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Full Length Research Paper

Examining the relationship between empathy for others and self-compassion in college students

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This study examined the correlation between self-compassion and empathy for others in college students in order to better inform clinical work and outreach programming in university counseling centers. Preliminary analyses indicated that gender identity was a confounding variable; therefore, the main analyses were run distinctly for male and female identified participants. There was no important association between self-compassion and empathy for female identified participants. There was an important connection between self-compassion and empathy for others for male identified participants, indicating that higher self-compassion was linked to lower empathy for others. Possible explanations along with recommendations are given.

Key words: Empathy for others, self-compassion, college students.

INTRODUCTION

The study of empathy continues to develop, in part due to the increasing field of social neuroscience and the technological advancement that enhance studying neural based empathy (Rueckert et al., 2011). Empathy is the capability to take in other people's perspective, and to be able to understand and be aware of their feelings, thoughts, and experiences. Perry et al. (2013) state that empathy is a multi-dimensional construct that has both cognitive and emotional reactions to events experienced by others. Emotional empathy is the inclination to feel what another person feels, while cognitive empathy is the understanding and knowledge of the thoughts and emotions of others without feeling same (Rueckert et al., 2011).

Given that empathy involves the awareness of other peoples' experiences, it is not surprising that it has been

connected to the social and reasoning abilities of emotional intelligence, perspective taking, and self-realization (Taylor et al., 2013). These skills are important for developing and maintaining relationships with others, especially for college students who are forging new social networks and connections. Carlo et al. (2012) found that empathy mediates the relationship between connection with peers and prosocial behavior in college students. Thus, it seems that empathy is important for college students and their interpersonal functioning. This connection is important since perceived social support in college students has been linked to experiencing less mental health difficulties and more resilience to cope with stressful situations (Taylor et al., 2014).

Compassion and empathy have been linked in the literature, where the constructs have been shown to be

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related to, but also different from, one another. Brill and Nahmani (2017) talk about an empathic attitude as being the ability to “be with,” while compassion is to “suffer with.” They focus on the mental element of empathy (that is, how it is an understanding of others’ emotions), while compassion encompasses the whole (emotion, awareness, and action) with the focus on associating with the suffering other (Brill and Nahmani, 2017). Birnie et al. (2010) further distinguish between empathy and compassion by stating while both involve understanding others’ intellectual and emotional suffering, compassion adds the desire to reduce the suffering noticed.

While compassion for others involves understanding and alleviating their suffering, self-compassion encompasses having concern for one’s own pain and viewing one’s difficulties with understanding, nonjudgment, and knowledge that struggle is common to life (Neff, 2003). Further, Neff (2003) describes self-compassion as an emotional guideline plan, where negative feelings are seen as common to all humans. In essence, self-compassion is recognizing that mistakes and challenges are part of human beings and that everyone, including oneself, merit compassion (Neff, 2003).

Self-compassion is connected to interpersonal operations in college students. For instance, self-compassion in college students is positively related to effective interpersonal problem-solving behavior and inversely related to a negative approach to solving problems (Arslan, 2016). Additionally, in a study in which college students were asked to reflect on a situation of relational conflict, higher self-compassion was linked to higher tendency to give in and lower tendency to subsume their needs, plus higher relational well-being (Yarnell and Neff, 2013). Although it seems logical for a positive connection to exist between self-compassion and empathy for others, the limited literature has been varied. For instance, while Birnie et al. (2010) observed that self-compassion was connected to empathy positively, Wei, Wei et al. (2011) did not find a significant relationship. Wei et al. (2011) postulated that their explanation of empathy, not including the elements of common humanity and mindfulness of self-compassion, may have contributed to this lack of relationship. It may also be suggested that those who have high self-compassion could be equally nice to others as they are themselves, while those with low self-compassion tend to be nicer to others than to themselves (Neff, 2003). Thus, those with low self-compassion can be empathetic like those with high self-compassion (Wei et al., 2011).

Low self-compassion is related to mental suffering in college students, including depression (Neff, 2011), sadness, anxiety, anger, and embarrassment (Leary et al., 2007). Self-compassion is a significant mediator between negative life experiences and suicidal tendency, as indicated by depressive sighs and suicidal actions

(Chang et al., 2016). As the distress levels of college students continue to rise and university counseling centers struggle to meet these demands, it is important to reexamine and develop resources that better meet the mental health needs of these college students. The aim of the current work is to further examine the association between self-compassion and empathy for others in college students in order to better inform not only clinical work in university counseling centers, but also to improve their outreach programming.

METHODS

Participants

323 students from a mid-size government university in the northeastern United States participated in this study, from whom data were obtained. Their age on average was 18.95 years ($SD = 2.49$), ranging from 17 to 47 years. They were identified as female (221; 68.4%), male (96; 29.7%), transgender (1; 0.3%), gender neutral (3; 0.9%), and gender fluid (2; 0.6 %). They identified their ethnicity as: 3 (0.9%) African, 32 (9.9%) African American or Black, 14 (4.3%) Asian American or Pacific Islander, 238 (73.7%) Caucasian/Non-Hispanic, 19 (5.9%) Hispanic or Latino (a), 1 (0.3%) Native American, 2 (0.6%) biracial, 7 (2.2%) multiracial, and 7 (2.2%) “Other.” They identified their sexual orientation as heterosexual (298, 92.3%), gay/lesbian (6, 1.9%), bisexual (11, 3.4%), questioning (5, 1.5%), and “other” (3, 0.9%). Two-hundred and twenty-one (68.4%) classified themselves as 1st year, 62 (19.2%) as 2nd year, 25 (7.7%) as 3rd year, 12 (3.7%) as 4th year, and 3 (0.9%) as 5th year.

Measures

Demographic questionnaire

All the participants were asked to fill in a demographic questionnaire, developed for this study. The questionnaire contains the participants’ age, gender identity, sexual orientation, year in school, and racial/ethnic background.

Self-Compassion Scale (SCS) Neff (2003) is a 26-item self-report consisting of six subscales used for the measurement of global self-compassion dimensions: Mindfulness, Self-Kindness, Over-Identification, Common Humanity, Isolation, and Self-Judgment. A 5-point Likert scale was used to rate the items: 1 (almost never) to 5 (almost always). A lot of the items are reverse-scored; scores of the item are totaled to get a global self-compassion score, in which higher scores indicate greater self-compassion. Neff (2003) showed that the SCS had good convergent and discriminant validity proven by the great negative relation with self-criticism (-0.65) measures and great positive relations with social connectedness measures (0.41) as well as with the Repair (0.55) and Clarity (0.43) subscales of the Trait Meta-Mood Scale, for assessing emotional intelligence. Test–retest reliability for the SCS was 0.93 for more than 3 weeks (Neff, 2003). The SCS internal consistency was 0.92 (Neff, 2003), but was 0.91 in this work.

The Basic Empathy Scale (BES); Jolliffe and Farrington (2006) is a 20-item self-report measure with two factors: Cognitive Empathy (9 items) and Affective Empathy (11 items). The Cognitive Empathy subscale is related to understanding the reason an individual has a kind of emotion (for instance, “I can explain my friend’s happiness

when she/he does something well"); the Affective Empathy subscale shows how other people's emotions are expressed (example, "When close to a friend who is not happy, I always feel unhappy"; Carre et al., 2013). A 5-point Likert type scale was used to rate the items: 1 (Strongly Disagree) to 5 (Strongly Agree). The sum of the ratings for cognitive empathy items and affective empathy items yielded cognitive and empathy scale scores, respectively. The sum of the two subscales yielded a total empathy score. The BES has convergent validity with measures of perspective taking, alexithymia, and openness (Jolliffe and Farrington, 2006). For reliability, internal consistency estimates range from 0.79 for BES Cognitive empathy to 0.85 for affective empathy (Jolliffe and Farrington, 2006). The BES's internal consistency was 0.82 in this work.

Procedure

This work was accepted by the institutional review board of the university. Solicitation for respondent occurred via psychology courses that made participating in research compulsory. Students selected from different works that they can participate in order to fulfill their requirement. The data were collected and stored online through a secured survey website. Participants consented to get involved after going a consent form online and were then guided with the survey measures. After the survey, a debriefing page informed participants of the hypothesis, method, and logic of the study. They were not given any fund for participating in this study, though students did receive credit toward their research course requirement.

RESULTS

Preliminary analyses

Prior to analyses, one participant was removed due to an outlier score on the Basic Empathy Scale. The skewness and kurtosis values for the Self-Compassion Scale and the Basic Empathy Scale fell within the -2 to +2 acceptable range (Lomax, 2001). To test the demographic variables with likely confusing effect on the main variables, a sequence of multivariate regression analyses was done. The demographic factor was the independent factor, while the main variables were dependent in each analysis. The per comparison alpha level was set to .001 to reduce Type 1 error, while at the same time making an estimate of likely confusing impact. In these analyses, gender identity had an important association with self-compassion ($p < 0.001$) and empathy ($p < 0.001$); therefore gender identity was found to have a confounding influence on the primary variables.

Main analyses

Given these results, we broadened our overall investigation to include variations in the correlations between self-compassion and empathy based on gender identity, which necessitated removal of the six participants that did not identify as male or female due to the low sample size. A one-way between subjects ANOVA was

calculated to make comparison of the mean scores on the Self-Compassion Scale for males and females. The mean score for male participants on the SCS was 3.07 (SD = 0.594), while the mean score for females was 2.81 (SD = 0.608). There was an important effect of sex on self-compassion ($F(1, 315) = 11.804, p = 0.001$). On the Basic Empathy Scale, the mean score for male participants was 71.57 (SD = 8.78), and the mean score for females was 77.57 (SD = 7.76). With one-way between subjects ANOVA, the means on the BES were compared. Gender has significant impact on empathy ($F(1, 315) = 32.818, p < 0.001$).

