studying the perspective of teachers. Focused group discussion was conducted on teachers to identify problems and issues in implementing the AIL. Collected data and prepared in terms of the frequency and percentage. The study has suggested educational implications to effectively implement AIL in classroom teaching.

Keywords: Art Integrated Learning (AIL), Students, Teachers, Joyful Learning.

INTRODUCTION

It is an essential tool for students' learning outcomes is art-integrated learning. Making the classroom effective, lively, interesting, and enjoyable is a pedagogical process.

It helps students become less bored and improves their ability to concentrate. It works exactly like an energizer. Arts education becomes a crucial component of educational processes. Concepts are clarified using the arts, which are at the core of the curriculum. It can offer ways to convey information on various subjects in sensible, learner-centered, and useful ways. With art at the center, abstract ideas from multiple subjects can be effectively correlated, linked, contextualized, and learned. This approach to education makes learning holistic, enjoyable, and experiential (Krakaur, 2017).

Learning through the art is beneficial for a child's overall development. Art is a part of everyone's life and cannot be separated from it. Every person has a natural need to express themselves through the art because they are unique. Teachers use the art in the classroom because they are aware of how it can impact a child's overall learning and development. Understanding of different art forms (including visual, performing, and literary) as a means of expressing one's creativity. The ability to organize and plan age-appropriate activities to make learning engaging through various forms of art (Kennedy, 2015).

NEED OF THE STUDY

The goal of art education is to help students develop their artistic vision so they can identify and respond to the beauty of colour, shape, form, movement, and sound. According to the NCF 2005, primary school students who have exposure to the fine arts will become sufficiently motivated and interested to pursue a variety of artistic endeavors in higher education. Since the dawn of time, Indian philosophers like Aurobindo and Plato have emphasized the value of art and music in education. Today, we are just beginning to understand this.

Learning about the arts can be done in two ways: as a subject or as part of integrated learning. The term "arts" refers to a variety of art forms, including performing and visual arts. But using the arts to learn is known as art integrated learning. An essential tool or instrument for enhancing student learning outcomes is art integrated learning. Making the classroom more productive, cheerful, informative, and joyful is a pedagogical process. It helps students become less bored and improves their ability to concentrate. For students, it works just like an energizer. NCERT and CBSE have made an effort to incorporate art into the teaching learning process after realizing the importance of art in the process.

REVIEW OF RELATED LITERATURE

Blagoeva et al. (2019) indicated that the integrated presentation of instructional material improves students' capacity to transfer their knowledge from one subject area to another by processing a variety of visual or verbal sources when producing artwork.

Miller and Bogatova (2018) found a number of desirable impacts related to the quality level of lessons, student engagement, and learning habits. However, because of the short duration of each student's exposure, it was not possible to determine with certainty how arts integration affected students' achievement in math and reading.

According to Krakaur (2017) found that all of the educators were able to achieve a co-equal style, but they were unable to maintain it throughout the lesson. They also displayed artistic habits of mind, made innovative pedagogical decisions, and encouraged discourses centered on the arts while teaching.

Bautista et al. (2016) found that an integrated curriculum with "Space in the Arts" helps students gain a more comprehensive understanding of the arts and more advanced levels of appreciation, analysis, and expression. In primary school, visual arts establish more effective teaching and learning Tomljenovic (2015).

The findings discussed above indicate that research on various aspects of art integrated learning in elementary education has been done around the world. However, not many studies were conducted in India. Therefore, it is important to research how students and teachers view art integrated learning, as well as any problems or difficulties that may arise during implementation.

OBJECTIVES

- i. To study the perspective of teachers towards art integrated learning.
- ii. To identify the challenges and issues in implementing the art integrated learning in classroom.

METHODOLOGY

Qualitative method was used. The study was carried out in Chandigarh's elementary schools. Two elementary schools and two upper elementary schools were chosen. Purposive sampling was used to select a sample of 21 elementary school teachers. The perspectives of teachers were examined using a self-developed perspective questionnaire with 30 items based on various aspects of art integrated learning. The investigators personally visited to the selected schools and collected the data from the students and teachers.

