

**EVALUATING THE ROLE DRAWING PLAYS IN EDUCATING
PRIMARY SCHOOL CHILDREN IN THE KINTAMPO DISTRICT OF
BRONG AHAFO REGION, GHANA.**

KNUST

By

GEDEON KOFI AWUNYO

BA PUB. STUDIES (INDUSTRIAL ART)

A Thesis Submitted to the School of Graduate Studies, Kwame Nkrumah University of
Science and Technology, Kumasi, in partial fulfillment of the requirements for the degree
of

MASTER OF ARTS

(Art Education)

Faculty of Fine Art, College of Art & Social Sciences

© July 2010, Department of General Art Studies

DECLARATION

I hereby declare that this submission is my own work towards the MA and that, to the best of my knowledge it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

KNUST

GEDEON KOFI AWUNYO

(20034290)

(STUDENT)

.....
SIGNATURE

.....
DATE

NANA OPOKU-ASARE (MRS)

(SUPERVISOR)

.....
SIGNATURE

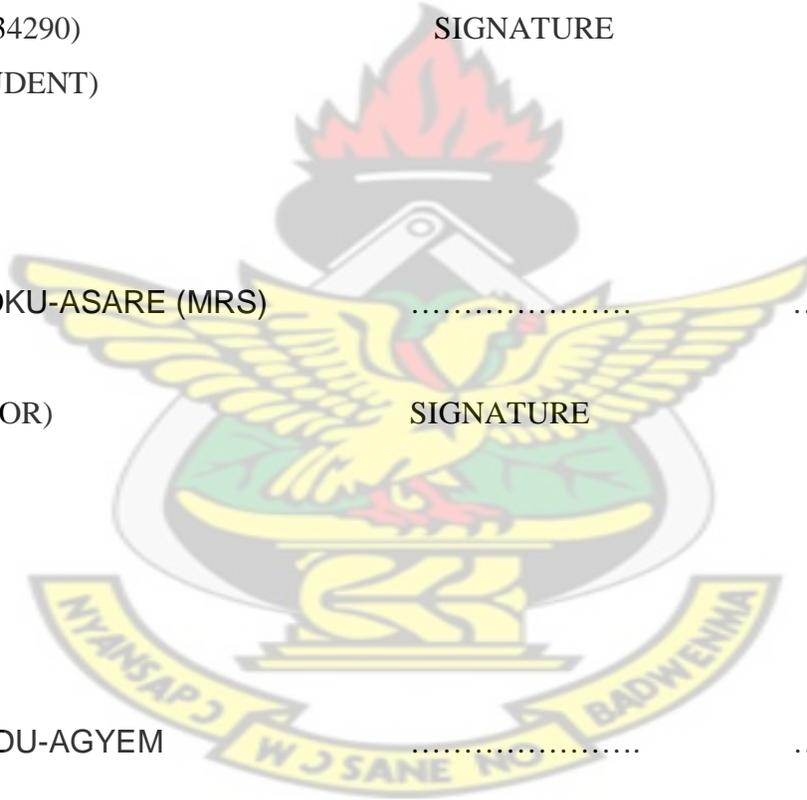
.....
DATE

DR. JOE ADU-AGYEM

(HEAD OF DEPARTMENT)

.....
SIGNATURE

.....
DATE



ABSTRACT

The study adopted the qualitative inquiry approach to investigate the role drawing plays in educating primary school children which requires the multi-method strategy including observation of real situations and in-depth interview of persons in order to solicit information to understand the issues involved. The population studied consists of 86 teachers and 190 children selected in 20 out of 119 primary schools in the Kintampo District of Brong Ahafo Region. The sampled studies are located in 11 different circuits. Information was solicited from all the circuits to have a true reflection of the real situation in the district as a whole. From the above it could be inferred that the supply of art materials to teachers as it used to be some years back is no more. The Ghana Education Service as the regulatory body for teaching and learning as well as schools management no longer supplies materials like coloured chalk, coloured pencils, sketch pads, cardboards and drawing papers for teachers to use when preparing their lessons and also for use in the classroom. Those teachers who are bent on using drawings have to use their own resources to acquire these materials. For some years now Visual Arts teachers are not seen to be up and doing. This stems from the fact that the Ghana Art Teachers Association (GATA) which used to be a very vibrant mouthpiece of Art teachers is no more and currently at the district and regional education offices nationwide, Art is placed in the hands of cultural coordinators. When this association is revived, it could go a long way to point out the wrongs of not having Art on the Primary school timetable and therefore advocate its return on the timetable. Drawing and Art works should be included on the Primary School Time Table.