A Pearson r was calculated to find the correlation between self-compassion and empathy for both the male and female groups. Based on the sample, there was no great correlation between self-compassion and empathy among female participants. There was a great correlation between self-compassion and empathy among the sample of male participants ($r = -0.225, p = 0.028$), indicating that as self-compassion increases, empathy decreases. A simple linear regression was then calculated to forecast empathy in relation to self-compassion scores, and there was a great regression equation ($F(1, 94) = 5.006, p = 0.028$), with an R^2 of 0.051.

DISCUSSION

The current work aims to further examine the correlation between self-compassion and empathy for others in college students in order to better inform not only clinical work in university counseling centers, but also improve their outreach programming. The results showed a great correlation with gender identity and self-compassion and empathy for others, which prompted the analyses for this study to be run separately for male and female identified participants. Empathy is being sensitive to individual variation, specifically variation related to gender (Schulte-Ruther et al., 2008; Yang et al., 2009; Derntl et al., 2010; Pavlova et al., 2010). Research using self-report measures has consistently and reliably found that women report having more empathy than men (Baron-Cohen and Wheelwright, 2004; Eisenberg and Lennon, 1983; Lam et al., 2012; Rueckert and Naybar, 2008; Stuijzand et al., 2016). There have been several explanations for this, some highlighting neurological variations between men and women, and the influence of gender roles (Swickert et al., 2016). Swicker et al. (2016) also suggest that age may be an influencing factor; women had higher levels of empathy than men in young adulthood, but that this gender difference starts to converge in older adults.

Female identified participants

For female identified participants there was no great

correlation relationship between self-compassion and empathy for others. One possible explanation for this result could be that regardless of one's level of self-compassion, one can still experience high levels of empathy for others. Female identified participants in this study had higher levels of empathy for others than the male identified participants, supporting past research (Baron-Cohen and Wheelwright, 2004; Eisenberg and Lennon, 1983; Lam et al., 2012) creating even less of a difference between their levels of empathy. Thus, those with high self-compassion could be equally kind to others as they are to themselves, while those with low self-compassion may be kinder to others than to themselves (Neff, 2003). It is also possible that the "traditional" gender role of women as care-giver, helper, and self-sacrificing (Swickert et al., 2016) may be strongly influencing these participants.

Male identified participants

There was a great correlation between self-compassion and empathy for others among male identified participants, indicating that as self-compassion increases, empathy for others decreases. One possible explanation for this finding could be the influence of gender roles. Research suggests that men are expected to be individualistic and competitive (Willer et al., 2015), and to care more about social dominance (Stuijzand et al., 2016). These factors do not necessarily facilitate empathic behaviors and indicate more of a focus on self than on others. Another explanation could be related to a study that involved a hypothetical situation of a person who made a mistake and needed assistance (Welp and Brown, 2013). Participants in this study who scored higher in self-compassion endorsed higher readiness to help, yet had low empathy and viewed the person as the cause of his problem. The authors considered empathy as sympathy for the other person, troubled by his situation, and anticipated distress if they were in the same situation. They noted that individuals who are not distressed by their own mistakes are unlikely to be distressed by mistakes of others, and provided two possible explanations for the lack of empathy: (1) self-compassionate participants did not appraise distress in the situation and/or (2) self-compassionate participants have less negative emotional reactivity and the situation did not meet the threshold. Clearly, there are unique nuances in the correlation between self-compassion and empathy.

Implications for counseling centers

For those that work on university campuses and in college counseling centers, this information can be quite

beneficial to both clinical practice and outreach programming. Counselors in counseling centers may want to pay particular attention to gender identity when addressing self-compassion and empathy with their students both clinically and in outreach programming and workshops. Counseling Centers may consider creating specific interpersonal therapy groups that address self-compassion and empathy based on gender identity, helping female identified students focus on building their self-compassion, while helping male identified students improve their empathy for others. These groups can pointedly acknowledge and discuss gender roles and how these roles impact our beliefs about ourselves and our relationships with others.

Outreach programming can target specific groups, like fraternities, sororities, and athletic teams, and educate them on self-compassion and empathy. Programming may also seek to educate students through their use of technology, as studies have shown that the presence of a mobile device negatively impacts empathic concern and connection with others (Misra et al., 2016). Finally, outreach programs, such as dog therapy visits, mental health awareness days, and de-stress events after a semester is completed, can help to foster connections, help students to see that they are not alone, and show students that they share a common human experience with their peers.

Limitations

There are limitations to the generalizability of the findings in this work as the data were obtained from a single institution and solely from students taking a psychology course at that university. Another limitation of the study is that those participants who identified with a non-binary gender identity were removed from data analyses due to a low sample size. It will be important for future research to include a more diverse sample and further examine the relationship of empathy for others and self-compassion in those who identify with a non-binary gender identity. Also the use of self-report procedures, which could be controlled by social desirability bias, reference bias, and response bias is a limitation of the study.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

An investigation of fine arts students' attitudes towards art education based on some variables

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The purpose of the present study is to examine fine arts students' attitudes towards art education based on some variables. The data were collected through the "Attitude Scale towards Art Education" developed by Ayaydin and Kurtuldu and "Personal Information Form" developed by the researcher. Cronbach's alpha reliability coefficient of the 32-item-scale is .90. The research consists of 234 students in the Art Teaching and Music Education Department, Faculty of Education, Fine Arts Education, Adnan Menderes University in 2017-2018 academic year. In the study, a descriptive screening model was used. Statistical analyses were performed using SPSS Version 21. Since the data were not normally distributed, differences between the groups were analyzed with the Mann-Whitney U test for comparison of 2 groups and the Kruskal-Wallis test for comparison of more than 2 groups. It was found that participants' attitude scores significantly varied with their gender, grade level, department, mothers' educational level, parents' income level and their frequency of attending art events. On the other hand, their attitude towards art education did not significantly vary based on the type of high school they graduated from, fathers' educational level, long-time neighborhood, employment status and whether or not receiving scholarship

Key words: Art education, attitude, art teaching, music education.

INTRODUCTION

Art is a phenomenon from which people perceive the world aesthetically. Art can be recognized in every moment of a human life. Humans can see it in a morning breakfast plate or in their clothes (Brommer and Horn, 1985; as cited in: Mercin and Alakuş, 2007). Since the evolution of mankind, art has been defined in various ways. It would be useful to touch some definitions of art to elicit further understanding of this discourse. Schiller defines art as a "path to freedom and self-actuality". For Read, art "provides a governing mechanism for life; without art, all living creatures lose their balance. They

are faced with social and spiritual confusion" (as cited in Artut, 2001: 19). Art helps individuals to balance and organize their emotional world. On the whole, many people officially attend art classes in their first years at school.

Art education has many functions: "(a) helps individuals understand their history, country and express their beliefs, (b) raises awareness of senses such as seeing, hearing and tasting, (c) teaches moral values to individuals, (d) raises individuals who respect freedom of speech (e) helps individuals develop set of values

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(Mercin and Alakuş, 2007). In other words, art is an effective language which allows individuals to learn their history by means of an aesthetic eye or a language and to construct their own perspective. Because primary function of art is to help people understand who they are and what they believe in (Anderson, 2003), a high quality art education can be realized through understanding the importance of art education, contemporary curriculum, qualified teacher, adequate course hours and suitable environment (Buyurgan and Buyurgan, 2012).

In Turkey, art education programs are offered by conservatories, fine arts high school and universities. The current study dwells on art education in universities. Fine art departments of universities delivering vocational education have two majors: art teaching and music education. Both majors receive students through a special talent examination and offer courses on art and initial teacher training program in a four-year program. In this sense, pre-service art teachers' attitudes towards art education are crucially important.

The concept of attitude is a core topic in social psychology. Allport (1935) puts forward that attitude is the most distinctive and indispensable concept in contemporary American social psychology. The concept of attitude is overwhelmingly more popular than other concepts inherent in theoretical and practical psychology. The concept of attitude cannot be associated with any kind of psychological theory. Since humans possess instincts and habits to a certain degree, the concept of attitude cannot be evaluated without discussing genetic and environmental factors. To put it simply, the term is blindly neither tied to environmentalism nor instinct theory. Attitude can also be used for individuals and wider segments of the culture. The word 'attitude' is defined in the *Turkish Language* (TDK, 2018) as "the path to follow, manner". For Ajzen (1989), attitude is a learned predisposition to respond in a consistently favorable manner with respect to a given object, personality, institution or a human life. Attitude has three components which tend to be internally consistent with each other, commonly referred to as the cognitive component, affective component and behavioral component. Cognitive component involves a person's knowledge/ belief about an attitude object, affective component is a person's positive feelings about the attitude object and how a person acts or behaves about the attitude object is named as behavioral component (Inceoğlu, 1993; as cited in Tavşancıl, 2002).

Attitude has been one of the favorite topics of social psychology and, in the recent years, it has become one of the variables employed in educational studies. As highlighted in the definition of attitude, the attitude or tendency of a person to objects (training material), persons (teacher), and institution (school) has an impact on his or her academic achievement. As a person's attitude towards his education increases, his academic

achievement will increase as well. It is thus not surprising that there are plenty of researches examining the relationship between attitude and academic achievement in educational studies (Akandere et al., 2010; Özder et al., 2010; Yilmazer and Demir, 2014; Özgenel et al., 2018).

Art education distinguishes itself from other branches of education since art centers on aesthetic. On the other hand, aesthetic is like a vast sea. In other words, there is always a better and more beautiful work of art. In this respect, art teachers' attitude towards art is highly important. They should both know the importance of art in daily life and internalize it. Furthermore, art should have a vital role in their life personally. The quality of education will be poor if art teachers are not enthusiastic about art, work meticulously and enjoy it. Art inherently requires individual endeavor for long periods of time. To put it more explicitly, a pre-service teacher studying in any branches of education can achieve higher academic scores even if there is a short period to prepare for an examination. Yet, a pre-service art teacher cannot achieve higher scores under these circumstances since he or she needs to study for a longer period of time and more systematically in order to be equipped with technical and aesthetic knowledge. Therefore, art students should allocate more time for their work of art; in short, they should devote themselves to their art.

