



A Study of Teachers' Perceptions of Folk Art in Teacher Education Programme

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Abstract

The aim of this research paper was to investigate teacher's perception towards Folk Art in teacher education programme. Study followed descriptive survey method using a sample of 35 B Ed students adopting purposive sampling method. Total 15 teacher trainees with language as their principal methodology and 20 having non-language principal methodology. Using self-structured questionnaire as primary source of data collection, the study found positive perception of bed teacher trainees towards Folk Art in Teacher Education. Folk song was the most preferred folk art by the student teacher. The calculated t-value 1.21 was not significant at 0.005 level hence there found no significant difference between language and non-language methodology students regarding perception of Folk Art. The study concluded with the remark that teacher education programme need to take positive approach and initiatives about adopting folk art in teaching-learning practices.

Key Words: Teacher's Perception, Folk Art, Teacher Education Programme, Folk Songs, Culture preservation and stimulating creativity.

Introduction:

Folk art is one of the oldest forms of learning in human society. Long before formal schools began, people learned through songs, stories, dance, drama, paintings and local crafts. These art forms helped children understand their language, culture, values and daily life. Learning through folk art was simple, joyful and close to real experiences. In India, every region has its own folk traditions. They reflect local knowledge, customs and social life. These traditions have been passed from one generation to another through participation and practice.

Educational thinkers have also supported learning through experience and activity. Dewey (1938) explained that meaningful learning develops from real experiences. Vygotsky (1978) also viewed social and cultural interaction as an important part of learning. These ideas support the educational value of folk art in the teaching-learning process.

Indian education has always given importance to art and culture. Ancient systems of education included music, storytelling and dramatic activities as part of learning. In recent years, educational policies have again highlighted the need to connect education with Indian culture. The National Curriculum Framework for Teacher Education (NCTE, 2009) encouraged teacher education institutions to develop cultural understanding and creative teaching practices. The National Education Policy (Ministry of Education, 2020) also recommends the integration of Indian arts, culture and local traditions into education. It encourages teachers to use local knowledge and cultural resources to make learning meaningful and enjoyable. UNESCO (2006) has also recognised arts education as an important means for improving creativity, cultural understanding and quality learning.

Teacher education programmes prepare future teachers for school education. Therefore, B.Ed. student teachers should understand how folk art can support classroom teaching. Folk songs, folk stories, folk dance and folk theatre can make lessons more interesting and increase student participation. These activities also help learners connect classroom knowledge with their own culture. Such experiences support active learning instead of only listening to lectures. Teacher education should therefore provide opportunities to understand and use folk art in classroom practice.

Although the value of folk art is recognized in educational policies, its use in many teacher education institutions is still limited. Many B.Ed. student teachers have only a few opportunities to learn how folk art can be used during teaching practice. Their views are important because they will become future teachers. Understanding their perceptions can help teacher educators improve classroom practices and strengthen teacher preparation. Therefore, the present study attempts to study the perceptions of B.Ed. student teachers regarding folk art in the teacher education programme.

Need and Significance of the Study:

Folk art is an important part of Indian culture. It carries local knowledge, traditions and values from one generation to another. It can make teaching simple, active and enjoyable. The National Education Policy (Ministry of Education, 2020) encourages the use of Indian arts, culture and local traditions in education. However, folk art is still not used regularly in many teacher education programmes. Many B.Ed. student teachers know about folk art, but they

may not know how to use it effectively in classroom teaching. Therefore, it is important to understand their perceptions. The findings of this study will help teacher educators know the present situation and identify the areas that need improvement. The study may also encourage teacher education institutions to include more folk art activities in teaching, practice lessons and curriculum. It will be useful for teacher educators, curriculum planners, educational institutions and future researchers. It may also support the preparation of teachers who can make classroom teaching more creative, meaningful and connected with Indian culture.

Objectives of the Study:

To study the perceptions of B.Ed. student teachers regarding folk art in the teacher education programme.