ACKNOWLEDGEMENTS

I am grateful to all those who made this project a successful one, especially to the Almighty God for his Grace that has brought me this far in my academic pursuit.

Nana Afia Amponsaa Opoku-Asare (Mrs.) my supervisor has done more than she was expected to do. She took her time to read and edit the work, I am indebted to her. Her motherly guidance will forever be remembered. One word of inspiration which kept the desire to write on “Awunyo, you have every reason why you should complete this work”. May the Good Lord replenish the stock of time and resources you spent on me.

And to all lecturers of the Department of General Art Studies who in diverse ways lent their support before and during the study.

I cannot ignore the physical and moral presence of my course mates especially Mr. Humphrey Etse Abadzivor. Efo, you stayed very close.

Finally I wish to express my gratitude to my wife, Happy, and Edem and Esie, for their prayer, encouragement and moral support especially when they needed me most and I am not there. You understand that It is for **OUR SAKE!!!**

TABLE OF CONTENTS

CONTENT	Page
Title	i
Declaration	ii
Abstract	iii
Acknowledgements	iv
Table of Contents	v
List of Figure(s)	viii
List of Tables	viii
List of Plates	viii
CHAPTER ONE - INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Justification of Objectives	4
1.5 Hypotheses	4
1.6 Delimitation	5
1.7 Limitations	5
1.8 Assumptions	5
1.9 Importance of the Study	5
1.10 Library Research	6
1.11 Facilities for the Study	7
1.12 Organisation of the rest of the Chapters	7
CHAPTER TWO - REVIEW OF RELATED LITERATURE	
2.1 What is Evaluation	8
2.2 Types of Evaluation	10
2.2.1 Process Evaluation	11

CONTENT	Page
2.2.2 Outcome Evaluation	11
2.2.3 Impact Evaluation	12
2.3 Methods or Processes of Evaluation	13
2.3.1 The Evaluation Process	13
2.4 The Process of Evaluation	15
2.5 What is Evaluated	15
2.6 The Importance of Drawing in Education	16
2.7 Drawing	19
2.8 The Importance of Drawing	20
2.9 What is Education	21
2.10 Drawing in Education	23
2.11 Approaches to Education	25
2.12 Primary Education	25
 CHAPTER THREE - RESEARCH METHODOLOGY	
3.1 Research Design	27
3.2 Qualitative Research Method	27
3.3 Distinctions of Qualitative Research	29
3.4 Advantages of Qualitative Research	30
3.4.1 Natural Setting	30
3.4.2 Human Instrument	31
3.4.3 Research Roles	31
3.4.4 Description of Data	31
3.4.5 Emergent Design	32
3.4.6 Multi-Method Strategies	33
3.4.7 Inductive Analysis	33
3.4.8 Concern for Context	34
3.5 Characteristics of Qualitative Research	34
3.5.1 Population Studied	35
3.5.2 Sampling	35

CONTENT	Page
3.5.3 Stratified Sampling	36
3.5.4 Instrumentation	36
3.5.5 Questionnaire	37
3.5.6 Forms of Questionnaire	37
3.6 Validation of the Instruments	38
3.6.1 Observation	38
3.6.2 Participant and Non-Participant Observation	39
3.7 Administration of Questionnaire	40
3.8 Primary and Secondary Data	40
3.9 Data Collection Procedure	40
3.10 Data Analysis Plan	41
CHAPTER FOUR - PRESENTATION AND DISCUSSION OF RESULTS	
4.1 Presentation and Discussion of Results	42
4.2 Responses from Teachers' Questionnaire	42
4.3 Responses from Pupils' Questionnaire	53
CHAPTER FIVE - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1 Summary	61
5.2 Conclusions	62
5.3 Recommendations	63
REFERENCES	67
APPENDICES	
Appendix 1	72
Appendix 2	85
Appendix 3	89
Appendix 4	91

