

# The Role of Painting in Preschool Education (A Case Study in Sekondi Takoradi Metropolis, Ghana)

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## Abstract

Painting as a vocation started far back as prehistoric era, where early man used it to enhance their painting expedition. As a vocation in our part of the world (Ghana), its impact is less felt through practices such surface preparation, brushing, spraying and more importantly in education. In contemporary world, painting has become a vocation where its significance in nation development cannot be over emphasized. The study recognizes the crucial role the vocation plays in preschool education through teaching-learning materials, and aesthetic enhancement of architectural structures. This study seeks to evaluate the role painting plays in preschool education. The study further seeks to assess job opportunities for painters through the teaching-learning materials in preschool environment. It therefore advocates the need for students to take painting as a vocation for national development. Descriptive research method based on quantitative research was adopted and this was used to describe research methodology through result discussion and findings. The results of the study indicate that, there are job opportunities for painters in preschool environment. The study concluded that, painters can generate income through the painting of interior and exterior walls of preschool structures, making of teaching-learning materials in the form of wall hangings, charts and murals for preschool betterment.

**Keywords:** painting, preschool, preschool education, teaching-learning material.

## 1. Introduction

The genesis of painting can be trace from the prehistoric era where man executed paintings on a wall surfaces inside and outside caves. According to Amenuke et al (1991) paintings were purposely made to ensure success in the hunting expedition of prehistoric men. During the renaissances era, the use of paintings were commonly seen in basilica (church). Paintings were based on religious theme or Christian mythology. Getlein (2002) opines painting as the queen of the arts in western tradition.

The significance of painting in human development today cannot be over emphasizing. Paintings are made to beautify interior and exterior space of buildings. They are also use for protection of structures such as vehicles and architecture. Offshore structures such as ships, derricks, rigs and other oil extracting equipments are painted to prevent corrosion and rusting. There are cases where paintings carry information that is educative, advertorial, therapeutic, and philosophical.

Fulcher A. et al (1998) enumerate four reasons for painting:

1. To protect the surface
2. To make the surface washable
3. To decorate the surface
4. To identify the surface

Fulcher A. et al (1998) further throw more light on the fact that to protect surface, help in surface preservation, and to make surface washable has a link with sanitation.

Ofori-Anyinam S. et al (2012) agree with Fulcher A. et al (1998) assertion and add that, painting of structures such as buildings, cars and ships are made for protection and to add aesthetic enhancement of the structure.

Amenuke et al (1991) describe painting as art of making pictures or covering a surface by paint application. They further state that decorating structure surfaces of buildings, vehicles and furniture are some benefits in painting.

Appiah (1997) defines painting as a process of illustration in which an artist makes a picture of a scene or photograph by spreading paint on a surface such as wall, paper, wood, metal or fabric.

Hodge (2008) argues that painting isn't just about recording a scene, which is what ones camera does; but it is about expressing an emotional response to the subject and conveying something of that feeling to the viewer.

Hayes (1981) is of the view that painting can be used in decorating wall of gardens, landscape and enlarges a given space. Hayes (1981) throws more light on the fact that the main objective of wall paintings is to enhance the environment.

As children are attracted to colourful object, it is desirable that their environment and their learning materials are designed and painted colourfully to attract them. This Kenneth (1968) prescribes that preschool authorities should try to provide an environment which will arouse the preschoolers interest and curiosity. He further states that teachers of preschool should find out a way of integrating art with every subject or things taught at that level.

Lowenfeld and Brittan (1982) throw more light on the fact that art is a dynamic and unifying activity with great potential for the education of children. To them, the process of drawing (scribbling), painting or constructing is a complex one in which the child brings together diverse element of his experience to make a new and meaningful whole.

According to [www.littledreamers.com/the-importance-of-painting-in-preschool/6/06/12-9:35am](http://www.littledreamers.com/the-importance-of-painting-in-preschool/6/06/12-9:35am), painting helps children use their senses, express emotion, explore process and outcomes, explore colour, and create aesthetically pleasing works and experiences. The internet source (website), further states that as a child paints both sides of the brain is engaged. Painting benefits children emotionally, mentally, physiologically and spiritually.

Read (1956) reveals that, organic development, psychomotor development, cognitive development, and language development in children can be achieved through art and play activities in preschools.

## 2. Statement of the Problem

Despite the fact that painting vocation contribute to protection and aesthetic enhancement of structures such as buildings, vehicles, aircrafts, ships and oil extracting equipments, some people do look down upon the painting profession. Others do not see the need for students to study painting at the university or polytechnic levels. There are instances where students studying painting are look down upon. Other people have the perception that, there are no job opportunities for students who study painting in Polytechnics.

The use of teaching and learning materials in all educational levels is tremendously important as they make clearer and easier the teaching-learning process. At the preschool level of education, these materials in the form of wall charts and hangings involve more children activities. They create interest in children and as the result, full participation and attention of them is gain.