To study the importance of folk art in the teacher education programme as perceived by B.Ed. student teachers.

To identify the different ways in which folk art can be used in the teaching-learning process.

To compare the perceptions of language and non-language methodology B.Ed. student teachers regarding folk art.

To suggest measures for promoting the use of folk art in the teacher education programme.

Null Hypothesis

H_{01} : There is no significant difference between language and non-language methodology B.Ed. student teachers regarding their perceptions of folk art.

Operational Definitions

Folk Art

In the present study, folk art refers to the traditional art forms of India such as folk songs, folk dance, folk theatre, folk painting, storytelling and other local cultural activities used in the teaching-learning process.

Perception

In the present study, perception means the opinions, beliefs, understanding and attitudes of B.Ed. student teachers towards the use and importance of folk art in the teacher education programme.

Teacher Education Programme

In the present study, teacher education programme refers to the two-year Bachelor of Education (B.Ed.) programme designed to prepare future teachers with the required knowledge, skills and professional values.

B.Ed. Student Teachers

In the present study, B.Ed. student teachers refer to the students enrolled in the Bachelor of Education programme who are preparing themselves for the teaching profession.

Review of Literature

The importance of art in education has been discussed for many years. One of the important works was carried out by **Grauer (1998)**, who studied the beliefs of preservice teachers towards art education. The study showed that student teachers entered teacher education with different beliefs about art, and these beliefs changed through classroom learning and teaching practice. The findings highlighted that teacher education programmes play an important role in developing positive attitudes towards art education. Later, **UNESCO (2006)** recognised arts education as an important part of quality education and suggested that arts should be integrated into teaching because they promote creativity, cultural understanding and active learning. In the Indian context, **Anupama and Kiran Babu (2020)** examined the status of art education in secondary schools of Southern India. The study reported that art education had not received equal **importance** in many government schools and pointed out the need for better teacher preparation and institutional support. More recently, **UNESCO (2024)** again highlighted the importance of culture and arts education in India and recommended strengthening teacher preparation, curriculum and institutional support for integrating local arts and culture into education. A recent empirical study by **Pitri et al. (2025)** examined the perceptions of student teachers about folk art. The findings showed that student teachers recognised the cultural and educational value of folk art and supported its inclusion in teacher education, although many had limited personal exposure to it. The reviewed studies clearly show that art and folk art have educational value and should become a meaningful part of teacher education. However, very few studies have examined the perceptions of B.Ed. student teachers towards folk art, especially in the Indian teacher education context. This gap provides the basis for undertaking the present study.

Methodology -The present study used the descriptive survey method.

Population

The population of the study consisted of all B.Ed. student teachers studying in the selected College of Education.

Sample

The sample consisted of 35 B.Ed. student teachers. Five student teachers were selected from each methodology, namely English, Marathi, Hindi, History, Geography, Mathematics and Science.

Sampling Technique

The purposive sampling technique was used for selecting the sample. Five student teachers from each methodology were selected for the study.

Tool for Data Collection

A self-developed questionnaire was used to collect data on the perceptions of B.Ed. student teachers regarding folk art in the teacher education programme. The questionnaire was validated by experts in teacher education.

Statistical Techniques

The collected data were analysed by using frequency, percentage, mean, standard deviation and independent t-test. Frequency and percentage were used to describe the responses of the student teachers.

Table-1
Perception of B Ed Students Regarding Folk Art

Level of Perception	Frequency	Percentage
High	13	37.14
Moderate	17	48.57
Low	5	14.29
Total	35	

The data from table 1 shows that **17 B.Ed. student teachers (48.57%)** had a **moderate** level of perception regarding folk art. **Thirteen student teachers (37.14%)** had a **high** level of perception, while only **five student teachers (14.29%)** had a **low** level of perception. This shows that most B.Ed. student teachers had a positive perception regarding folk art.

