

“A study on the attitudes of the teacher Trainees towards the inclusion of Performance Arts in Education.”

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Abstract: Performing arts play a key role in education. It bring conducive atmosphere in class room and motivate students as well as teachers towards to their ends. NCTE gives more importance towards the inclusion performance of arts in teacher education. In this scenario the researcher selects the topic related to this field. There is a need of Pre-service teacher trainees know about this inclusion. For this, the researcher identified a sample of 30 teacher trainees to know the attitude of teacher trainees towards the inclusion of performing arts in education. Purposive sampling technique is adopted to select the sample. The survey method is used to get the data from them. Researcher made questionnaire was prepared to draw the data from the sample. The result was discussed in the paper detailed with respect to all the independent variables of the study.

Keywords: Performing arts, Dance, Music, Magic, etc.

INTRODUCTION

Education in the performing arts is the key part of education curricula and is also available as a specialization at the all the levels. The performing arts, broadly dance, music and theatre are key elements of culture and engage participants at a number of levels. This engagement through participation and formal and informal education is often continuing lifelong.

Performing arts may include dance, music, opera, theatre and musical theatre, magic, illusion, mime, spoken words, circus arts, performance arts, recitation and public speaking. There is also a specialized form of fine art, in which the artists perform their work live to an audience. This is called performance art. Most performance art also involves some form of plastic art, perhaps in the creation of props. Dance was often referred to as a plastic art during the Modern dance era

Horin (2008) conducted a research on performing arts in education. The research shows participation in performing arts is linked to positive outcomes in school, emotional development, family life and behaviour. ‘What’s interesting is that kids not involved in any kid’s activities were more socially immature and had a lower self-esteem’. Research shows that performing arts activities play a central role in cognitive, motor, language and social emotional development.

Significance of the study:

Inclusion of performing arts in education is very relevance with the school education, there is a need of understanding the issues related to the performing arts to the teachers. If the teacher trained well in training institution, then he can do miracles in the classroom. For that first of the entire teacher trainees should have a positive attitude towards the inclusion of performing arts in education. If they have positive attitude then they incorporated these things into their teaching-learning process. For that the researcher selected this topic for this paper to know the attitudes of the teacher trainees on inclusion of performing arts in education.

Statement of the Problem:

“A study on the attitudes of the teacher Trainees towards the inclusion of Performance Arts in Education.”

Objective of the study:

- To study the attitudes of the teacher trainees on the inclusion of performing arts in education.

Hypotheses of the study:

There is no significant difference in the attitudes of the teacher trainees towards the inclusion of performing arts in education with respect to all independent variables.

Tool for the study:

Questionnaire has been developed by the researcher. It has “A” and “B” sections.

Part A, has personal data regarding the teacher trainees and part B has 17 items were in statements with responses as Yes or No.

Data Collection:

The sample for the investigation consisted of 30 teacher trainees studying B.Ed in IASE, O.U., selected through purposive sampling technique. Survey method is adopted to collect the data and applied appropriate statistical treatments to analyze. Table No: 1 shows Attitudes of the teacher trainees towards the inclusion of performing arts in education.

	Low	Moderate	High	Total
Attitudes of the teacher trainees towards the inclusion of performing arts in education.	7 (23.3%)	9 (30.0%)	14 (46.7)	30 (100%)

From the above table, it can be concluded that, 46.7% of the teacher trainees have high attitude, 30.0% of the teacher trainees have moderate attitude and 23.3% of the teacher trainees have low attitude towards the inclusion of performing arts in education.

So, about 50% of the teacher trainees have High attitude towards the inclusion of performing arts in education.

Quantitative Analysis of the data with respect to the Independent Variables.

Quantitative Analysis of the data with respect to the Gender:

Table No: 2 Shows Gender vs. Total attitude among teacher trainees towards the inclusion of performing arts in education.

Gender	Total attitude			Total
	Low	Moderate	High	
Female	4(23.5%)	6(35.3%)	7(41.2%)	17
Male	3(23.0%)	3(23.0%)	7(54.0%)	13
Total	7	9	14	30

From the above table, 41.2% of female and 54% of male teacher trainees have high attitude among teacher trainees towards inclusion of performing arts in education.

In order to study whether the observed difference is statistically significant or not, the following null hypothesis is formulated and chi-square technique is adopted to test the null hypothesis.