Considering the reasons mentioned before, fine arts students' attitudes towards art play a crucial role in this respect. An art teacher who does not love art, work enough and, in other words, does not devote himself or herself, cannot have a successful career. The present study intended to measure art teachers' attitudes towards art. Also, it attempted to seek how their attitudes are differentiated by their demographic features. Since it is thought that income level of pre-service music or art teachers plays a critical role in terms of accessing necessary equipment and material, demographic factors were identified with respect to the following variables : access to art (participation in art events) and personal income level (parents' income level, working condition and whether or not receiving scholarship). In the light of these, the current study seeks to identify whether fine art education students' attitudes towards art and their sub-dimension scores significantly vary by the following variables: gender, grade level, department, high school graduated from, mothers' educational level, fathers' educational level, parents' income level, long-time neighborhood, employment status and whether or not receiving scholarship and their frequency of attending art events.

METHODOLOGY

Research model

In the study, a descriptive screening model was utilized in the

research. The relational survey models are “research models which aim to describe a past or present situation, as it exists. In the screening model, the person or the object, which is the research subject, is examined in his/her/its own conditions” (Karasar, 2004: 77). To put it another way, descriptive research “seeks to explain the interactions between the situations considering the relations of present situations with previous events and conditions” (Kaptan, 1998: p.61).

Study group

The research consists of students in the Art Teaching and Music Education Department, Faculty of Education, Fine Arts Education at Adnan Menderes University. 234 students (133 females and 101 males) participated in the study, 105 of whom are enrolled in the music education department, and 129 of whom are enrolled in the art teaching department.

Data collection tools

The data were collected through the “Attitude Scale towards Art Education” developed by Ayaydin and Kurtuldu (2010) and the “Personal Information Form” developed by the researcher. “The Attitude Scale towards Art Education” is composed of 32 items and four factors. The four factors were named as follows: “The importance and Necessity of Art Education”, “The reflection of Art Education to Everyday Life”, “Personal Opinions on Art Education”, “During and After Art Education Process” and “Socialization Process in Art Education”. Cronbach’s alpha reliability coefficient of the scale is .90. The first factor includes the following items numbered 27, 20, 19, 32, 28, 23, 26, 16, 17, 29 and 9; the second factor includes the following items numbered 1, 13, 7, 3, 2, 4, 8, 25 and 6; the third factor includes the following items numbered 31, 18, 15, 30, 5, 24 and 21 and four factor includes the following items numbered 11, 22, 12, 10 and 4. We can set the following examples for each factor respectively: “I believe art education highly influences personal developments among individuals.”, “I believe art education helps me gain selectivity in art.”, and “I believe every piece of art deserves respect.” I believe group work in art education is very useful.”

Data collection tools

Data collection process took place in the Faculty of Education, Fine Arts Education at Adnan Menderes University. The researcher obtained permission from the faculty, head of department and university instructors whose lectures were scheduled in the same day and hour that the data were collected.

Data analysis

Statistical analyses were performed using SPSS Version 21. Before proceeding to further analysis, the missing values and outliers were processed. As a result, no missing values were found in the dataset. 10 participants with outliers were excluded from the study.

The dataset was separately divided into subgroups to determine which technique will be employed for the differences between variables, and correspondingly subgroups were tested to find out whether they were normally distributed. According to the variables of gender, department, type of high school graduated from, long-term neighborhood, employment status, frequency of attendance at art events and whether or not receiving scholarship, Kolmogorov

Smirnov tests revealed that there is at least one group that is non-normal ($p < 0.05$). In the same vein, Kolmogorov Smirnov and Shapiro Wilk tests also indicated that there is at least one group that is non-normal ($p < 0.05$) with respect to the variables of grade, mothers’ educational level, fathers’ educational level and parents’ income level. Considering the findings of the study, Kruskal–Wallis and Mann–Whitney nonparametric tests was employed to analyze data.

FINDINGS AND INTERPRETATION

Mann-Whitney U test was performed to identify whether the scores of attitude scale towards art education and the scores for the subdimensions “The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life” (1) “During and after Art Education Process” (2) and “Socialization Process in Art Education” (3) and “Socialization Process in Art Education” (4) yielded statistically significant differences by gender variable. Correspondingly, the results are presented in Table 1.

From Table 1, it can be seen that the scores of attitude towards art education ($U=5399.5$, $p < 0.05$) and the scores in the subdimensions, namely, the importance and necessity of art education and reflection of art education to everyday life ($U=5474.5$, $p < 0.05$), during and after art education process ($U=5597$, $p < 0.05$) show statistically significant differences by gender variable. Female students’ scores of attitude towards art education and the scores for the subdimensions, “The Importance and Necessity of Art Education and Reflection of Art Education to Daily Life,” and “During and After Art Education Process were found higher than those of males.

Furthermore, no statistically significant differences were detected in the scores of two subdimensions, namely, “Personal Opinions on Art Education” ($U=5919$, $p > 0.05$) and “Socialization Process in Art Education” ($U=5915$, $p > 0.05$) in terms of the gender variable.

Kruskal Wallis H test was used to determine whether the scores of the scale and the scores for the subdimensions, “The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life” (1) “During and after Art Education Process” (2) and “Socialization Process in Art Education” (3) and “Socialization Process in Art Education” (4) yielded statistically significant differences by grade level variable. The results are tabulated in Table 2.

It can be seen from Table 2 that there are statistically significant differences regarding the scores of attitude towards art education ($\chi^2(3)=12.212$, $p < 0.05$), during and after art education process ($\chi^2(3)=10.565$, $p < 0.05$), socialization process in art education ($\chi^2(3)=10.565$, $p < 0.05$) with respect to the grade level variable. First grade students’ attitude score and the score in the subdimension of during and after art education process

Table 1. Differences by Gender.

Parameter	Gender	N	Mean Rank	Sum of Ranks	U	p
Attitude Towards Art Education	Female	133	127.40	16944.50	5399.500	0.010
	Male	101	104.46	10550.50		
	Total	234				
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	Female	133	126.84	16869.50	5474.500	0.015
	Male	101	105.20	10625.50		
	Total	234				
Personal Opinions on Art Education	Female	133	123.50	16425.00	5919.000	0.119
	Male	101	109.60	11070.00		
	Total	234				
During and After Art Education Process	Female	133	125.92	16747.00	5597.000	0.028
	Male	101	106.42	10748.00		
	Total	234				
Socialization Process in Art Education	Female	133	123.53	16429.00	5915.000	0.115
	Male	101	109.56	11066.00		
	Total	234				

Table 2. Difference by grade level.

Parameter	Grade Level	N	Mean Rank	Chi-Square	df	p	Difference	
Attitude Towards Art Education	1 st grade	69	139.31	12.212	3	0.007	1-3	
	2 nd grade	42	121.14					1-4
	3 rd grade	57	102.,81					
	4 th grade	66	105.07					
	Total	234						
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	1 st grade	69	132.94	6.797	3	0.079		
	2 nd grade	42	119.17					
	3 rd grade	57	114.27					
	4 th grade	66	103.08					
	Total	234						
Personal Opinions on Art Education	1 st grade	69	128.42	5,363	3	0.147		
	2 nd grade	42	123.63					
	3 rd grade	57	101.60					
	4 th grade	66	115.92					
	Total	234						
During and After Art Education Process	1 st grade	69	146.59	20.659	3	0.000	1-3	
	2 nd grade	42	117.01					1-4
	3 rd grade	57	95.96					
	4 th grade	66	105.99					
	Total	234						

Table 2. Contd.

Socialization Process in Art Education	1 st grade	69	138.30	10.565	3	0.014	1-4
	2 nd grade	42	117.69				
	3 rd grade	57	108.42				
	4 th grade	66	103.47				
	Total	234					

Table 3. Differences by departments.

Parameter	Departments	N	Mean Rank	Sum of Ranks	U	p
Attitude Towards Art Education	Music Education	105	113.15	11880.50	6315.500	0.375
	Art teaching	129	121.04	15614.50		
	Total	234				
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	Music Education	105	113.64	11932.50	6367.500	0.430
	Art teaching	129	120.64	15562.50		
	Total	234				
Personal Opinions on Art Education	Music Education	105	106.27	11158.50	5593.500	0.022
	Art teaching	129	126.64	16336.50		
	Total	234				
During and After Art Education Process	Music Education	105	109.44	11491.00	5926.000	0.098
	Art teaching	129	124.06	16004.00		
	Total	234				
Socialization Process in Art Education	Music Education	105	127.90	13429.50	5680.500	0.032
	Art teaching	129	109.03	14065.50		
	Total	234				

were found higher than third and fourth grade students. First grade students also have statistically significantly higher scores in the subdimension of socialization process in art education compared to fourth grade students.

Moreover, no statistically significant differences were detected for the subdimensions, "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" ($\chi^2(3)=6.797$, $p>0.05$) and "Personal Opinions on Art Education" ($\chi^2(3)=5.363$, $p>0.05$) in terms of the grade level variable.

Mann-Whitney U test was employed to determine whether the scores of Attitude towards art education and the scores for the subdimensions, "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" (1) "During and after Art Education Process" (2) and "Socialization Process in Art Education" (3) and "Socialization Process in Art Education" (4) indicated statistically significant differences

by the department variable. The findings are reported in Table 3.

After further analysis of Table 3, it is found that the scores in the subdimension of personal opinions on art education ($U=5593.5$, $p<0.05$) and socialization process in art education ($U=5680.5$, $p<0.05$) show statistically significant differences with respect to the department variable. Art students have statistically significantly higher scores than music students for the subdimension, "Personal Opinions on Art Education", whereas music students have statistically significantly higher scores than art students for the subdimension of "Socialization Process in Art Education".

