



A Case Study of Pre-service Teachers' Perceptions and Practices about Using Arts in Education in a Women University from Lahore

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Abstract- The purpose of this article was to investigate those perceptions which pre-service teachers possess and also the perceptions which were nurtured during their teacher practice. And last of all to know about the perceptions which were challenged in their education.

Total 150 pre-service teachers of B.Ed degree program containing 4th, 6th and 8th semesters were included in the population of the study while the sample was those pre-service teachers who were enrolled in the 4th and 6th semesters. Instrument was self-constructed. The Statistical Package for the Social Sciences, (SPSS) version 17 was used to analyze quantitative data whereas field notes were used to emerge themes. The findings clearly indicated that the pre-service teachers should be conscious about art education because through art activities students can learn better. Teachers can improve their ways of teaching. They focus more on lecture, project, and demonstration methods. They can also adopt modern methods of teaching.

Keywords: Perceptions, Pre-service teachers, Art education

I. INTRODUCTION

Teaching like all professions is a highly complicated and skilled practice (Sutherland et al., 2010). Teachers engage in recreation play an important role to achieve any continuing didactic improvement (Darling Hammond and Berry, 1998) and mediator for constructive communal alternation (MoE, 2003).

Muhammad (2006) declared that highly qualified teachers will responsible for the good quality of education given to students. To attain goal of guidance, successful teachers use different methods for teachers' instruction (Hill & Brodin 2004; High & Tuck 2000; Glickman & Bey1990).

Shulman (1986) declared that teaching is a combination of three concepts like an art, science and craft. All over the world teachers are poorly equipped for bring change in society (MoE, 2003) particularly specialized capability of teacher is lacking, unacceptable comfortable facts, flaw at realistic philosophy and graduates are not according to customary. In Pakistan demand for teachers is on the rise. While, one of the thing that is becoming more prevalent is part time employment for teachers.

The reason of the present study is to investigate the pre-service teachers' perceptions toward art education and how they utilize their perception in practical life. The researcher took perceptions of pre-service teachers and observed them during their practicum and prepared field notes.

Perception Defined

Perception has been defined as "the consciousness of particular material things present to senses (James Rowland Angell). According to Joseph Reitz:

"Perception includes all those processes by which an individual receives information about his environment seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables; the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving."

It refers to the attitude of students towards school, their involvement in school activities, degree to which a student categorizes with and values learning outcomes, as well as the sense of owned (Williams, 2003). Practices refer to those teachers' actions which they used in a classroom context (Doyle, 1996).

Arts NOW Professional Development Model

This model was developed in 1994 by a nonprofit organization named 'Creating Pride. The vision and mission is to provide those skills to the teachers that are required to introduce the curriculum in an inspired and attractive manner using true arts as a way to socially, academically, and artistically promoting growth of students (Arts NOW Learning, 2013; Creating Pride, 2007).

Many scholars arranged many groups like the visual arts, hop, play, social media and song mutually for outline the Arts Learning Area. In this study researcher collect perceptions of different pre-service teachers of arts who have studied art, calligraphy as a course. After collecting the perceptions the researcher observed that sample during their practicum. Practicum is ground of experiences in which pre-service teachers teaches and permit a student for observation and how they working like professional and execute their everyday jobs.

The present study is focusing on the art education for pre-service teacher who are student like teacher. Teacher who have study art education as a subject they become very creative and arrange different activities, exhibitions, competitions for their class.

Bruner's (1961) constructivist approach about learning is that it is a dynamic method in which students learn their lesson in three ways. Earlier researches on pre-service teacher's perception suggested that training courses of teachers did little to change the beliefs of students which they had established during their 12 or 13 years of schooling (Fajet et al., 2005).

Efland (2002) apply a theory to art education and stated that assimilating the information of various subjects with art, construct a learning knowledge which nurture a strong perceptive though activate learning prospective of the learner. Marshall (2007) also characterized constructivist theory.

An essential base of the present study is that teachers' education in art ought to exceeding than training in specific knowledge and skills. Teacher who have studied art course automatically they have creative and innovative.

The perceptions are associated with the gestalt theory that is why pre-service teacher have perceptions about art education in their mind. Perceptions already exist in the mind. Everyone uses their previous views for their present.

The Gestalt psychologists have their views that the basic issue related to perception is as strong as Koffka's question: 'Why do things (objects) look as they do?'(Koffka 1935).

Relationship with Students

It is commonly assumed by the pre-service trainers that the relationships with those of their students will be alike they experience with their teachers (Book et al., 1983; Doyle, 1997; Holt-Reynolds, 1992). Furthermore in Pakistan higher educational institutions has been rising day by day. New institutions have been open in different regions of the country. Even though these institutions sketch an imagination of well- educated generation and creating chance for the youngsters that are in distant part of country to achieve higher education but the quality of education is arguable.