CONTENT

Page

LIST OF FIGURS

Fig 1: Map showing area of study	1
----------------------------------	---

LIST OF TABLES

Table 1: Teachers response to the use of drawings	43
Table 2a: How Teachers use drawings in the classroom	45
Table 2b: How Teachers use drawings in the classroom	46
Table 3: Number of Teachers who draw	49
Table 4a: Responses to how drawings are done	50
Table 4b: Responses to how drawings are done	51
Table 5: Subjects in which teachers use drawing	52
Table 6: Responses of Teachers who commission drawings	53
Table 7: Pupils response to what they like to draw	54
Table 8: Pupil response to materials they use to draw	57
Table 9: Pupils response to surfaces on which they draw	58
Table 10a: Reactions to their Teachers drawings	59
Table 10a: Reactions to their Teachers drawings	60

LIST OF PLATES

Plate 1	A teacher drawing flowers on the black board	44
Plate 2	Outline Drawing at the introduction stages of a lesson	47
Plate 3	A teachers drawing at the introduction stages of a lesson	47
Plate 4	A pupil's drawing	55
Plate 5	A pupil's drawing	56

REFERENCES

Acquah, E. K. (2007) *The Influence of the Environment on the Drawings of Children; A Case Study of Children in selected Schools in the Kumasi Metropolitan Area*. MA Thesis KNUST, Kumasi.

Ary, D. Jacobs, L. C. and Razavieh, B. (2002) *Research in Education*, 6 ed. Wadsworth Group, London.

Bailey, S. (1992) *How Schools Shortchange Girls: The AAUW Report*. New York, NY: Marlowe & Company.

Best, J. W. (1997), *Research In Education*, Prentice Hall Inc. USA.

Best, J. W., & Kahn, J. V. (1998). *Research in Education*, 8th ed. Needham Heights: Allyn and Bacon.

Blease, D. and Cohen, L. (1990), <http://www.mendeley.com/research/the-relationship-of-selfeffic...>

Bloom, B. S. (1956), [http://www.amazon.com/Taxonomy-Education Objectives-Cognitive Domain](http://www.amazon.com/Taxonomy-Education-Objectives-Cognitive-Domain).

Brenner, M. Marsh, P. and Brenner, M. (1978), *The Social Contexts of Method* New York: St. Martin's Press, 1978. (Eds.), <http://www.springerlink.com/index/H228X51261166766.pdf>

Cohen, L. And Manion L. (1995) *Research Method in Education*, 2nd ed, Hartcourt Brace and Company, USA

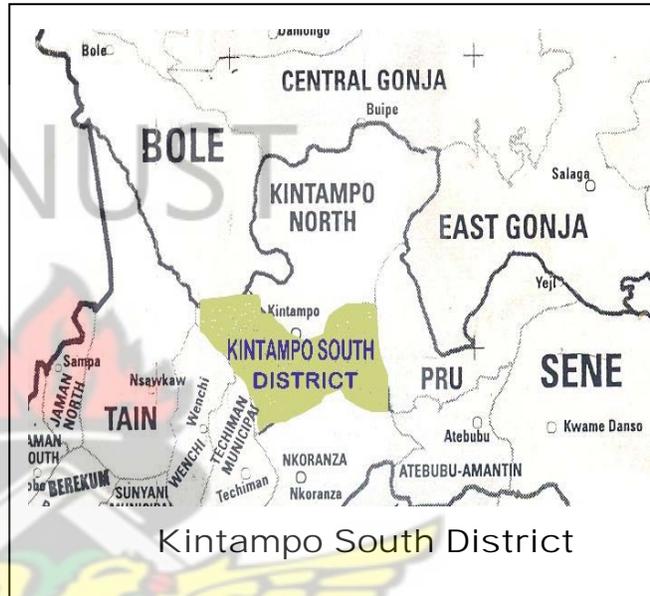
Cannel, C. F. and Kahn, R. L. (1994), *The Dynamics of Interviewing: Theory*,

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kintampo South is a district in the north-western part of the Brong Ahafo Region. It shares boundaries with the following districts: the Northern Region to the North-West, Kintampo North to the North, Pru District to the East, Nkoranza to the South and Techiman Municipality, Wenchi and Tain Districts



to the West (see Fig. 1).

Fig. 1: Map showing area of study

The District has only two Senior High Schools - Kintampo Senior High School and Jema Senior High School. Although both schools offer Visual Arts, many students are not able to draw. Holding a pencil to draw seems to be the most difficult exercise in Visual Arts lessons. It has also been observed that students in the two schools do not see any reasons for offering Visual Arts. They choose to study Visual Arts mainly because a certain number of subjects are to be offered in the Senior High Schools they attend. Further enquiries revealed that at the Junior High School level, only Catering and Sewing are taught during Pre-Vocational Skills lessons. Besides, Primary schools, which feed Junior High Schools in the district, do not teach their pupils to draw. Drawing therefore is not on the Primary school timetable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter deals with the review of literature on evaluation, children's education, use of drawing in teaching and learning.