Is painting contributing in preschool education through teaching-learning materials? Are there job opportunities for painters through the making of teaching materials for preschools? Do preschoolers develop their cognitive and their psychomotor skill when they draw and paint?

It is for the above reasons and questions asked that, the researchers deemed it necessary to research into the study.

## 3. Objectives

The objectives of the study are:

1. To evaluate the crucial role of painting in pre-school education.
2. To access some job opportunities for painters through the making of teaching-learning materials in pre-schools.
3. To advocate the need for painting students to explore the making of teaching-learning materials in generating income after school.

## 4. Methodology

### 4.1 Population studied

The population studied is a heterogonous one which constitutes sign writer-painters, preschool teachers, and final year painting students and painting lecturers in Takoradi Polytechnic. The entire population is in the location of Sekondi - Takoradi metropolis.

### 4.2 Sampling

It is impossible for the researchers to work with all workers in the population. An opportunity for the researchers to trim the entire heterogeneous was through sampling. The researchers adopted convenient and sample random sampling methods to trim the entire population to a workable size. Below is a table 1, showing the heterogonous population and sample size:

Table 1.

No.	Hetrogenous population	Sample size
1	Sign writer-painters	6
2	Preschool teachers	24
3	Painting students	20
4	Painting	7
Total		57

Convenient sampling was use in selecting preschools, preschool teachers, and sign writer-painters. Six (6) sign writer painter were contacted for the study. Eight preschools were selected. In each of the eight preschools selected, three teachers were contacted by the researchers for the study. Below is table 2 showing the statistical break down of preschools and preschool teachers contacted for the study:

Table 2.

No.	Name of preschool	Location	Teachers contacted
1	S.D.A preschool	Paa Grant round about	3
2	Miracle life preschool	New site	3
3	Presbyterian preschool	Effia-kuma	3
4	Pentecost preschool	New site	3
5	Naval preschool	Harbor area	3
6	Chapel hill preschool	Beach road	3
7	Young Christian preschool	Paa Grant roundabout	3
8	Ridge preschool	European hospital area	3
	Total number: 8 preschools		24

The selection of painting students and lecturers were done through simple random sampling method.

## 5. Data collecting instruments

The researchers used interviews and questionnaires.

### 5.1 Interviews

Personal interviews were conducted with sign writers (way side painters), painting students and lecturers. Views regarding the contribution of painting to preschool level of education, preschool education through painting and job opportunities for painters were obtained.

### 5.2 Questionnaire

The researchers give questionnaires to three preschool teachers in each selected preschool. The questionnaire was validated by experts who are involved in preschool and art education. Views of preschool teachers pertaining to their perception about the term painting, its contribution to preschool education and among others were obtained through the questionnaire.

## 6. Results and Discussion

Results of the study have been discussed under the following headings: sign writers (way side painters), painting students, painting lecturers, and preschool teachers.

### 6.1 Sign writers (way side painters)

Concerning their perception of the role painting plays in preschool education, five (5) sign writers-painters

representing 67 percent said painting is done to the beautification of preschool buildings and class rooms. Two (2) out of the six (6) sign writers-painters representing 33 percent said painting is used for protection of walls in preschool compound. They again added that, painting helps in the learning process through wall charts painted on walls in classrooms which serves as teaching-learning materials.

When sign writers-painters were asked whether they have been involve in painting in the form of teaching-learning materials in preschools, all the six (6) representing 100 percent said they have been involved. Concerning weather painting in the form of teaching-learning materials for preschools is a lucrative business or not, five (5) out of the six (6) sign writers-painters representing 83 percent said it is a very lucrative business, where as one (1) sign writer-painter representing 17 percent said it is not a lucrative business. Those that said it is a lucrative venture declared they charge a lot of money to beautify classrooms and preschool buildings.

Again some private schools paint their school every reopening. Others repaint drawings and other forms of teaching-learning materials on walls of classrooms every six months. The sign writer-painter who said it is not a lucrative business argued that it is a job that is not sustainable. According to him, he detests contracts that will bring him money yearly.

### 6.2 Painting students

Concerning the contribution of painting in preschool education, fifteen (15) students out of twenty (20) students representing 75 percent had no idea that painting contribute to preschool education. Three students representing 15 percent agreed to the fact that painting contribute to preschool through preschool beautification or painting of classroom and school buildings. Two (2) students representing 10 percent also agreed and added that painters most of the time paints fruits, objects and animals on walls inside and outside of school buildings to serve as learning materials for preschoolers. It is very clear that majority of student interviewees have no idea about the contribution of painting in preschool education.

