

The Factors Affecting Attitudes and Academic Achievement in Art Course in Secondary School Students in Zanjan from the Perspective of Teachers

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Abstract – This study aimed to investigate the factors affecting the attitude and academic achievement in art course in secondary school students in Zanjan. This was a descriptive study. The population consisted of all art teachers (N=31). Due to limited population number, all of the teachers were selected as sample. The results showed that the content of art books did not suit the needs of students. There was significant relationship between teaching experience of teachers in art course and success of students at level 0.05. There was also a significant relationship between teachers' attitudes towards teaching art course and success of students at level 0.05. However, it was concluded that there was a significant relationship between teaching experience of teachers and their attitudes towards teaching art course and students' success.

Keywords – Academic Achievement, Attitude, Evaluation, Teaching.

I. INTRODUCTION

Due to its mixture with human nature, the art reflects the talents, interests, and abilities of individuals. It contributes in the growth and development of talents and abilities in human beings. All of individuals are under the influence of art and beauty. With proper nurturing, the capabilities can be brought from potentiality to actuality.

The education plays an important role in excellence, development, and transformation of human existence and society dimensions. One of the aspects of development is cultural development and transmission of cultural heritage to future generations. Since the art plays an important role in identifying and developing the talents and abilities of people, it may help to train creative individuals.

Some countries have had considerable efforts in the field of art education. However, it has been forgotten quite sensibly in many other countries. The art needs serious attention; but, since it does not need reading, writing, and counting, the society forgets it (Sharifi, 1998; quoted by Safari).

According to studies, many countries begin to pay attention to art from pre-school. So, the children between 2 and 5 years old benefit from pre-school education in England and often spend their time for sculpting, painting, singing, poetry, and collective games. Fortunately, the course of art is one of the training courses in elementary, secondary, and high school periods in Iran. However, unfortunately, the elementary and secondary schools which include the golden ages (7-14 years old which include golden, realism, and naturalism ages) have not been considered properly.

In his social world, a man has attitudes about individuals, groups, and ideas. These attitudes have emotional (evaluator feelings), cognitive (beliefs, knowledge, and attitudes) and behavior (tendency to specific actions) components. The emotional factors distinguish among attitude, knowledge, and belief. The individual attitudes create a coherent value system. They impact on all aspects of social behavior including membership in the groups and understanding others. They provide a framework for understanding the social environment and affect all stages of information processing. As social creatures, our behaviors are influenced by our understanding or interpretation from social environment. This means that we do not respond to others and their actions blindly. However, we use cognitive processes which to some extent determine how to respond. This process is called social cognition. The concept of social attitudes is one aspect of social recognition which has been widely studied by social psychologists. Along with other objects, we have attitudes about individuals, groups, social institutions, thoughts, and actions (Christensen, 2006).

Balladwin believes that attitude is a kind of preparation for certain attention or action. Anastazi believes that attitude is a preparation for positive or negative reaction to certain stimuli. Newcamp stated that attitude is the preparation to stimulate motivations and the preparation to act, percept, think, and feel various subjects and phenomena (Delavar, 2011).

The academic achievement is the result of continuous performance and it needs to contain different features. Each of these features plays an important role in different areas of life including academic performance. These features include intelligence, motivation, persistence, reward dependence, searching new things, and continuation (Mousavi, 2012). Regarding the factors affecting academic achievement, Tamanayifar (2010) believed that success is, on the one hand, the outcome of various abilities of individuals such as collective, mental, emotional, and social abilities and, on the other hand, the results of triggers such as interest, persistence, and reward.

The academic achievement depends on many factors including demographic, social, educational, and psychological factors. The evaluation of these factors and determining the contribution of these factors in academic success may help to determine strategies for identifying the factors lead to academic success and academic failure. This will help educational planners to improve positive influencing factors and reduce the impact of negative

factors (Sharifzadeh, 2014). A variety of indicators are used to measure academic achievement. The scores mean of learner is one of them which is widely used by researchers.

Every creative process considers perception, thinking, and imagination equally. This could well provide the balance between the mind and emotions of the child. For fostering the artistic creativity of children and adolescents, the necessary facilities should be prepared to develop their abilities. The little time and expectations of students to learn more and better are not the only problems of art teaching. Many of the problems of teaching art in schools are due to the defects in educational books and old educational policies.

Looking at art education in secondary school education system, it can be found that there has been not developed a curriculum as a written document to teach art in this period (Kazempour, 2009). Therefore, considering the important impact of art teaching on secondary school students which may help them to develop their understanding of art, this study aims to investigate the factors affecting the attitude and academic achievement in art course in secondary school students in Zanjan.

II. METHODOLOGY

This was a descriptive study. The population consisted of all art teachers (N=31). Due to limited population number, all of the teachers were selected as sample.

Table 1: Distribution of art teachers in areas 1 and 2 in Zanjan for both sexes

Total	Male	Female	Gender
			Areas
16	10	6	One
15	8	7	Two
31	18	13	Total

According to above table, 31 teachers were teaching art in Zanjan (Female=13, Male= 18, Area 1=16, Area 2=15).

Research tools:

In this study, a researcher made questionnaire with 30 questions was used to investigate the attitudes.

Validity:

To determine the validity of questionnaire, first, many questions were provided according to studies were conducted in this area. Then, the questionnaire was distributed among a number of university professors,

experts, and heads of art in Education system. Then, the questions with ambiguity were removed to determine the face validity and final questionnaire was developed.