DATA ANALYSIS AND INTERPRETATION

The collected data are analyzed as per the objectives of the study in terms of frequencies and percentage, which are presented in tables.

PERCEPTION OF TEACHER TOWARDS ART INTEGRATED LEARNING

Table-1: Perspective Related to Engaging Learners during AIL

Sr. No.	Statements	Agree	Undecided	Disagree
1	Art Integrated Learning (AIL) makes learning joyful	21 (100%)	00	00
2	Participation in role play helps students in understanding the concept	21 (100%)	00	00
3	AIL develops co-operation among the students	21 (100%)	00	00

4	AIL creates interest among students and liveliness in the class	21 (100%)	00	00
5	AIL discloses hidden talents of the students	18 (85.7%)	03 (14.3%)	00

The table-1 depicts that 100% teachers agree AIL makes learning joyful, participation in role play helps students in understanding the concept, AIL develops co-operation among students and it creates interest among students and liveliness in class. It also shows that 85.7% teachers agree it unfolds hidden talents of the students and 14.3% were undecided about the unfolding of talent.

Table-2: Perspective Related to Facilitating Learners during AIL

Sr. No.	Statements	Agree	Undecided	Disagree (F& %)
1	AIL builds confidence in speaking among students	20 (90.5%)	01(4.8)	00
2	Teacher gives emphasis on art forms than the subject during AIL	08 (38.1%)	05 (23.8)	08 (38.1%)
3	Students get chances to express their creativity during AIL class	18 (85.7%)	03 (14.3)	00
4	AIL establish good relationship between the teacher and students	03 (90.5%)	02 (9.5)	00
5	AIL promotes rote learning of subjects	08 (38.1%)	02 (28.6)	07 (33.3%)
6	AIL develops aesthetic sense among students	19 (90.5%)	00	02 (9.5%)
7	AIL enables student to develop social competencies	19 (95.2%)	01 (4.8)	00

It is found from the table-2 that 90.5% teachers agree AIL builds confidence in speaking; it establishes good relationship between teacher and students and develops aesthetic sense among students. It also highlights that 38.1% teachers agree teachers give emphasis on art forms than the subject during AIL. AIL promotes rote learning of subjects. It reflects that 85.7% teachers agree students get chance to express their creativity during AIL class and 95.2% teachers agree AIL enables student to develop social competencies.

Table-3: Perspective Related to Learners Resources for AIL

Sr. No	Statements	Agree	Undecided	Disagree
1	AIL requires costly materials for conducting activities	01 (4.8%)	01 (4.8%)	19 (90.5%)
2	Any concept can be easily understood through a song	08 (38.1%)	06 (28.6%)	07 (33.3%)
3	Materials used during AIL are locally available	15 (71.4%)	04 (19%)	02 (9.5%)
4	AIL familiarize students about famous tribal arts of India	20 (95.2%)	01 (4.8%)	00
5	Teacher gives easy examples from real life while teaching with AIL	20 (95.2%)	01 (4.8%)	00

It is found from the table-3 that 71.4% teachers agree materials used during AIL are locally available. It also

reflects that 95.2% teachers agree AIL familiarize students about famous tribal arts of India and teacher gives easy examples from real life while teaching. 90.5% teachers disagree that AIL requires costly materials for conducting and 38.1% teachers agree that any concept can be easily understood through a song.