2.1 What Is Evaluation?

Evaluation comes from the verb "to evaluate" which the WordWeb Dictionary 2.9 (www.wordweb.com) defines as forming a critical opinion of somebody or something. Procter (1996) says to evaluate is to judge or calculate the quality, importance, amount or value of (something). The definition of evaluation in the Pocket Oxford Dictionary (1994) is "assess, appraise; find or state the number or amount of something or somebody" The Encarta Dictionary (2008) also defines evaluation first as assessment of value: the act of considering or examining something in order to judge its value, quality, importance, extent, or condition and (2) as a statement of value: a spoken or written statement of the value, quality, importance, extent or condition of something.

The Macmillan English Dictionary for Advanced Learners (2006) also states that you need to evaluate data, ideas and situations and give your opinion on them, as well as just describing them. What this means is that evaluation is the process of thinking carefully about something before making a judgment about its value, importance or quality. Evaluation is also explained at www.ojp.usdoj.gov/BJA/evaluation/gu... As "the systematic collection and analysis of data needed to make decisions, a process in which most well-run programmes

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study employed the qualitative research method with questionnaire administration, observation and personal interviews to collect data on drawing situations in selected primary schools in the Kintampo district of Brong Ahafo Region.

3.2 Qualitative Research Method

Qualitative research is a method of inquiry appropriated in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed, rather than large samples.

Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only hypotheses or informative guesses. Quantitative methods can be used to verify which of such hypotheses are true. (http://en.wikipedia.org/wiki/Human_behaviour). Best (1995) has described qualitative studies as those in which the descriptions of observation is not ordinarily expressed in quantitative terms but not suggesting that numerical measures are never used, rather, other means of descriptions are emphasized. Sidhu (2003) and Tuckman (1994) explain that

CHAPTER FOUR

4.1 PRESENTATION AND DISCUSSION OF RESULTS

From the responses given to the questionnaire by respondents, it is seen that the teacher population is male dominated. Of the 86 teachers who participated in the study, 48 (representing 55.8%) were males and 38 (representing 44.2%) females. Of this number, two - a male and female - are blind. The answers given show that all the respondents understood the questions and knew what they were doing at the time.

4.2 Responses from Teachers' Questionnaire

Table 1: Teachers' response to the use of drawings

Responses	Number	Percentage (%)
Yes	74	86.1
No	9	10.5
No response	2	2.3
Both responses	1	1.2
Total	86	100

Table 1 shows that 74 (representing 86.1%) of the 86 primary school teachers sampled use drawing in teaching their lessons while only nine (representing 10.5%) do not. An example is Plate 1 which shows a lady teacher drawing on the blackboard. Two respondents (representing 2.3%) did not indicate their choices while one ticked both responses indicating that she/he may not have understood the question, does not use drawings and fear to say so or she/he was confused as to what to say in response to that question. The data implies that majority of teachers in the district see the importance of drawings in teaching. The one person who ticked both 'Yes' and 'No' might have lacked understanding of the question, had made a mistake of ticking the wrong box first and without erasing it, ticked the correct one in

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

The study points out that the primary teachers surveyed in the Kintampo district do not have drawing skills, which suggests that they would be able to teach their pupils well if they are taught to do simple drawings by themselves. The fact that the pupils like to draw also suggests that if their teachers are taught to draw, they can impart this knowledge to the pupils and in the process, give opportunity for them to enjoy their lessons. The fact that 65 or 75.6% of the study respondents said they draw their own picture materials for their lessons suggests that professional development in the Creative Arts can help these teachers to upgrade their skills to teach well and also help to deliver the Creative Arts effectively, for national development. This also will improve the teaching of Basic Design and Technology at the Junior High School.

The enthusiasm shown by pupils at the sight of art materials taken to the schools was a sign that the pupils have been introduced to drawing as indicated by their teachers but that they were not being taught with or to do drawing. This suggests that their teachers' interest in art and for that matter drawing is not enough to help these lower primary pupils to develop their talents and interest in drawing. The problem might also be the result of pupils being taught by teachers whose college education did not include drawing - since the teachers cannot draw and are therefore not able to design the right drawing activities to make their lessons interesting.