Special Disciplines

Particular subject such as Mathematics, Physics, Chemistry, Biology, History and Literature are studied by pre-service teachers and curriculum constitutes about 75 percent course of the study.

Social Disciplines

In earlier times these based on Marxist-Leninist philosophy but nowadays this section is replaced and is including Sociology and Basic Psychology.

Pedagogical Disciplines

This portion consists of Educational Psychology, Pedagogy, Child Development, History of Education and Teaching Methods in general and in particular to a specific subject. They focus on the teacher centered approaches because they don't know how to integrate their art knowledge in their practicum. Practicum is very important for the development of future teacher. Through practicum teacher learn the classroom maintenance and disciplines. At the end pre-service teacher making model of their lecture and deliver in front of their college teacher. Then teacher evaluate their students who are in practicum. Teacher gives marks on the basis of all lesson plans, activities and model.

Pre-service art teachers must be talented to model innovative and proper teaching strategies. A body of research about general pre-service education was seen in the past and there has been much ignore of research and practice correlated to expert art teacher education programs (Davis, 1990).

Statement of the Problem

The purpose of the current case study is to find out the perceptions of pre-service teachers toward art education.

Objectives

Few objectives of this study were to find out:

1. Perceptions of pre-service teachers toward art.
2. Perceptions promote during their practicum.

Research Questions

1. What perceptions do prospective teachers hold toward art?
2. Which perceptions were fostered in their teacher practicum?
3. Which perceptions were challenged in their teacher education programs?

Significance of the Study

This study will be substantial for the curriculum developer due to this art course give importance. Classroom teachers will become more aware about the reimbursement of art integration with other subjects. Secondly, the conclusion of this study can contribute to the inadequate writing on arts integration with different curriculum. Through this study art become authenticate as an important and precious subject in curriculum of school.

II. LITERATURE REVIEW

Research and Practice for Art Teacher Education

Art education is currently increasing in the whole world. In this study the researcher find out the perceptions and practices of pre-service teacher towards art education. Researcher finds how the pre-service teacher utilizes their art knowledge in their practices. An important element in the process of learning is pupil willingness particularly in the context of art education (Wexler, 2004). The President's Committee on the Arts and the Humanities (2011) organized a brief outline which recognizes that the art integration with other subjects provide different models which have acquiesce positive results for removing the accomplishment gap. In this report the Committee found the major influential outcomes from good quality of arts education for example "achievement of the students usually based on the performance of classroom tests which are made by teachers" (PCAH, 2011).

Art Integration

The rationale of this review was to scrutinize different ideas concerning art integration from various researches on arts as an important subject. The literature of this study employed the following terms which are education of arts, integration of arts with other curriculum and different theories of learning. Researchers have recommended many theories addressing how people learn and what perceptions teacher have about the art education.

Major Amount of Researches

Many researches have been performing to classify the importance of art in promotion of student's learning and thoughts (Greene, 1995; Unrath & Mudd, 2011). Through creativity students improve the trouble skills which they are facing in their daily lives and cognitive skills can be improved (Lampert, 2012; Miller & Hopper, 2010; Siegel, 2010).

Art Integration Credited for Creativity

Art integration creating motivation in students about learning and develop positive learning skills (Flanagan, 2012; Rabkin & Redmond, 2006; Respress & Lutfi, 2006). Most of the researchers have recognized that art incorporation is related with academic performance of student about curriculum, improvement in the learning of students and encourage the students in different learning activities (Burton et al., 1999; Catterall, 1998; Fowler, 1996; Gadsden, 2008; Rabkin, & Redmond, 2006).

Eisner's (2004) beliefs are consistently permanent about the art and art education. He recommended that goal of education should construct motivation, creativity and imagination of students about the arts education. Fiske (1999) asserted that arts education prepares our students with the many learning skills for cope in the 21st Century.

Some people think that students have no need to understand about arts.. Fullan's (1982) view that the teacher is the most important agent to revolutionize. In the case of the art teacher it is confirmed by Gray and MacGregor (1987, 1991).

Perceptions of Pre-service Teachers

Different writers explains the different researches about teacher education in general as person related to three major areas of investigation: pre-service teachers knowing concerning content that is subject matter particular to teaching, pre-service teachers knowing how subject matter content is put into their teaching practice knowing, for example, how they can learn routines and schema, how they can communicate knowledge to students, how to choose among strategies and understand how students develop and the effect of outside pressure on teacher education including parents, community, school districts, state and national testing, certification and roles of state agencies (Cole, 1988; Floden & Klinzing,

1990). This paper uses these categories as organizers to look at the present position of research and put into practice in illustration art expert teacher education programs.