### 6.3 Painting Lecturers

All the seven lecturers agreed that painting contribute to preschool education. Five(5) of them representing 71 percent said painting contributes to preschool education through beatification of school buildings, the entire compounds, painting or making of educative murals inside and outside of school buildings, painting of wall chart and wall hangings in the form of teaching-learning materials. The other two (2) representing 29 percent added that preschool children develop cognitive and psychomotor skill. They further explained that preschoolers are most of the time ask to draw and paint to sharpen their creative sensibilities.

### 6.4 Preschool Teachers

Table 3: Do you understand the term painting?

Simple size	Yes	No	I don't know
24 preschool teachers	24 (100%)	-	-

From table 3 all twenty four (24) preschool teacher respondents said they understand the term painting. Twenty two (22) respondents out of twenty four (24) representing 92 percent define painting as the use of brush and paint in covering a surface such as wall of buildings. The other two respondents representing 18 percent explained painting in an artistic sense. They gave examples such as landscape, market scene, and mural painting on walls of buildings.

Table 4: Does painting contribute to preschool education?

Simple size	Yes	No	I don't know
24 preschool teachers	24 (100%)	-	-

According to table 4, all the twenty four (24) respondents representing 100 percent agreed that painting contribute to preschool education.

Table 5: Areas in preschool that painting plays a role best

Simple size	Beautification of school buildings and classrooms	Cognitive and psychomotor development of preschool children	Beatification of school buildings, classrooms and teaching-learning materials	I have no idea
24 preschool teachers	4 (17%)	5(21%)	15(62%)	-

From table 5 fifteen (15) respondents representing 62 percent agreed painting plays a role in beautification of school buildings, classrooms and teaching-learning materials. Five (5) respondents representing 21 percent believes painting plays a role best in cognitive and psychomotor development of children in preschool. Four (4) respondents representing 21 percent agreed painting plays a role best in school building beautification and painting of classroom.

Table 6: Do you have teaching-learning materials made of painting in your school?

Simple size	Yes	No	I don't know
24 preschool teachers	22 (92%)	2(8%)	-

According to table 6, twenty two (22) out of twenty four (24) respondents representing 92 percent said they have teaching-learning materials made of painting in their schools. Two (2) respondents representing 8 percent said there are no teaching-learning materials made of painting in their schools. It could be ascertain from table 6 that a greater number of preschool teachers have teaching-learning materials made of painting in their schools.

Table 7: Do preschoolers draw and paint as part of their training in your school?

Simple size	Yes	No
24 preschool teachers	21 (87.5%)	3(12.5%)

From table 7, twenty one (21) out of the twenty four (24) teacher respondents representing 87.5 percent said preschoolers draw and paint as part of training in their school. Three (3) respondents representing 12.5 percent answered in the contrary. It could be deduced from table 7 that, some preschools train preschoolers to draw and paint.

Table 8: Do you agree that preschoolers develop their cognitive, psychomotor and creative sensibilities when they draw and paint?

Simple size	Yes	No	I don't know
24 preschool teachers	24 (100%)	-	-

It could be ascertain that from table 7 that all twenty four (24) respondents representing 100 percent agreed with the assertion that cognitive, psychomotor and creative sensibilities are develop in preschoolers when they draw and paint.

## 7. Main findings of the study

The following are findings of the study:

- Majority of sign writers/painters see painting as a lucrative business in preschool environment.
- A greater number of student interviewees did not know that there are job opportunities for painters in preschool environment.
- Painting plays a significance role in preschool education through the following:
  - = Teaching- learning.(Illustrations on walls of school buildings; inside and outside)
  - = Enhancement of school buildings. Thus, protection and beautification of wall surface inside and outside of classrooms.
  - = Development of cognitive, psychomotor and creativity in preschool children.
- All painting lecturer interviewees and all preschool teacher respondents agree that painting plays an important role in preschool education.

## 8. Conclusion

The data collected during this research unearthed the significant role of painting in preschool education. It was

discovered through the study that there are job opportunities for the painter in preschool environment. These, a greater number of students' interviewees were not previewed to. The research also bring to light painting in preschool environment that serve as teaching –learning materials, structural painting that enhance and protect walls of school buildings. The research revealed the fact that preschool children develop cognitive, psychomotor and creative sensibilities when they draw and paint.

## 9. Recommendations

Based on the results and findings obtained, the researchers have made the following recommendations:

- Lecturers in the Department of Painting through management of Takoradi Polytechnic should organize periodic workshops and seminar programmes to sensitize painting students on carrier opportunities in the field of study.
- Lecturers are to encourage painting students to embark on project research in the area of preschool environment. This will help interested students to develop jobs and generate income after school.
- The department should motivate students to think outside the box, research and explore grey areas out of studio to other viable areas in painting profession. This will expose them to creativity in job creation and carrier development.
- Again, the department ought to embark on another research area in preschool environment where paintings which serve as teaching-learning materials will be evaluated for the betterment of preschool education

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