Table-4: Perspective Related to Classroom Management during AIL

Sr. No	Statements	Agree	Undecided	Disagree
1	AIL disturbs the class by producing noise	02 (9.5%)	06 (28.6%)	13 (61.9%)
2	AIL motivates student to come school regularly	16 (76.2%)	05 (23.8%)	00
3	During AIL the nearby classes get disturbed	06 (28.6%)	05 (23.8%)	10 (47.6%)
4	Some students take active part in classroom activities during AIL	16 (76.2%)	00	05 (23.8%)
5	Teacher treats all students equally during AIL	21 (100%)	00	00
6	AIL help students to reflect on the day's lesson at the end of the class	18 (85.7%)	03 (14.3%)	00

The table-4 reveals that 100% teachers agree teachers treats all students equally during AIL and 85.7% teachers agree AIL help students to reflect on the days lesson at the end of class. It also reflects that 76.2% of teachers agree AIL motivates student to come to school regularly and some students take active part in classroom activities during AIL. It also highlights that 61.9% disagree AIL disturbs the class by producing noise and only 9.5% teachers agree at this.

Table-5: Perspective Related to Assessment of Students during AIL

Sr. No.	Statements	Agree	Undecided	Disagree
1	AIL develops sense of appreciation among students	21 (100%)	00	00
2	All student get equal scope to take part in class room activities	20 (95.2%)	00	00
3	Chart/Poster making helps students in understanding the cause and effect relationship	21 (100%)	00	00
4	AIL is beneficial in getting good marks in exams	17 (81%)	04 (19%)	00
5	The syllabus can be completed in time through AIL	15 (71.4%)	06 (28.6%)	00
6	AIL takes more time than general teaching strategy	11 (52.4%)	04 (19%)	06 (28.6%)
7	Teacher do not allow students to ask questions during AIL	00	02 (9.5%)	19 (90.5%)

The table-5 reflects that 100% of teachers agree AIL develops sense of appreciation and chart/poster making helps students in understanding the cause and effect relationship. 95.2% teachers agree that all students get

equal scope and 81% are of the opinion that AIL is beneficial in getting good marks in exams. The table also reveals that 71.4% teachers agree syllabus can be completed in time through AIL and 52.4% teachers agree that AIL takes more time than general teaching. Again the table reflects that 90.5% disagree teacher do not allow students to ask questions during AIL.

EDUCATIONAL IMPLICATIONS

1. It is true that learning by doing is more effective than learning through eyes and ears. Here, it was discovered that every student and teacher was content because AIL makes learning enjoyable, encourages classroom activity, and lessens teacher partiality. Therefore, AIL must be used in school for classroom transactions.
2. Curriculum designers can include the principles of art-integrated learning in textbooks and syllabi so that teachers and students can use them easily in the classroom. It is rightly said that anyone can learn by doing than through eyes and ears. Here it is found that all students and teachers were happy as AIL makes learning joyful, liveliness in classroom, reduces partiality in the class by teacher. So AIL must be implemented for classroom transaction in school.
3. Teachers use locally accessible resources in the classroom and provide examples from real life that students are familiar with, allowing them to understand the material more readily. The government should take the initiative to hire more innovative teachers who incorporate various forms of art into their lesson plans. The process of AIL teaching should be properly monitored by educational authorities.
4. AIL promotes positive relationships between teachers and students, encourages cooperation among students, gives them a platform to express their creativity, and fosters social skills.
5. While AIL does not require expensive materials for activities, the government must provide basic materials in schools to ensure that these activities can be carried out without difficulty. Materials should not be barriers to using AIL for high-quality education.
6. AIL also broadens students' general knowledge by introducing them to well-known tribal arts from our culture, which is a national treasure and must be passed down from one generation to the next.
7. This study shows that AIL students actively participated in class activities and were motivated to attend class on a regular basis. If implemented in its intended manner, AIL has the potential to lower the rate of elementary school dropouts.

8. In order for AIL to be implemented in all elementary schools, the pre-service teacher education programme must include training in art integrated learning for trainees. Additionally, an AIL orientation programme for in-service teachers must be planned.