Knowing about Subject Matter Content

Pre-service teachers must know about their curriculum or subject which they teach to their students. Subject matter content must be measured in relation to what Greene (1978) described as "the human awareness about anything that gave rise to it and questions it was make-believe to resolve" (p. 60). In 1986 the National Art Education Association adopts a posture with a comparable center and target to the Getty Center's discipline-based art education position. Some educators though have advocated that arts studio continue the chief stress within art programs (Gardner, 1990) while others have presented extra areas of center of attention for art education programs that are media criticism, educational literacy and multicultural art education.

Another scholar Rogers and Brogdon (1990) surveyed 169 higher education institutions to find out how their teacher education programs were fulfilling with different institutions like National Art Education Association (NAEA) standards. They concluded that because NAEA does not have regulatory powers to enforce their standards, there is a need to make program administrators at teacher education institutions aware of NAEA standards.

Galbraith (1990) declare that the "due to ignorance, records of pre-service art education practices and inadequate research base in teacher education does not give a feasible understanding of art teacher preparation"

Good teachers integrated their knowledge with curriculum entitled "skilled instructor" which integrated so many distinctiveness like creativity means to create new ways of learning capability to glimmer student's interests in their studies or in their teaching and openness to new teaching styles (Weinstein, 1989, 1990; Skamp, 1995).

Affective Qualities

An affective quality of good teachers is "child-centered" because they give emphasis to children point of view (Minor et al., 2000; Witcher et al., 2001). Good teacher planned lessons in a good way (Maxson & Mahlios, 1994; Skamp, 1995). They are also self-confident (Reed & Bergemann, 1992; Segall & Wilson, 1998; Skamp, 1995).

Teachers brings Change in the Classroom

The reason behind this research has shown that teacher have authority to create new trends by conscious or unconscious participation in classroom. Teacher knows all the ways how innovation introduces in classroom. Researches towards art education are though not absent yet very limited.

A research group from Queensland University of Technology, Australia conducted a research on the topic "Examining Pre-service Teachers' Preparedness for Teaching Art" in 2007 (Hudson, P; Hudson, S. 2007). They claimed that the call for another teacher education inquiry by Australian Federal Government became the basis of their research. They concluded that survey linked with state syllabus may help in understanding the perceptions of pre-service teachers for teaching arts and may make available valuable information for more development of teacher training coursework.

Daher and Baer (2014) carried out an extensive research to find out the connection between Art and Teaching. They also provided useful literature review regarding definitions of arts and teaching by pre-service teachers.

Watt et al. (2014) provided detailed account of the profiles of professional engagements and the career development aspiration among the pre-service teachers of USA. Their adopted methodology can be summarized as: Pre-service teachers of two leading universities were selected. The total number of participants was n = 246. The data was gathered from the second and primary beginning pre-service teachers. They utilized Chi-square tests to estimate the similarity across the two cohorts selected in terms of gender, background, English as mother tongue, and whether participants had children. First university offered a teaching education program in numerous modes across many campuses; main campus weekday teacher education students were given invitation to participate in this survey. Meanwhile, university too offered only single mode of course at their main campus. The students taking that course were also invited to participate in the survey.

At some time of their research they claimed that in total they have got total of 515 elementary/secondary participants (372 women; n = 272 at university 1 with 96% response rate; N = 243 at university 2 with 91% response rate). They summed up their research by saying that three cluster of future pre-service teachers were theoretically and empirically supposed based on their profiles of planned efforts. They found that from among cluster 1, 48 participants gave moderately high ratings for persistence and professional development. Nykvist and Mukherjee (2016) researched to figure out the identity of pre-

service teachers in a digital world. The methodology adopted by them for the research was a mixed method approach. They utilized Creswell and Plano Clark's (2011) definitions and core characteristics.

III. METHODOLOGY

Research Design

This is a case study in which mixed method approach was used. Both quantitative and qualitative methods were used for data collection and analysis.

Population

Total 150 pre-service teachers of B.Ed of 4th, 6th and 8th semester of Lahore College for Women University were population of study.

Sample

The data were collected from all students of 4th and 6th semester B.Ed (pre-service teachers) who have studied arts, crafts and calligraphy as a course.

Instrument

Researcher used a self-constructed questionnaire for collecting data from pre-service teachers. In self - constructed questionnaire each question prompted a response on a 5-point Likert-type scale from always to never.