In light of the data obtained, no statistically significant differences were found in the scores of "Attitude towards Art Education" ($U=6315.5$, $p>0.05$), "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" ($U=6367.5$, $p>0.05$) and "During and After Art Education Process" ($U = 5926$,

Table 4. Differences by the Type of High School Graduation.

Parameter	Type of High School	N	Mean Rank	Sum of Ranks	U	p
Attitude Towards Art Education	Fine Arts	160	113.20	18112.00	5232.000	0.153
	Others	74	126.80	9383.00		
	Total	234				
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	Fine Arts	160	112.71	18034.00	5154.000	0.110
	Others	74	127.85	9461.00		
	Total	234				
Personal Opinions on Art Education	Fine Arts	160	112.85	18056.50	5176.500	0.121
	Others	74	127.55	9438.50		
	Total	234				
During and After Art Education Process	Fine Arts	160	112.21	17953.50	5073.500	0.077
	Others	74	128.94	9541.50		
	Total	234				
Socialization Process in Art Education	Fine Arts	160	121.45	19431.50	5288.500	0.186
	Other	74	108.97	8063.50		
	Total	234				

$p > 0.05$) in terms of the department variable.

Mann-Whitney U test was employed to determine whether the scores of Attitude towards art education and the scores for the subdimensions “The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life” (1) “During and after Art Education Process” (2) and “Socialization Process in Art Education” (3) and “Socialization Process in Art Education” (4) showed statistically significant differences by the type of high school graduation. The data are shown in Table 4.

As detailed in Table 4, the score of “Attitude towards Art Education” ($U=5232$, $p > 0.05$), the scores for the subdimensions, “The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life” ($U=5154$, $p > 0.05$), “Personal Opinions on Art Education” ($U=5176.5$, $p > 0.05$), “During and After Art Education Process” ($U=5073.5$, $p > 0.05$) and “Socialization Process in Art Education” ($U=5288.5$, $p > 0.05$) indicate statistically significant differences with respect to the type of high school graduated from.

Kruskal Wallis H test was used to identify whether the scores of “Attitude towards Art Education” and the scores for the subdimensions, “The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life” (1) “During and after Art Education Process” (2) and “Socialization Process in Art Education” (3) and “Socialization Process in Art Education” (4) demonstrated statistically significant differences by the

variable of mothers’ educational level. The results are tabulated in Table 5.

From Table 5, it is seen that the scores of “Attitude towards Art Education” ($\chi^2(3)=14.040$, $p < 0.05$), and the scores for the subdimensions, “The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life” ($\chi^2(3)=10.268$, $p < 0.05$), “Personal Opinions on Art Education” ($\chi^2(3)=9.277$, $p < 0.05$) “During and after Art Education Process” ($\chi^2(3)=12.251$, $p < 0.05$) show statistically significant differences in terms of the variable of mothers’ educational level.

With respect to the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life, personal opinions on art education, during and after art education process, students whose mothers graduated from primary schools have statistically significantly higher scores than students whose mother graduated from university.

Additionally, students whose mothers graduated from primary schools exhibit statistically significantly higher scores than those whose mother graduated from high school regarding the scores for the subdimension of during and after art education process.

As can be seen in Table 5, no statistically significant differences were found in the scores of “Socialization Process in Art Education” ($\chi^2(3)=7.317$, $p > 0.05$) with respect to mothers’ educational level.

Table 5. Differences by mothers' educational level.

Parameter	Mothers' Educational Level	N	Mean Rank	Chi-Square	df	p	Difference
Attitude Towards Art Education	Primary School	94	129.81	14,040	3	0.003	1-4
	Secondary School	50	93.37				
	High School	51	111.08				
	University	29	91.88				
	Total	224					
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	Primary School	94	127.50	10.268	3	0.016	1-4
	Secondary School	50	99.71				
	High School	51	109.40				
	University	29	91.38				
	Total	224					
Personal Opinions on Art Education	Primary School	94	127.06	9.277	3	0.026	1-4
	Secondary School	50	96.05				
	High School	51	108.93				
	University	29	99.95				
	Total	224					
During and after Art Education Process	Primary School	94	129.55	12.251	3	0.007	1-4
	Secondary School	50	100.20				
	High School	51	105.34				
	University	29	91.03				
	Total	224					
Socialization Process in Art Education	Primary School	94	114.40	7,317	3	0.062	
	Secondary School	50	101.25				
	High School	51	129.72				
	University	29	95.45				
	Total	224					

Kruskal Wallis H test was utilized to analyze whether the scores of "Attitude towards Art Education" and the scores for the subdimensions, "Attitude towards Art Education" (1), "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" (2) "During and after Art Education Process" (3) and "Socialization Process in Art Education" (4) demonstrated statistically significant differences with respect to the variable of fathers' educational level. The results are presented in Table 6.

As detailed in Table 6, the scores of "Attitude towards Art Education" ($\chi^2(3)=5.968$, $p>0.05$), the scores for the subdimensions, "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" ($\chi^2(3)=1.637$, $p>0.05$), "Personal Opinions on Art Education" ($\chi^2(3)=7.412$, $p>0.05$), "During and after Art Education Process" ($\chi^2(3)=4.608$, $p>0.05$) and "Socialization Process in Art Education" do not show

statistically significant differences in terms of fathers' educational level.

Kruskal Wallis H test was performed to analyze whether the scores of "Attitude towards Art Education" and the scores for the subdimensions, "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" (1), "Personal Opinions on Art Education" (2) "During and after Art Education Process" (3) and "Socialization Process in Art Education" (4) yielded statistically significant differences with respect to the variable of parents' income level. The results are presented in Table 7.

Table 7 presents that the scores for subdimensions, "Attitude towards Art Education" ($\chi^2(2)=9.485$, $p<0.05$), "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" ($\chi^2(2)=8.155$, $p<0.05$) and "Socialization Process in Art Education" ($\chi^2(2)=8.677$, $p<0.05$) indicate statistically

Table 6. Differences by fathers' educational level.

Parameter	Fathers' Educational Level	N	Mean Rank	Chi-Square	df	p
Attitude towards Art Education	Primary School	66	130.42	5.968	3	0.113
	Secondary School	64	116.07			
	High School	67	102.80			
	University	33	110.35			
	Total	230				
The Importance, Necessity of Art Education and Reflection of Art Education to Everyday Life	Primary School	66	123.27	1.637	3	0.651
	Secondary School	64	115.74			
	High School	67	108.79			
	University	33	113.12			
	Total	230				
Personal Opinions on Art Education	Primary School	66	132.92	7.412	3	0.060
	Secondary School	64	113.05			
	High School	67	102.22			
	University	33	112.36			
	Total	230				
During and After Art Education Process	Primary School	66	126.33	4.608	3	0.203
	Secondary School	64	120.56			
	High School	67	104.89			
	University	33	105.58			
	Total	230				
Socialization Process in Art Education	Primary School	66	117.86	0.272	3	0.965
	Secondary School	64	115.42			
	High School	67	112.29			
	University	33	117.45			
	Total	230				

significant differences in terms of parents' income level. According to the subdimension of importance, necessity of art education and the reflection of art to everyday life and socialization process in art education, students with household monthly income less than 1500 TRY scored statistically significantly higher than students with household monthly income above 1500 -3000 TRY.

No statistically significant differences were found in the scores of the following subdimensions, "During and after Art Education Process" ($\chi^2(2)=5.684$, $p<0.05$) and "Personal Opinions on Art Education" ($\chi^2(2)=5.860$, $p>0.05$) according to the variable of parents' income level.

Kruskal Wallis H test was performed to identify whether the scores of "Attitude towards Art Education" and the scores for the subdimensions, "Attitude towards Art Education" (1), "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" (2) "During and after Art Education Process" (3) and "Socialization Process in Art Education" (4) showed statistically significant differences according to the

variable of long-time neighborhood. In this respect, the results are given in Table 8.

After further analysis of Table 8, it is seen that the scores for subdimensions, "Attitude towards Art Education" ($\chi^2(2)=1.734$, $p>0.05$), "The Importance and Necessity of Art Education and Reflection of it into Daily Live," ($\chi^2(2)=3.094$, $p>0.05$) and "Personal Opinions on Art Education" ($\chi^2(2)=0.718$, $p>0.05$), " During and after Art Education Process" ($\chi^2(2)=1.971$, $p>0.05$) and "Socialization Process in Art Education" ($\chi^2(2)=0.277$, $p>0.05$) indicate statistically significant differences according to the variable of long-lived neighborhood. Education to Everyday Life"(1), "Personal Opinions on Art Education"(2) "During and after Art Education Process"(3) and "Socialization Process in Art Education" (4) showed statistically significant differences in terms of employment status. The results are detailed in Table 9.

According to the analysis of Table 9, it is observed that the scores for subdimensions, "Attitude towards Art

Table 7. Differences by parent's income level

Parameter	Monthly Income	N	Mean Rank	Chi-Square	df	p	Difference
Attitude towards Art Education	Less than 1500 TRY	71	123.59	9.485	2	0.009	1-2
	1500-3000 TRY	100	94.58				
	3500-5000 TRY	40	103.34				
	Total	211					
The Importance Necessity of Art Education and Reflection of Art Education to Everyday Life	Less than 1500 TRY	71	121.39	8.155	2	0.017	1-2
	1500-3000 TRY	100	94.50				
	3500-5000 TRY	40	107.44				
	Total	211					
Personal Opinions on Art Education	Less than 1500 TRY	71	119.67	5.860	2	0.053	
	1500-3000 TRY	100	96.88				
	3500-5000 TRY	40	104.55				
	Total	211					
During and after Art Education Process	Less than 1500 TRY	71	119.42	5.684	2	0.058	
	1500-3000 TRY	100	101.38				
	3500-5000 TRY	40	93.74				
	Total	211					
Socialization Process in Art Education	Less than 1500 TRY	71	118.82	8.677	2	0.013	1-2
	1500-3000 TRY	100	93.13				
	3500-5000 TRY	40	115.41				
	Total	211					

Education" (U=5737, $p>0.05$), "The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life" (U=5855, $p>0.05$), "Personal Opinions on Art Education" (U=5699.5, $p>0.05$) and "During and after Art Education Process" (U=5758, $p>0.05$) and "Socialization Process in Art Education" (U=5610, $p>0.05$) do not yield statistically significant differences in terms of employment status.