CONCLUSION:

The Indian government introduced the AIL programme to ensure that students in the elementary grades learn effectively and joyfully. It is an essential step towards enhancing learning outcomes. Although the inclusion of AIL in school curricula has been advocated since the dawn of time, it was reemphasized by NCF 2005 and NCERT. The government should take the necessary actions to promote art integrated learning in schools by hiring effective and imaginative teachers so that students will benefit from learning from various techniques and the standard of education in the nation will be raised.

REFERENCES

- Blagoeva, N. V., Karppinen, S., and Kairavuori, S. (2019). The Integrated Approach to Teaching Visual Art in After-School Activity Classes. 2018, NSEAD/John Wiley & Sons Ltd DOI: 10.1111/jade.12173,264-239.
- Bautista, A., Tan, L. S., Ponnusamy, L. D., &Yau, X. (2015).Curriculum Integration in Arts Education: Connecting Multiple Art Forms through the Notion of ‘Space’. *Journal of Curriculum Studies*. DOI: 10.1080/00220272.1089940, 1-19.
- Fagan, L. M. (2015). Elementary School Teachers' Perception of Art Integration to Improve Student Learning. Walden University, College of Education.
- Hardima, M. M., Johnbull, R. M., Carran, D. T. and Shelton, A. (2019). Effects of Arts- Integrated Instruction on Memory for Science Content. *Trends in Neuroscience and Education*. DOI: 10.1016/j.tine, 25-32.
- Kabn, B. (2017).Integrating Art and History: A Model for the Middle School Classroom. *Current Issues in Middle Level Education*, 22 (1), 10-30
- Kennedy, J. F. (2014). A View into a Decade of Arts Integration. *Journal for Learning through the Arts*, 10(1), 3-18.
- Khan, M. M. H and Ali, S. L. (2016). The Importance of Fine Arts Education an Overview. *Journal of Research in Humanities and Social Science*, 4 (10), 67- 70.www.questjournals.org.
- Krakaur, L. E. (2017). Arts Integration for Understanding: Deepening Teacher Practice in and Through the Arts. Graduate School of the University of Maryland, College Park.

- Lemon, N and Susanne, G. (2013). What is the Role of the Arts in a Primary School? An Investigation of Perceptions of Pre-Service Teachers in Australia. *Australian Journal of Teacher Education*, 38 (9), 1-10.
- Matthews, J. L. (2001). Impact of fine arts integration on third, fourth, and fifth graders' reading achievement in an urban magnet school. *Dissertation Abstracts International*, 62, 2674A.
- Marshall, J. (2014). Transforming Education through Art-Centered Integrated Learning. *Visual Inquiry: Learning & Teaching* .DOI: 10.1386/vi, 3(3), 361-376.
- Miller, J. A. and Bogatova, T. (2018). The Impact of the Arts Integration Program and Lessons. *Journal for Learning through the Arts*, 14 (1), 1-23. DOI 10.21977/D914128357.
- Milligan, A., & Wood, B. (2010). Conceptual understandings as transition points: Making sense of a complex social world. *Journal of Curriculum Studies*.
- NCERT (2005). National Curriculum Framework (NCF) 2005, National Council of Educational Research and Training, New Delhi.
- Oreck, B. (2006). Artistic choices: A study of teachers who use the arts in the classroom. *International Journal of Education and the Arts*, 7(8), 1-26.
- Purnell, P. (2004). A Place for the Arts: The Past, the Present and Teacher Perceptions. *Teaching Artist Journal*, 2(3), 153-161.
- Rooney, R. (2004). *Arts-based teaching and learning: Review of the literature*. Prepared for VSA Arts, Washington, DC.
- Sloan, W. (2009). Making content connections through arts integration. *Association for Supervision and Curriculum Development*, 51(3), 1-3.
- Sorensen, M. K. (2010). Integrating Art and Literacy in the Elementary Classroom. <https://scholarworks.uni.edu/hpt>.
- Tomljenovic, Z. (2015). An Interactive Approach to Learning and Teaching in Visual Arts Education. *Ceps Journal*, 5 (3), 73-93.