Null Hypothesis:

There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to the gender.

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	.621 ^a	2	.733

Since the probability value is more than 0.05, it is statistically not significant.

Hence Null hypothesis is accepted and alternative hypothesis is rejected., i.e., There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to the gender. Quantitative Analysis of the data with respect to the Educational qualifications.

Table No: 3 Shows Educational qualifications vs. Total attitude among teacher trainees towards the inclusion of performing arts in education.

Educational Qualification	Total attitude			Total
	Low	Moderate	High	
Graduates	4 (28.6%)	1 (7.1%)	9 (64.3%)	14
Post Graduates	3 (18.7%)	8 (50.0%)	5 (31.3%)	16
Total	7	9	14	30

From the above table it can be concluded that, about Two by Third (64.3%) of the graduate teacher trainees have high attitude towards the inclusion of performing arts in education.

In order to study whether the observed difference is statistically significant or not, the following null hypothesis is formulated and chi-square technique is adopted to test the null hypothesis.

Null Hypothesis:

There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to their Educational Qualifications.

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	6.626 ^a	2	.036

Since the probability value is less than 0.05, it is statistically significant.

Hence Null hypothesis is rejected and alternative hypothesis is accepted, i.e., there is a significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to their Educational Qualifications. Quantitative Analysis of the data with respect to the Subject Background.

Table No: 4 Shows Subject Background vs. Total attitude among teacher trainees towards the inclusion of performing arts in education.

Subjects	Total attitude			Total
	Low	Moderate	High	
Science	3 (27.3%)	2 (18.2%)	6 (54.5%)	11
Arts / Social/ Languages	4 (21.0%)	7 (36.9%)	8 (42.1%)	19
Total	7	9	14	30

From the above table it can be concluded that, more than half (54.5%) of the science subject background teacher trainees are have high attitude towards the inclusion of performing arts in education. In order to study whether the observed difference is statistically significant or not, the following null hypothesis is formulated and chi-square technique is adopted to test the null hypothesis.

Null Hypothesis:

There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to their Subject background.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.155 ^a	2	.561

Since the probability value is more than 0.05, it is statistically not significant.

Hence Null hypothesis is accepted and alternative hypothesis is rejected, i.e., There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to their Subject background. Quantitative Analysis of the data with respect to the Locality. Table No: 5 Shows Locality of the teacher trainee vs. Total attitude among teacher trainees towards the inclusion of performing arts in education.

Locality	Total attitude			Total
	Low	Moderate	High	
Rural	6 (27.3%)	7 (31.8%)	9 (40.9%)	22
Urban	1 (12.5%)	2 (25.0%)	5 (62.5%)	8
Total	7	9	14	30

From the above table it can be concluded that, about two by Third (62.5%) of the urban teacher trainees are having high attitude towards the inclusion of performing arts in education.

In order to study whether the observed difference is statistically significant or not, the following null hypothesis is formulated and chi-square technique is adopted to test the null hypothesis.

Null Hypothesis:

There is no significant difference in the attitudes among the teacher trainees towards the inclusion of performing arts in education with respect to the locality of the teacher trainee belonging to.

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	1.226 ^a	2	.542

Since the probability value is more than 0.05, it is statistically not significant.

Hence Null hypothesis is accepted and alternative hypothesis is rejected, i.e., There is no significant difference in the attitudes among the teacher trainees towards the inclusion of performing arts in education with respect to the locality of the teacher trainee belonging to.

Major Findings:

About 50% of the teacher trainees have high attitude towards the inclusion of performing arts in education.

More than half (54%) of the male teacher trainees have high attitude towards inclusion of performing arts in education among teacher trainees.

About Two by Third (64.3%) of the graduate teacher trainees have high attitude towards the inclusion of performing arts in education.

More than half (54.5%) of the science subject background teacher trainees are have high attitude towards the inclusion of performing arts in education.

About Two by Third (62.5%) of the urban teacher trainees are having high attitude towards the inclusion of performing arts in education.

CONCLUSIONS

There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to the gender.

There is a significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to their Educational Qualifications.

There is no significance difference in the attitude levels among teacher trainees towards inclusion of performing arts in education with respect to their Subject background.

There is no significant difference in the attitudes among the teacher trainees towards the inclusion of performing arts in education with respect to the locality of the teacher trainee belonging to.

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