The pilot study was done on a small sample size and was refined. The pre-service teachers were also observed during their practicum. Observations were done and field notes were taken during observations. Many themes were emerged from the field notes.

IV. DATA ANALYSIS AND INTERPRETATION

The possible responses to each statement were coded as always, often, sometime, seldom and never. The collected data were analyzed by using Statistical Package for Social Sciences (SPSS) 16.

Table 1

Frequencies of Demographic Variables

Demographic variables	Group	N	%
Age	18-20	61	40.7
	21-23	89	59.3
Semester	Iv	29	19.3
	Vi	102	68.0
	Viii	19	12.7

Table 2

All Variables with Frequencies and Percentages of Five Options

Variables	Options									
	Always		Often		Sometime		Seldom		Never	
	f	%	f	%	f	%	f	%	f	%
1 Video tapes help students to understand different concepts.	77	51.3	41	27.3	30	20	1	0.7	1	0.7
2 Diagrams are useful for understanding and learning of your class.	74	49.3	65	36.7	17	11.3	3	2.0	1	0.7
3 When students participate in different art activities they explore different concepts themselves.	75	50.0	49	32.7	18	18.0	7	4.7	1	0.7
4 By participating in a role play student can learn how to apply certain concepts well.	63	42	40	26.6	29	19.3	8	5.3	10	6.66

5	Teacher should prefer art activities.	50	33.3	44	29.3	47	31.3	6	4	3	2
6	Attractive bulletin board grabs the attention of students towards different information from school.	54	36	60	40	30	20	4	2.7	2	1.3
7	If mainstream curriculum is well integrated with arts it can make learning quite easy for students.	34	22.7	72	48	31	20.7	10	6.7	3	2

Field Notes of Pre-service Teachers

Seven teachers were using blackboard with different colorful chalks. Students were giving response to their teacher in a good way. Almost all teachers decorated their classroom with charts and different topics.

Five out of fifteen teachers were performed Activity of flash cards, worksheets, role play and different shapes of card was conducted by teacher during their practicum.

Eight teachers were draw diagram on board and student takes more interest in their study. Five teachers were arranging competition of arts for their student on different general science lessons.

Themes of Field Notes

Researcher making field notes of many teachers and observe them during their practicum. The developing nature about the perceptions of art work and how they interact with art course knowledge appears to be important in the final standards that future teacher score to that subject and most likely what and how they will teach through their art work. The main purpose of the field notes were that how pre-service teacher use their art course in their teaching practice. Different themes emerge at the end of study like only seven teachers were using blackboard and draw diagrams with respect to their lesson and eight teachers were not using blackboard. Almost 100% classrooms are decorated with art work by teachers.

Art work is related with the topic of curriculum or courses. Only 33% teachers encourage their class and engage them in different art activities using laptop too.53% teachers draw diagrams and using models like solar system model, greenhouse effect model etc. five teacher out of 15 were arranging art competition for the students. Only 20% teachers are those who are not utilizing their art work in their practicum but almost 80percent are well aware about their art course and utilize it in their everyday life.

Summary

This study was conducted to investigate the pre-service teacher's perception towards the art education of Lahore Pakistan. The research questions of the study were to: 1.What perceptions do prospective teachers hold toward art? 2. Which perceptions were fostered in their teacher practicum? 3. Which perceptions were challenged in their teacher education programs? These were three research questions. The study was mixed method research. The tool was developed by the researcher to investigate the perceptions of pre-service teachers toward art education and observed the pre-service teachers during their practicum and made field notes.

The tool was comprised of twenty five questions and was validated by experts' opinion. Sample of 150 pre-service teachers from the Women University Lahore Pakistan. The sample was selected using the technique of census sampling. The data were collected personally and personal on-site data collection enabled. The data were analyzed using SPSS 16 (Statistical Package for Social Sciences). Frequencies of demographic variables were calculated. The descriptive measures were used to get the sense of data. Field notes were made on the observation of pre-service teachers during the practicum. Fifteen teachers were selected conveniently within the population of this study. Different themes emerged, e.g. , almost every teacher was used blackboard, class was participated in activities with full interest, one theme is that some teachers were used their modern method of teaching.

V. CONCLUSION

The findings of the study revealed that the pre-service teachers should aware towards art. Art education becomes important now a day. Through art activities students learn better. The teacher who have studied art they teach their students very well. Teacher teaches their student through different activities. Students attract toward colorful activities. Teachers' perceptions will change when they studied art subject as a course. They improved their ways of teaching. They focused on lecture demonstration

methods, project method etc. They adopted modern methods of teaching. They become more creative after studied art subject. Different themes also emerge through field notes at the end of study.

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