Table-2
Significance of Folk Art in Teacher Education Programme

Particulars	Frequency	Percentage
Strongly Agree	12	34.35
Agree	16	45.71
Neutral	4	11.43
Disagree	2	05.71
Strongly Disagree	1	02.86
Total	35	100%

It is with reference to the data from table 2 that 16 student teachers (45.71%) agreed and 12 student teachers (34.29%) strongly agreed that folk art is important in the teacher education

programme. Four student teachers (11.43%) remained neutral. Only two student teachers (5.71%) disagreed and one student teacher (2.86%) strongly disagreed. This shows that most B.Ed. student teachers considered folk art important in teacher education.

Table-3

Ways of Using Folk Art in Teaching-Learning

Particulars	Frequency	Percentage
Folk Songs	29	82.86
Folk Stories	27	77.14
Folk Dance	24	68.57
Folk Theatre	21	60.00
Folk Painting	18	51.43

It is with reference to data from table 3 that folk songs were preferred by 29 student teachers (82.86%), followed by folk stories by 27 student teachers (77.14%). Twenty-four student teachers (68.57%) preferred folk dance, while 21 student teachers (60.00%) selected folk theatre. Folk painting was preferred by 18 student teachers (51.43%). This shows that student teachers preferred different forms of folk art, with folk songs being the most preferred.

Table-4

Benefits of Folk Art in Teaching-Learning

Particulars	Frequency	Percentage
Makes learning interesting	31	88.57
Increase students' participation	28	80.00
Preserves culture	26	74.29
Develops creativity	24	68.57
Improves communication	20	57.14

It is with reference to the data of table 4 that 31 student teachers (88.57%) believed that folk art makes learning more interesting. Twenty-eight student teachers (80.00%) felt that it increases student participation. Twenty-six student teachers (74.29%) believed that it helps preserve culture. Twenty-four student teachers (68.57%) reported that it develops creativity, while 20 student teachers (57.14%) believed that it improves communication. This shows that most student teachers believed that folk art has many educational benefits.

Table-5

Over all opinion regarding Folk Art

Particulars	Frequency	Percentage
Very positive	11	31.43
Positive	18	51.43
Neutral	04	11.43
Negative	02	05.71
Total	35	100%

It is with reference to table 5 that 18 student teachers (51.43%) had a positive opinion about folk art, while 11 student teachers (31.43%) had a very positive opinion. Four student teachers (11.43%) gave a neutral response, and only two student teachers (5.71%) had a negative opinion. This shows that most B.Ed. student teachers had a favourable opinion towards folk art.

Validation of Hypothesis:

H_{0 1} : There is no significant difference between language and non-language methodology B.Ed. student teachers regarding their perceptions of folk art.

Table-6

Comparison of Perception between Language and Non-Language Students

Gender	N	Mean	SD	F	t	p	Decision
Language Students	15	4.12	0.46	34	1.21	0.23	Not Significant
Non-Language Students	20	4.28	0.51				

Data from table 6 shows that the **mean score** of language methodology student teachers was **4.12 (SD = 0.46)**, while the mean score of non-language methodology student teachers was **4.28 (SD = 0.51)**. The calculated **t value** was **1.21**, and the **p value** was **0.23**, which is greater than **0.05**. This indicates that there was **no significant difference** between the perceptions of language and non-language methodology B.Ed. student teachers regarding folk art. Therefore, **the null hypothesis was accepted**.

Major Findings:

B.Ed. student teachers had a positive perception regarding folk art.

B.Ed. student teachers considered folk art important in teacher education.

Among the folk arts, B Ed. students found preferred folk songs in learning teaching practices.

Folk Art in education leave many educational benefits like making learning interesting and increase students' participation in teaching-learning process.

Students found favourable opinions towards Folk Arts in teaching-learning.

No significant difference between the language and non-language methodology students regarding folk art was observed.

Conclusion:

From the above discussion and its findings, it can be concluded that application of Folk Art in Teacher Education has positive perception. Teacher trainees' opinions also state that they like to follow various folk arts including folk songs, folk stories, folk painting and other. Study also observed different benefits by using folk art.

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