In an attempt to identify whether the scores of "Attitude towards Art Education" and the scores for the subdimensions, "The Importance and Necessity of Art Education and Reflection it into Daily Live,"(1) "Personal Opinions on Art Education" (2), "During and after Art Education Process"(3) " Socialization Process in Art Education" (4) demonstrate statistically significant differences in terms of receiving scholarship, Mann-Whitney U test was performed and correspondingly, the results are detailed in Table 10.

From Table 10, it is understood that the scores of attitude towards art education (U=6735, $p>0.05$), the importance and necessity of art education and reflection of art education to everyday life (U=6690, $p>0.05$), personal opinions on art education (U=6772.5, $p>0.05$), during and after art education (U=6581.5, $p>0.05$) and

socialization in art education (U=6631, $p>0.05$) do not show statistically significant differences according to whether or not receiving scholarship.

Mann-Whitney U test was used to test whether the scores of "Attitude towards Art Education" and the scores for the subdimensions, "Attitude towards Art Education" (1), "The Importance and Necessity of Art Education and Reflection it into Daily Live (2)", "Personal Opinions on Art Education (3)", "During and after Art Education Process (4)" and " Socialization Process in Art Education (4)" show statistically significant differences according to the frequency of attendance at art events. The results are tabulated in Table 11.

Further analysis of Table 11, the scores of attitude towards art (U=3558, $p<0.05$), the importance and necessity of art education and reflection of art education to everyday Life (U=3024, $p<0.05$), personal opinions on art education (U=3215.5, $p<0.05$) and during and after art education process (U=3137, $p<0.05$) demonstrate statistically significant differences in terms of frequency of attendance at art events. According to total scores of students' attitudes towards art education and the scores in the subdimensions of the importance, necessity of art education and reflection of art education

Table 8. Differences by long-time neighborhood.

Parameter	Age-Place	N	Mean Rank	Chi-Square	df	p
Attitude Towards Art Education	District	52	112.09	1.734	2	0.420
	City	58	97.08			
	Metropolitan	99	105.92			
	Total	209				
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	District	52	113.08	3.094	2	0.213
	City	58	93.78			
	Metropolitan	99	107.33			
	Total	209				
Personal Opinions on Art Education	District	52	107.45	.718	2	0.699
	City	58	99.31			
	Metropolitan	99	107.05			
	Total	209				
During and After Art Education Process	District	52	113.80	1.971	2	0.373
	City	58	97.70			
	Metropolitan	99	104.66			
	Total	209				
Socialization Process in Art Education	District	52	108.27	.277	2	0.871
	City	58	105.58			
	Metropolitan	99	102.94			
	Total	209				

to everyday live, personal opinions on art education, during and after art education process, students who attend art events once a week have higher scores than those who never attend art events.

The scores in the subdimension of "Socialization in Art Education" ($U=3902.5$, $p>0.05$) do not show statistically significant differences according to frequency of attending art events.

RESULTS

The following results were obtained regarding the first sub-problem of the research, namely, the students' attitudes towards art education according to their gender: Total scores of students' attitudes towards art education and the scores in the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life along with during and after art education process statistically varied in favor of females. However, other subdimensions (personal opinions on art education and socialization process in art education) did not statistically vary.

The following results were collected regarding the

second sub-problem of the research, the students' attitudes towards art education according to their grade: total scores of students' attitudes towards art education and the scores in the subdimensions of during and after art education process and socialization process in art education statistically varied. The total scores of first grade students' attitudes towards art education and the scores in the subdimensions of during and after art education process were found significantly higher compared to the third and fourth grade students,

Similarly, first grade students also had statistically significantly higher scores in the subdimension of socialization process in art education compared to fourth grade students. No statistically significant difference was found in the other subdimensions according to the grade variable.

According to the department variable, total scores of students' attitudes towards art education are as follows: the scores in the subdimensions of personal opinions on art education significantly varied in favor of students studying in the department of art teaching, whereas the scores in the subdimensions of socialization process in art education significantly varied in favor of students studying in the department of music education. No

Table 9. Differences by Employment Status.

Parameter	Employment	N	Mean Rank	Sum of Ranks	U	p
Attitude Towards Art Education	Yes- I do work	73	115.59	8438.00	5737.000	0.771
	No-I do not work	161	118.37	19057.00		
	Total	234				
The Importance and Necessity of Art Education and Reflection it into Daily Life	Yes- I do work	73	117.21	8556.00	5855.000	0.964
	No-I do not work	161	117.63	18939.00		
	Total	234				
Personal Opinions on Art Education	Yes- I do work	73	115.08	8400.50	5699.500	0.711
	No-I do not work	161	118.60	19094.50		
	Total	234				
During and After Art Education Process	Yes- I do work	73	115.88	8459.00	5758.000	0.804
	No-I do not work	161	118.24	19036.00		
	Total	234				
Socialization Process in Art Education	Yes- I do work	73	121.15	8844.00	5610.000	0.575
	No-I do not work	161	115.84	18651.00		
	Total	234				

Table 10. Differences by whether or not receiving scholarship.

Parameter	Whether or not receiving scholarship	N	Mean Rank	Sum of Ranks	U	p
Attitude towards Art Education	Yes, I receive	118	118.42	13974.00	6735.000	0.833
	No, I do not receive	116	116.56	13521.00		
	Total	234				
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	Yes, I receive	118	118.81	14019.00	6690.000	0.765
	No, I do not receive	116	116.17	13476.00		
	Total	234				
Personal Opinions on Art Education	Yes, I receive	118	116.89	13793.50	6772.500	0.890
	No, I do not receive	116	118.12	13701.50		
	Total	234				
During and After Art Education Process	Yes, I receive	118	119.73	14128.00	6581.000	0.609
	No, I do not receive	116	115.23	13367.00		
	Total	234				
Socialization Process in Art Education	Yes, I receive	118	119.31	14078.00	6631.000	0.678
	No, I do not receive	116	115.66	13417.00		
	Total	234				

statistically significant difference was found in the other subdimensions of the attitude scale.

It was found out that total scores of students' attitudes

towards art education and the scores in the subdimensions (the importance, necessity of art education and reflection of art education to everyday life personal

Table 11. Differences by frequency of attendance at art events.

Parameter	Frequency	N	Mean Rank	Sum of Ranks	U	p
Attitude towards Art Education	Once a week	150	112.11	16817.00	3058.000	0.002
	Never	57	82.65	4711.00		
	Total	207				
The Importance and Necessity of Art Education and Reflection of Art Education to Everyday Life	Once a week	150	112.34	16851.00	3024.000	0.001
	Never	57	82.05	4677.00		
	Total	207				
Personal Opinions on Art Education	Once a week	150	111.06	16659.50	3215.500	0.006
	Never	57	85.41	4868.50		
	Total	207				
During and after Art Education Process	Once a week	150	111.59	16738.00	3137.000	0.003
	Never	57	84.04	4790.00		
	Total	207				
Socialization Process in Art Education	Once a week	150	106.48	15972.50	3902.500	0.329
	Never	57	97.46	5555.50		
	Total	207				

opinions on art education, during and after art education process, socialization process in art education) did not statistically vary according to the type of high school graduated from.

Total scores of students' attitudes towards art education and the scores in the subdimensions of importance, necessity of art education and reflection of art education to everyday life, personal opinions on art education, during and after art education process statistically and significantly varied with their mothers' educational level. Correspondingly, students whose mother graduated from primary school showed statistically significant differences in the subdimensions of importance, necessity of art education and reflection of art education to everyday life personal opinions on art education, during and after art education process when compared to students whose mother graduated from university where the differences were in favor of student whose mothers graduated from primary school. In that vein, in comparison to students whose mother graduated from secondary school, statistically significant differences were obtained in the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life, personal opinions on art education, during and after art education process where the differences were in favor of students whose mothers graduated from primary school. Additionally, there are significant differences between the total scores of students in the subdimension of during and after art education process whose mothers

graduated high school and those whose mother graduated from primary school where the differences were in favor of students whose mothers graduated from primary school graduate.

Total scores of students' attitudes towards art education and the scores in the subdimensions (the Importance, necessity of art education and its reflection into daily life, personal opinions on art education, during and after art education process, socialization process in art education) do not statistically differentiate according to their fathers' educational level.

According to parents' income level, statistically significant differences were found regarding the total scores of students' attitudes towards art education and the scores in the subdimensions of Importance, necessity of art education and its reflection into daily life, personal opinions on art education, during and after art education process, socialization process in art education. According to the subdimension of importance, necessity of art education and its reflection into daily life and socialization process in art education, statistically significant differences were detected between the scores of students with household monthly income less than 1500 TRY and students with household monthly income 1500 - 3000 TRY where the differences were in favor of students with household monthly income less than 1500 TRY.

Total scores of students' attitudes towards art education and the scores in the subdimensions (the Importance, necessity of art education and reflection of art education

to everyday life, personal opinions on art education, during and after art education process, socialization process in art education) do not significantly differ according to their long-time neighborhood.

Total scores of students' attitudes towards art education and the scores in the subdimensions (the importance, necessity of art education and reflection of art education to everyday life, personal opinions on art education, during and after art education process, socialization process in art education) did not statistically vary with their employment status.

