

Elementary School Teachers Perception Toward Dance Education



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ABSTRACT

Background/Purpose: Teachers' perception about the value of dance in school is an important factor influencing the amount of time and resources allocated to dance education. Understanding the value and importance toward dance education might provide the underlying information necessary for teacher education and policy making for dance education. The purpose of the study was to examine the value and importance that elementary school teachers attach to dance education relative to other subjects in the school curriculum.

Method: The participants were 841 teachers of 45 elementary schools located in Seoul metropolitan area and Kyonggi province in Korea. The study sample reflects 1.17% of all elementary school teachers in the sampled areas. The importance of dance education was evaluated by making comparisons with other subjects in the school curriculum by teachers' gender, age level, and teaching grade of students. MANOVA was used to analyze the data with an alpha level set at .05.

Analysis/Results: The means of the importance ratings for the 11 elementary school subjects appeared statistically significant difference, $F(10, 831) = 172.23, p < .001, \eta_p^2 = .68$. The means of the importance ratings for those appeared statistically significant difference between teachers' gender $F(11, 829) = 4.43, p < .001, \eta_p^2 = .06$, between age level, $F(11, 829) = 2.09, p = .019, \eta_p^2 = .03$, and between upper and lower teaching grade of students, $F(11, 829) = 2.43, p < .006, \eta_p^2 = .03$. Elementary school teachers had positive perception toward dance education, but they generally ranked Korean language, mathematics, and physical education in the top three and English, vocational arts, and dance education in the bottom three. This ranking, however, was very uniform across teachers' gender, age levels, and teaching grade. Teachers felt that dance education was important to improve and develop the students' physical (86.6%), socio-psychological (31.8%), and intellectual behaviors (94.4%).

Conclusions: The conclusions drawn from the result are 1) elementary school teachers perceive the importance of dance education to be very low compared with other subjects and 2) teachers who have high perceptions regarding the importance of dance education are more than 40 years of aged, female, and those who teach lower grade of students at present.

Keywords: elementary school teacher, perception toward school curriculum, dance education

INTRODUCTION

● The dance education curriculum recognizes that all students have the right to an arts education as a fundamental part of basic education. Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance. Education in the arts has been found to have a positive effect on both student motivation and academic performance (Hanna, 1992).

● Dance is taught as an activity included in the physical education curriculum both in Korea and US. It is recognized as an art form comparable to music, drama, and the visual arts, and equally worthy of study (Carter, 1984). Nevertheless, only 14 school hours are allocated to dance teaching among total 102 school hours for physical education curriculum. It has been observed that dance is experienced the least of all the art forms in the State (Dimondstein, 1990). In a survey of 919 elementary school teachers, those who touched fully 14 hours allocated for dance curriculum were only 6.3% (Hwang & Hwang, 2007).

● Teachers' perception about the value of dance in school is an important factor influencing the amount of time and resources allocated to dance education. Understanding the value and importance toward dance education might provide the underlying information necessary for teacher education and policy making for dance education.

PURPOSE

The purpose of the study was to examine the value and importance that elementary school teachers attach to dance education relative to other subjects in the school curriculum.

METHODS

● The participants were 841 teachers of 45 elementary schools located in Seoul metropolitan area and Kyonggi province in Korea. The study sample reflects 1.17% of all elementary school teachers in the sampled areas.

● The importance of dance education was evaluated by making comparisons with other subjects in the school curriculum by teachers' gender, age level, and teaching grade of students. MANOVA was used to analyze the data with an alpha level set at .05.

RESULTS

Table 1 Teachers' Perception of the Importance of 11 Elementary School Subjects

	Total (N=841)			Gender						Age					
	M	S	Rank	Male(N=115)			Female(N=726)			<40 (N=424)			40≤ (N=417)		
				M	S	Rank	M	S	Rank	M	S	Rank	M	S	Rank
1 Korean	3.89	.32	1	3.88	.37	1	3.90	.32	1	3.89	.34	1	3.90	.31	1
2 Social study	3.60	.51	5	3.57	.57	5	3.61	.50	5	3.62	.52	5	3.58	.50	5
3 Math	3.79	.42	2	3.76	.50	3	3.79	.41	2	3.81	.42	2	3.76	.43	2
4 Science	3.65	.50	4	3.63	.55	4	3.66	.49	4	3.65	.51	4	3.65	.48	4
5 Moral	3.52	.70	6	3.38	.84	7	3.54	.67	6	3.46	.73	8	3.58	.65	6
6 Home economic	2.96	.77	10	2.92	.85	10	2.96	.76	10	2.94	.81	10	2.98	.73	10
7 English	3.57	.69	9	3.34	.82	9	3.38	.66	9	3.42	.66	9	3.32	.70	9
8 Physical ed	3.73	.46	3	3.85	.38	2	3.71	.47	3	3.73	.48	3	3.73	.47	3
9 Dance	2.89	.74	11	2.70	.81	11	2.92	.72	11	2.85	.76	11	2.94	.70	11
10 Music	3.50	.56	7	3.49	.58	6	3.50	.56	7	3.51	.57	6	3.49	.56	7
11 Art	3.48	.58	8	3.38	.65	8	3.48	.56	8	3.49	.59	7	3.47	.58	8
● Between subjects: $F=172.23, p<.001$			● Between gender: $F=4.43, p<.001$						● Between age: $F=2.09, p=.019$						
			● Sig dif between subjects ($p<.05$): Moral, Physical ed, and Dance						● Sig dif between subjects ($p<.05$): Moral and English						

● Analysis/Results: The means of the importance ratings for the 11 elementary school subjects appeared statistically significant difference, $F(10, 831) = 172.23, p < .001, \eta_p^2 = .68$. The means of the importance ratings for those appeared statistically significant difference between teachers' gender $F(11, 829) = 4.43, p < .001, \eta_p^2 = .06$, between age level, $F(11, 829) = 2.09, p = .019, \eta_p^2 = .03$, and between upper and lower teaching grade of students, $F(11, 829) = 2.43, p < .006, \eta_p^2 = .03$.

CONCLUSION

● The conclusions drawn from the result are 1) elementary school teachers perceive the importance of dance education to be very low compared with other subjects and 2) teachers who have high perceptions regarding the importance of dance education are more than 40 years of aged, female, and those who teach lower grade of students at present.