Reliability:

The reliability was calculated based on Cronbach's alpha index.

$$\alpha = \frac{30}{29} \left(1 - \frac{27.083}{221.42} \right) = .84$$

Findings:

Hypothesis 1: There is relationship between teaching art experience of teachers and students' success.

The question 3 in demographic part of teachers' questionnaire is related to hypothesis (1).

Table 2: The correlation between art teaching experience of teachers and students success in this lesson

		Score of art course	Art teaching experience
Score of art course	Pearson correlation	1	.72
	The significance level of relationship	.	.0002
	N	16	16
Art teaching experience	Pearson correlation	.72	1
	The significance level of relationship	.0002	.
	N	16	16

The results in Table 2 show that the correlation between art teaching experience of teachers and success of students in art course is 0.72. There were also significant relationship between these two variables (P<0.05). With 95% confidence, this hypothesis was confirmed that the more the experience of art teacher at the course, the success of students will be more at art lesson.

Hypothesis 2: There is relationship between the attitudes of teachers toward teaching art and students' success.

The questions 1-7 in teachers' questionnaire are related to teachers' attitudes.

Table 3: The correlation between teachers' attitudes towards teaching art and success of students

The attitude of teachers toward art course	The score of art course		
.78 .0035 16	1 .78 .0035 16	Pearson correlation	The score of art course
		The significance level of relationship	
		N	
1 .78 .0035 16	.78 .0035 16	Pearson correlation	The attitude of teachers toward art course
		The significance level of relationship	
		N	

The results in Table 3 show that the correlation between attitude of teachers and success of students in art course is 0.78. There were also significant relationship between these two variables ($P < 0.05$). With 95% confidence, this hypothesis was confirmed that the more positive the

attitude of teachers toward the course, the success of students will be more at art lesson.

Hypothesis 3: There is relationship between the dedicated time to teach art course and students' success.

The questions 8-13 in the questionnaire are related to this hypothesis.

Table 4: The correlation between dedicated time to teach art course and success of students

Dedicated time to teach art course	The score of art course		
. /69	1	Pearson correlation	The score of art course
. /0021	.	The significance level of relationship	
16	16	N	
1	. /69	Pearson correlation	Dedicated time to teach art course from the perspective of teachers
.	. /0021	The significance level of relationship	
16	16	N	

The results in Table 4 show that the correlation between dedicated time to teach art course and success of students in this course is 0.69. There were also significant relationship between these two variables ($P < 0.05$). With 95% confidence, this hypothesis was confirmed that the

more time is dedicated to art course, the success of students will be more at art lesson.

Hypothesis 4: There is relationship between facilities and equipment of teaching art and students' success.

The questions 14-21 in the questionnaire are related to this hypothesis.

Table 5: The correlation between art teaching facilities and success of students in this course

Teaching art facilities	The score of art course		
. /72	1	Pearson correlation	The score of art course
. /0025	.	The significance level of relationship	
1	. /72	Pearson correlation	
.	. /0025	The significance level of relationship	Teaching art facilities from the perspective of teachers
16	16	N	

With 95% confidence, this hypothesis was confirmed that the more the facilities of teaching art course, the success of students will be more at art lesson.

Hypothesis 5: There is relationship between teachers' familiarity with teaching and evaluation methods and students' success.

The questions 22-30 in the questionnaire are related to this hypothesis.

Table 6: The correlation between teachers' familiarity with teaching and evaluation methods and success of students in this course

Teachers' familiarity with teaching methods	The score of art course		
. /65	1	Pearson correlation	The score of art course
. /0002	.	The significance level of relationship	
16	16	N	
1	. /65	Pearson correlation	Teachers' familiarity with teaching methods
.	. /0002	The significance level of relationship	
16	16	N	

The results in Table 6 show that the correlation between teachers' familiarity with teaching methods and success of students in this course is 0.65. There were also significant relationship between these two variables ($P < 0.001$). This hypothesis was confirmed that the more teachers' familiarity with teaching methods, the success of students will be more at art lesson.

III. CONCLUSION

The results of first hypothesis confirmed that there is relationship between teaching experience of teachers and success of students. The statistical analysis of question 6 in first part of the questionnaire and the scores mean of each teacher in art class showed that the calculated correlation coefficient in this hypothesis (0.72) was direct and positive.

The results of second hypothesis confirmed that there is relationship between attitude of teachers toward art course and success of students. The statistical analysis of questions 1-7 in the questionnaire showed that the calculated correlation coefficient in this hypothesis (0.78) was direct and positive.

The results of third hypothesis confirmed that there is relationship between dedicated time to teaching art course and success of students. The statistical analysis of questions 8-13 in the questionnaire showed that the calculated correlation coefficient in this hypothesis (0.69) was direct and positive.

The results of fourth hypothesis confirmed that there is relationship between facilities of teaching art course and success of students. The statistical analysis of questions 14-21 in the questionnaire showed that the calculated correlation coefficient in this hypothesis (0.72) was direct and positive.

The results of fifth hypothesis confirmed that there is relationship between familiarity of teachers with art teaching methods and success of students. The statistical analysis of questions 22-30 in the questionnaire showed that the calculated correlation coefficient in this hypothesis (0.65) was direct and positive.

However, it is recommended that more attention is paid to factors affecting teaching (teachers, students, and families). The art education may be promoted to explain the place and importance of art course. The inter-organizational training may be suit able for teachers to increase their knowledge in this regard.

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