The results of the study revealed that total scores of students' attitudes towards art education and the scores for the subdimensions (the importance, necessity of art education and reflection of art education to everyday life, personal opinions on art education, during and after art education process, socialization process in art education) did not statistically vary with whether or not receiving scholarship.

The total scores of attitude scales and the scores in the subdimension of Importance, necessity of art education and its reflection in daily life, personal opinions about art education, during and after art education process, during and after art education process and socialization process in art education statistically significantly varied by the frequency of attendance at art events. According to total scores of students' attitudes towards art education and the scores in the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life, personal opinions on art education, during and after art education process, students who attend art events once a week had higher scores than those who never attend art events.

DISCUSSION

According to the findings obtained, total scores of participants' attitudes towards art education and the scores in the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life along with during and after art education process statistically varied in favor of females. However, it is seen that other subdimensions, namely, personal opinions on art education and socialization process in art education did not statistically and significantly vary. The fact that female participants' attitudes towards art education are higher than males might be because women are inherently much more emotional than men. While men tend to live in a more realistic world, women are emotional because of their fertility. As emotions are intertwined with each other by means of art and art is a creative outlet for emotions, women's attitude towards art education might be higher than males. Compared to men, women can more easily reflect their emotions because of their nature. When they reflect their emotions in their art

more comfortably and freely, their attitudes towards art can increase. As far as we know, no previous research has investigated the concept of attitude in art education. Considering the concept of general attitude in the literature, we see a number of studies that are consistent with the present study's findings (Pogonowski, 1985; Mizener (1993), Kadjevich, 2000; Shahriza and Hasan, 2007; Sağlam, 2008; Bulut, 2011; Dalkıran and Yıldız, 2016; Kaya, 2016; Ünal, 2017). Furthermore, some research shows that gender had no significant effect on students' attitudes towards art education (Küçük, 2012; Çevik, 2015; Bulut and Tan, 2017; Cengiz and Lehimler, 2018). With respect to the gender variable, results might vary across studies because of men and women's roles and traditions in society. The other reason might be the city structure, long-time neighborhood differences among participants. For example, people who grew up in a metropolitan city perceive women living in cities and villages in a different way. Briefly speaking, different types of women may have been taken as a role model in the sample groups.

Given the participants' results on grade variable were analyzed, we see that the total scores of attitude towards art education and the scores in many sub-dimensions are in favor of first grade students. Since first grade students have just graduated from high school, they might crave for art education. Student interested in an art branch since their childhood and want to pursue a fine-art career may not be able to devote enough time to it until their higher education because of being over-burdened with academic and homework assignments. Also, they may have lived in a place where art activities were extremely rare. They may not have gone their desired concerts and biennials. This might explain the reason why freshmen achieved higher attitude scores towards art. In sum, they might crave for art education when they begin university. On the contrary, third and fourth grade students may exhibit lower attitude towards art education because they embark on a new chapter in their lives and their vocational training will end too soon. They are on the verge of saying goodbye to student days and enter their professional life. In the meantime, they have to pass Public Personnel Selection Examination (KPSS) required to become a teacher. This may have imposed heavy burden on students and they had to leave little time for their field, and as a result they may have changed their priorities. The results of attitude researches on grade variable are consistent with the researchers conducted by Pogonowski (1985) and Sağlam (2008)'s research findings. However, there are some other studies suggesting no significant differences in terms of the grade level variable (Graham et al., 2007; Çevik, 2015; Dalkıran and Yıldız 2016; Ünal, 2017; Bulut and Tan, 2017). On the other hand, various results were obtained with respect to the grade level variable in the literature. This may arise because other schools surveyed carry out

different training programs and policies. Besides, if this study had been conducted in a fine arts high school, the participants who aimed to attend vocational training immediately after they graduated from high school would have yielded higher attitude towards art during their senior year. Therefore, the underlying reason could be because different sample groups were used in other studies.

Considering the research findings on the department variable, the scores of personal opinions on art education, one of the subdimensions of the art education attitude scale, are in favor of art teaching department. This might be because the art teaching requires more individual endeavors. The department of art teaching offers approximately 8-h- workshop in a day. Although students attend the class in group, they mostly perform their works individually. A student who works with a piece of art alone have to think by his/her own to move forward. Although the student consults with an instructor periodically and then turns back to his or her work, compared to music students, art students are more alone whilst working. Taken all together, it may not be surprising that art students scored higher than music students in the subdimension of personal opinions on art education. Another finding on the department variable is related to socialization in art education, one of the subdimensions of the scale. Accordingly, the scores of music students were found higher than art students. These results, in fact, confirm the previous finding above. Because music education is conducted with groups of 2, 3 people and more and there are many different ways of working environment regarding the art forms inherent in national and international polyphonic music education, duet, trio, quartet, playing accompaniment, choral and orchestral trainings might have made music students more socialized compared with art students. No significant difference was detected in the total scores of the scale in terms of the department variable. Considering the researches on attitude, some researches revealed significant differences according to the department variable (Terzi and Tezci, 2007; Şahin et al., 2010), whereas the department variable had no significant effect on attitude in some other researches (Demirtaş et al., 2011; Ünal, 2017).

According to another variable in the scale, mothers' educational level, total scores of students' attitudes towards art education and the scores in the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life, personal opinions on art education, during and after art education process statistically and significantly varied in favor of students whose mothers graduated from primary school compared with those whose mothers graduated from university. In such a world where professionalism is overwhelmingly promoted, it is much more difficult to survive without having a profession

compared to previous years. Living in such a fast pace age where the need for human labor has decreased and technology has made many things easier eventually brings the need for professionalism. As well as having a profession, personal development, tech skills and language skills also provide a great privilege for individuals who look for job opportunities and therefore they can have high-paying job easily and fast. We can contend that having a job is essential in terms of economic and social reasons. Parents (the participants whose mothers are primary school graduates) who suffered such a distress would very much like their children to attend university and wholeheartedly encourage their children. As a result, the participants whose mothers are primary school graduates yielded higher attitude scores than others. The research findings are consistent with the study carried out by Çeçen and Deniz (2015). In addition to it, students whose mothers graduated from secondary school have higher attitude scores and are more prone to attend a university when compared to students whose mother graduated from primary school, high school and university. The literature on attitude includes a bunch of studies that suggest mothers' educational level has no significant effect on students' attitudes (Erden, 1995; Baykara, 2008; Doğan and Çoban, 2009; Taşdemir, 2014).

According to the total scores and the scores in two subdimensions (the importance, necessity of art education and the reflection of art education to everyday life and socialization process in art education) in terms of parents' income level, it is seen that students with household monthly income less than 1500 TRY yield significantly higher scores than students with household monthly income between 1500 TRY and 3000 TRY. The participants with household monthly income less than 1500 TRY may have suffered economic hardship before and during their education. Especially art and music students have to spend more money for their equipment and tools and this may have been a challenge for them. For this reason, they might have wanted to improve their living conditions and reach financial independence earlier. In this respect, the participants with household monthly income less than 1500 TRY exhibited higher scores towards art. After analysis of the relevant literature, it is seen that there are some previous researches stating that parents' monthly income level had no significant effect on students' attitude towards art education (Gökçe et al., 2007; Kozcu et al., 2007; Kaya, 2016). We thus can contend that unique findings emerged from the current study, and as a result, the study will make a significant contribution to the literature. One possible reason why previous studies on attitude in the literature with respect to the monthly income variable did not yield significant differences is that participants are from different departments. To illustrate, monthly expenses of a pre-service mathematics teacher and art

teacher are different from each other. For this reason, participants studying in departments which demand high education costs and those who face hard financial times may want to graduate from the university as soon as possible and thereby reach financial independence earlier.

The last variable that has a significant effect on students' attitudes towards art education is frequency of attendance at art education. According to total scores of students' attitudes towards art education and the scores in the subdimensions of the importance, necessity of art education and the reflection of art education to everyday life, personal opinions on art education, during and after art education process, it was found that students who attend art events once a week scored higher than those who never attend art events. The study statistically proved that participants who frequently attend art events had higher attitudes towards art education compared to those who do not frequently attend art event.

One of the most striking findings of the present study is that participants from lower socioeconomic status backgrounds have higher attitude scores towards art. Research results indicate that students whose mothers graduated from primary school have statistically significantly higher scores than others. In addition to that, participants with household monthly income less than 1500 TRY have higher attitude scores towards art. These results highlight that people living in poor conditions demonstrate higher attitudes towards education. Given that socio-economic conditions do not decrease participants' attitudes towards art, these findings, in fact, are promising for educators and education world. In conclusion, the present study proves that students' attitudes towards art do not depend on socio-economic conditions.

RECOMMENDATIONS

In the present study, male students' attitude scores were found lower than female students in terms of the gender variable. It is therefore suggested to organize face-to face discussions with doyens who have dedicated their lives to different art branches, thus, male students, in particular, and other students can improve their attitudes towards art. Guest artists can share their opinions on benefits and importance of art for human life with students in a warm and friendly environment.

Besides, their own instructors, others instructors may help students improve their attitudes and thereby help them have a broader perspective about art education, mostly based on master-apprentice relationship. Supplying equipment and material and providing suitable working environment will also improve students' attitudes towards their departments.

The present study was limited to Fine Arts Education

Department, Education Faculty of Adnan Menderes University. It is a quantitative research. The data were interpreted via figures. More comprehensive studies can be conducted or qualitative studies can shed further light on further studies to be conducted by researchers, instructors and students.

The data obtained in the present study demonstrate that senior students have lower scores in terms of their attitudes towards art. Facilitating (defray the costs such as transportation, accommodation and participation fee and etc.) students' participation in activities (exhibition, workshop, concerts, discussions) by their departments can allow students to see more products in their field of arts and accordingly, they can exhibit higher attitude towards art education. On the other hand, Public Personnel Selection Examination (KPSS), which is a compulsory placement test for pre-service teachers in Turkey, negatively influences attitudes of pre-service teachers especially studying in applied departments such as art and music. If there is intention to conduct a selection exam for pre-service art and music teachers, selection must be based on performance. Thus, students will show higher attitudes towards art education.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

An investigation of prospective teachers' views on concept teaching: A case of History

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Numerous studies have been carried out to provide active and permanent learning in History teaching. However, the importance of concept teaching which is essential for active learning literally has been ignored. An effective History teaching can only be measured by teaching the concepts involved in the program in an effective way. An effective History teaching is not possible without learning definitions of concepts included in the program. The purpose of the study is to examine the views of prospective History teachers on the importance of concept teaching in History teaching. Regarding the importance of concept teaching, prospective teachers were chosen as a research sample with the aim of measuring the awareness of prospective teachers about History concepts. Prospective History teachers who continue their education at the Department of History of Hatay Mustafa Kemal University participated in the study. The survey design was utilized in the study. Questionnaires have been utilized as the data collection tool in the research. Based on the findings, suggestions on the importance of concept teaching were made.

Key words: History education, History lesson, prospective History teachers, concept teaching.

INTRODUCTION

The reality of concept teaching can be understood more easily by determining the place of teaching and learning in education and the place of conceptual teaching in education. Despite the many definitions of education, the most commonly used definition is the process of deliberate terminal changes in behavior of an individual through his/her own experience (Büyükkaragöz, 1998). Regarding this definition, education can be defined as the process of self-realization. Learning is a relatively permanent change in behavior, which occurs as a result of certain levels of interaction with the individual's

environment. Başar (2001) also defines it as the preliminary efforts to achieve the behavior that will be formed as a result of learning. Based on this definition, concept learning is to create information in the mind by separating the stimuli into certain categories (Köksal, 2006).

In the work of Ülgen (2001), it is stated that concept learning is a key factor for other learners and concepts are basically built through people and their experiences in the integrity of emotion, thought, and movement. These concepts built by humans are a kind of information form

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that helps individuals understand the world and integrate with it, provide communication between people, and to develop principles. Education is the most about the concepts.

Concept teaching in History courses

Concept refers to abstract and general design of an object in the mind (Turkish Language Institution Commission, 1998). Concept can also be described as the name given to the entity, thought, and event groups with similar characteristics (Köksal, 2006). As in other social and scientific sciences, concepts can be examined in three main groups in History science: perceived concept, descriptive concept, and theoretical concept (Turan, 2002).

Social sciences are concerned with people, their lives, and the interaction between them, it helps us to better understand ourselves and other individuals, and History has a very important place within the social sciences as such a field that deals with the political, social, economic, and cultural relations of people (Doğanay, 2003; Erden, 1996; Demirel, 2000). Social sciences have a very important function in terms of providing balance between the needs of the individuals living in society and the expectations of the society, and providing the necessary knowledge, skills, and attitudes to individuals. Concepts need to be clearly explained in performing that function (Safran, 1993). History is a scientific discipline that conducted scientific research based on searching, examining, collecting data, analyzing and evaluating this data, and deducing conclusions by its nature; therefore, concept teaching has an important place in History (Turan, 2002).

Concept teaching should be planned in such a way that concepts will be formed in the mind of a child and it will be carried out with the right steps and methods and with the understanding that the student will be active, helping students to form the correct mental models that can be used throughout life (Ayas, 1995). It is frequently expressed that teachers should design and implement teaching taking into account the conditions appropriate to students' individual characteristics. From the point of view of teaching to concept learning, it can be seen that the teaching method of concept learning alone does not make any sense. In this vein, Ülgen (2001) underlines the essentiality for teachers to prepare learning environment as regards the conditions appropriate to the individual characteristics of the student. Therefore, the knowledge structure occurs as the result of the interaction between the environmental conditions and the cognitive structure of the student. Thus, it can be indicated that concept teaching should be implemented through a student-centered approach. In the light of the fact that individual intelligence can be assessed within the cognitive

structure, the importance of constructing the concepts can be emphasized. It is stated that there are two basic methods of concept teaching in the literature (Ayas et al., 1997; Seiger-Ehrenberg, 1985; Coştu et al., 2003). The first method is the traditional method; in that, the teacher asks students to find examples covering and not covering the concept while providing the descriptive and distinguishing qualities of the concept to the students in order to ensure the understanding of the word that expresses the concept, the verbal definition of the concept, and the definition of the concept. This method is also known as the deductive approach. The findings of the studies about concepts show that the majority of the teachers use the traditional method in concept teaching but they use it incompletely and incorrectly (Coştu et al., 2003). The application of this method in History teaching causes the student to memorize the topic without conceptualizing it and to forget it in a short time.

As for the application of the second method (inductive), the teacher enables students to make generalizations from examples related to concepts. In this method, the student is asked to identify the descriptive and distinguishing qualities by examining examples covering and not covering the concept. The second method shows similarity with the constructivist learning theory which is one of the modern learning theories as regards structure and functions (Coştu et al., 2003).

This method gives students a chance to learn concepts in a permanent and an effective way. In addition, the student's concepts, considered as a misconception and inconsistent with scientific knowledge, negatively affect their observations. The concepts of the objects and events in the students' minds may differ from the scientifically accepted concepts. This is called misconception. Misconceptions are alternative concept definitions that students build to scientifically accepted concepts (Tekkaya et al., 2000). Hence, it is believed that new knowledge must be associated with students' previous knowledge; thus concepts should be taught through eliminating misconceptions. The theory claims that learning becomes more effective by proving that the current knowledge of the students is not at the wrong or satisfactory level. It is also stated that the use of the experience gained by the student is an effective application in concept teaching as regards to demonstrating the lack of existing knowledge to them and providing meaningful learning (Coştu et al., 2003). One of the most effective methods in preventing concept misconceptions in concept teaching is the use of concept maps (Ausubel, 2000). Concept maps facilitate understanding of the basic concepts included in the History program through explaining those concepts and their relationships visually (Çolak, 2011; Simmons et al., 1988). Many studies underline the importance of concept teaching techniques in order to eliminate the misconceptions (Bakken et al., 1997; Novak, 1990;

Willerman and Mac Harg, 1991).

According to the view of Novak and Gowin (1984) view of teaching and learning, in other words knowledge creation, is carried out personally. If the process of information creation is random and word-to-word, then "memorization learning" occurs and it can be said that the acquisition and transfer of new knowledge is related to the creation and transmission of concepts (Köksal, 2006). The memorization learning is one of the most fundamental problems of concept teaching. For many years, many teachers have accepted that traditional methods are the most effective ways to eliminate the misunderstandings of concept teaching. However, these methods were insufficient to make the conceptual change in students and they lead student to memorization; in addition, it does not prevent students from consulting to misconceptions in such topics that require definition, explanation, and prediction (Güneş et al., 2010).

In order for concepts to be taught in an effective way, following a particular order also facilitates teaching and facilitates permanent concept learning. Today, the currently developed system in all education disciplines is to make generalization from effective examples (Turan, 2002). The way of concept teaching is as follows: (a) Preparing students for concept teaching and determine the necessary materials; (b) Defining the concept.

The method increases student's success in concept teaching and tendency to rote learning may be prevented.

METHODOLOGY

Problem statement

The problem statement is as follows:

Do the views differ in regards to such demographic variables as gender, class level, graduated school, residence, educational status of mother, and educational status of father?

Purpose of the study

The concept is a general structure that is the basis for any work area. In any field, concept learning can be defined as the classification of stimuli and their structuring in mind. For this reason, in order for knowledge of History to be structured in the mind, History concepts should first be constructed in the minds. As a discipline in which abstract information is conveyed, it is thought that students who have a learning disability in History do not learn mainly the concepts of History and fail in this area. Hence, it is not possible to learn the subject if the basic concepts related to History teaching are not properly constructed in mind. The study was needed to determine the level of awareness of prospective teachers about the importance of concept teaching in History teaching. For this reason, the study aims to examine the views of prospective History teachers on the importance of concept teaching in History teaching as regards to such demographic variables as gender, class level, graduated school, residence, educational status of mothers, and education status of fathers.

Participants

Since studies in literature have generally examined teachers' views, the study aims to examine the views of prospective teachers. Considering the importance of concept teaching in History teaching, it was tried to be determined whether prospective teachers could learn historical concepts enough to teach. Therefore, all prospective teachers who continue their education at the Department of History of Mustafa Kemal University (n=339) participated in the study.

Research design

The study aims to determine the views of prospective teachers who continue their education at the Department of History of Mustafa Kemal University on concept teaching in History teaching as regards to such demographic variables as gender, class level, graduated school, residence, educational status of mothers, and education status of fathers. In order to determine the effect of environment and economic situation on education, it is necessary to examine such variables to determine the effects the economic and educational status of parents, the demographic structure of the place where they live and the influence of the environment on students as well as the extent of the effects of the gender factor on students. In this vein, the questionnaire "Prospective History Teachers' Views on Concept Teaching" which was developed by the researcher was implemented.

Validity and reliability of the questionnaire "Prospective History Teachers' Views on Concept Teaching" which was implemented in the research were recalculated by the researcher for this study and the Cronbach Alpha internal reliability coefficient of the questionnaire was 0.97. The answers of participants to questionnaire based on the demographic variables were calculated through F test, t-test and ANOVA test utilizing the SPSS 20 statistical package program. The questionnaire consists of 20 items in the form of five Likert types: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Disagree. The general evaluation of the questionnaire implemented in the research is as follows (Dönger et al., 2016, 2017): OR: Option Range; HV: Highest Value; LV: Lowest Value; NO: Number of Options; 1.00 - 1.80: Strongly Disagree; 1.81 - 2.60: Disagree; 2.61 - 3.40: Undecided; 3.41 - 4.20: Agree; 4.21 - 5.00: Strongly Disagree.

Survey design was utilized in this study. Survey design can be expressed as a research approach aiming to describe and explain situations which have been happening or happened at past (Karasar, 2000). The mixed method involves collecting quantitative and qualitative data on the baseline events in a study or series of studies, and analyzing and interpreting the collected data (Leech and Onwuegbuzie, 2007).

Data collection and analysis

The questionnaire "Prospective History Teachers' Views on Concept Teaching" which was developed by the researcher as a data collection tool in the research. It consists of 20 items and the data obtained at the study were analyzed using Statistical Package for Social Sciences (SPSS) program. Since the 20-item Likert type statements are in the form of five Likert types, the data obtained from participant's views were input into SPSS 22.0 package program through scoring 5 points for "Strongly Agree", 4 points or "Agree", 3 points for "Undecided", 2 points for "Disagree", and 1 point for "Strongly Disagree" regarding participation to questionnaire, and the data were analyzed using the program.

Frequency (f) and percentage (%) were calculated. The arithmetic mean (x) and the standard deviation were used in the evaluation

Table 1. T-test analysis results of the prospective teachers' answers to the questionnaire "prospective History teachers' views on concept teaching" in regards to 'gender' variable.

Gender	N	\bar{x}	Ss	Sd	t	p
Female	178	78.357	14.001	337	1.749	0.081
Male	161	75.385	17.271	-	-	-

p>0.05

Table 2. ANOVA-test analysis results of the prospective teachers' answers to the questionnaire "prospective History teachers' views on concept teaching" as regards to 'class level' variable.

Class level	N	\bar{x}	Ss	Coeff. variance	Sum of squares	Sd	Quad. mean	F	p	Significant difference
1. Grade	91	77.55	14.10	Withing	259.00	3	86.33	0.349	0.790	
2. Grade	95	77.55	15.82	Betw.	82912.05	335	247.50	-	-	-
3. Grade	75	77.08	14.62	Total	83171.05	338	-	-	-	-
4. Grade	78	75.39	18.27	-	-	-	-	-	-	-
Total	339	76.95	15.69	-	-	-	-	-	-	-

p>0.05.

of the views of prospective teachers on concept teaching. The arithmetic mean (\bar{x}) and the standard deviation were used in the determination of views of prospective teachers on concept teaching. In addition, One-Way ANOVA test was conducted to examine the views of the teacher candidates as regards to different variables (age and gender).

Data analysis

Statistical analyses were done using SPSS 22 program. One-Way ANOVA for the independent samples and independent variables t test were conducted among the participants' views on concept teaching in History education and independent variables. Descriptive statistics were also used to determine the views of prospective teachers on concepts teaching in History teaching.

FINDINGS AND DISCUSSION

Table 1 shows the views of undergraduate students participating in the research on concept teaching and based on the results of t test, it was determined that there were no statistically significant differences ($p > 0.05$) between female and male students as regards to the demographic variable of gender. Therefore, it can be stated that views of female and male students on concept teaching did not show statistically significant differences, that is, female and male students share approximately same views on concept teaching.

Table 2 shows that based on the results of ANOVA test, the views of undergraduate students participating in the research and studying at different grade levels on concept teaching did not show statistically significant

difference as regards to the variable of *class level*. Thus, it can be said that undergraduate students studying at different levels share approximately same views on concept teaching.

Based on the results of ANOVA test, Table 3 shows that the views of undergraduate students participating in the research and graduating from different high schools on concept teaching did not show statistically significant differences as regards to the variable of graduated school. Thus, it can be said that undergraduate students graduated from different high schools share approximately same views on concept teaching.

Regarding the results of ANOVA test, Table 4 shows that the views of undergraduate students participating in the research and residing in different settlements on concept teaching did not show statistically significant difference as regards to the variable of residence. Thus, it can be said that undergraduate students residing in different settlements share approximately same views on concept teaching.

As regards to the data in Table 5, the results of ANOVA test shows that the views of undergraduate students who participated in the research and whose mothers graduated from different levels of school on concept teaching did not show statistically significant differences as regards to the variable of educational status of mothers. Thus, it can be said undergraduate students whose mothers graduated from different levels of school share approximately same views on concept teaching.

As regards to the data shown in Table 6, the results of ANOVA test show that the views of undergraduate

Table 3. ANOVA-test Analysis Results of the Prospective Teachers' Answers to the Questionnaire "Prospective History Teachers' Views on Concept Teaching" in Regards to 'Graduated School' Variable.

Graduate school	N	\bar{x}	Ss	Coeff. variance	Sum of squares	Sd	Quad. mean	F	p	Significant difference
Ana. H.	117	76.01	16.89	Withing	1252.61	3	417.54	1.707	0.165	
Voc. H.	10	67.90	15.55	Betw.	81918.43	335	244.53	-	-	-
Sci. H.	52	79.33	13.88	Total	83171.04	338	-	-	-	-
Others	160	77.43	15.22	-	-	-	-	-	-	-
Total	339	76.95	15.69	-	-	-	-	-	-	-

p>0.05.

Table 4. ANOVA-test analysis results of the prospective teachers' answers to the questionnaire "prospective History teachers' views on concept teaching" as regards to 'residence' variable.

Residence	N	\bar{x}	Ss	Coeff. variance	Sum of squares	Sd	Quad. mean	F	p	Significance difference
Village	75	80.73	14.40	Withing	1880.48	3	626.83	2.583	0.053	
Town	13	72.08	17.36	Betw.	81290.57	335	242.66	-	-	-
District	114	77.27	13.31	Total	83171.05	338	-	-	-	-
Province	137	75.07	17.64	-	-	-	-	-	-	-
Total	339	76.95	15.69	-	-	-	-	-	-	-

p>0.05.

Table 5. ANOVA-test analysis results of the prospective teachers' answers to the questionnaire "prospective History teachers' views on concept teaching" as regards to 'educational status of mothers' variable.

Edu. status of mother	N	\bar{x}	Ss	Coeff. variance	Sum of squares	Sd	Quad. mean	F	p	Significance difference
Primary S	251	77.06	15.84	Withing	893.64	4	223.41	0.907	0.460	
Middle S.	40	78.95	13.74	Betw.	82277.41	334	246.34	-	-	-
High S.	36	73.06	18.01	Total	83171.05	338	-	-	-	-
University	2	86.00	4.24	-	-	-	-	-	-	-
Others	10	78.40	9.68	-	-	-	-	-	-	-
Total	339	76.95	15.69	-	-	-	-	-	-	-

p>0.05.

students who participated in the research and whose fathers graduated from different levels of school on concept teaching did not show statistically significant difference as regards to the variable of educational status of father. Thus, it can be said that undergraduate students whose fathers graduated from different levels of school share approximately same views on concept teaching.

CONCLUSION AND SUGGESTIONS

Based on the research data, it was determined that there

is no difference between the views of female and male students on concept teaching and the students' views are equal or close to each other. These results showed that all female or male students who participated in this research have reached the necessary level of awareness about the importance of concept teaching. In their study of concept maps, Yilmaz and Çolak (2012) obtained similar results by examining the effect of the gender factor on concept teaching. The study also emphasizes the inadequacy of studies on concept teaching. Educators may suggest that the concept teaching should be dealt with in different dimensions because of the majority of abstract concepts in fields such as History or

Table 6. ANOVA-test analysis results of the prospective teachers' answers to the questionnaire "prospective History teachers' views on concept teaching" as regards to 'educational status of fathers' variable.

Edu. status of father	N	\bar{X}	Ss	Coeff. variance	Sum of squares	Sd	Quad. mean	F	p	Significance difference
Primary S	189	76.85	15.43	Withing	1245.10	4	311.02	1.268	0.282	
Middle S.	59	75.51	14.46	Betw.	81826.95	334	245.29	-	-	-
High S.	59	80.41	16.05	Total	83172.05	338	-	-	-	-
University	13	75.85	18.16	-	-	-	-	-	-	-
Others	19	72.37	18.51	-	-	-	-	-	-	-
Total	339	86.95	15.69	-	-	-	-	-	-	-

$p > 0.05$.

Social Studies.

Based on the findings, it is revealed that undergraduate students studying at different class levels have the same or similar views on the concept teaching. According to this result, it is inferred that concept teaching is crucial at every level of education. Concept teaching is especially important in eliminating misconceptions. In their study, Ceyhun and Karagölge (2004) point out the necessity of applying effective new teaching methods in courses in order to eliminate misconceptions and that the textbooks which have an important place in teaching environment should be developed in such a way that it prevents building misconceptions and eliminates misconceptions that have been taught (Köksal, 2006).

As regards to the data obtained from the study, it is seen that the views of the undergraduate students who participated in the research and graduated from the different secondary schools do not show statistically significant differences depending on the variable of the graduated school, residence, educational status of mother and father. It can be concluded that students have either advanced knowledge of concept teaching or they have not reached the necessary level of awareness about the topic with which they do not become familiar. The results of many researches reveal that the concept teaching has not yet been fully implemented in our country and should be improved and applied using effective teaching with different methods and techniques. It is suggested that educators should develop activities in which students take active participation. For example, in his study, Yükselir (2006) found out that giving the definition of concepts and explaining them with an example do not effectively teach concepts and lead students to memorize the concepts. In addition, he suggested that various activities should be developed with the aim of avoiding students from memorization. In the study that examines the effect of concept teaching on the academic achievement levels of students in the 6th grade social studies classroom through brainstorming techniques, it was found out that the student-centered Brainstorming Technique in which students' thoughts are

seen to be valuable and active participation of students are allowed promote students to develop positive attitudes and make contribution to students' academic achievements (Kısa, 2007).

The result of a research by Akengin and Süer (2010) revealed that teachers arrive at a consensus about the importance of the concepts but they are inadequate in practice. Insufficient time and the number of objectives are put forward as rationale for the inadequate practice. Along with encountering similar problems in most studies, it is suggested that the problem of concept teaching which is essential topic in education should be determined and effective solutions should be proposed.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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