

A review of primary school students' attitudes towards visual arts course and their painting performances

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ARTICLE HISTORY

Received: 11.08.2024

Accepted: 21.09.2024

KEYWORDS

Primary school visual arts course

Attitude

Student paintings

Rubric

Scale

CORRESPONDENCE

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ABSTRACT

This study aims to examine the attitudes of fourth-grade primary school students towards the Visual Arts Course and the success levels of their painting performances. The study is a descriptive scanning model with a quantitative research approach. The study was conducted in two class hours at a public primary school located in Hatay/Reyhanlı center in the fall semester of the 2022-2023 academic year. The study group consisted of 55 students aged 8-11 from classes 4-A and 4-B. While collecting the research data, the "Attitude Scale Towards Visual Arts Course" and the "Student Products (Paintings) Evaluation Form (Rubric)" were used. Descriptive analyses and t-tests were applied to the Attitude Scale Data. Descriptive statistics were applied to the data obtained in the evaluation of the paintings. Based on the findings, it is seen that the attitudes of the fourth-grade students towards the visual arts course are at a medium level. The attitudes of the students towards the course were compared according to their gender and age and no statistically significant difference was found. As a result of the paintings evaluated according to the Student Products (Paintings) Evaluation Form (Rubric), the students generally have a medium level of success in all criteria. While the highest average score was received from the criterion of "The work being appropriate to the subject", the lowest score was received from the sub-dimensions of "Image richness", "Using colours (originality, richness, colour transitions in the use of colours) and "Movement-Rhythm". As a result, both the attitudes of the fourth-grade students towards the visual arts course and the paintings they made in the course are consistent within themselves, but the fact that they are at a medium level in both cases reveals that the issue needs to be emphasized.

Introduction

Individuals develop in the physical, social and cultural environment surrounding them from birth. This process is an important element in the formation and development of their thoughts, beliefs, values and judgments. They form attitudes and judgments by perceiving all kinds of objects and formations in these environments according to their perspectives and points of view. Attitudes

express the feelings of individuals towards events, objects and ideas and opinions that occur in their environment. Attitudes can form in both positive and negative ways. Attitudes cannot be observed directly but can be understood in behavior. In real life, these behaviors are such that they can be observed with what people say. The attitudes that people form towards certain objects, events or situations can be either a concrete concept in a positive or negative way or an abstract concept (Aslantaş, 2013; Aslantaş, 2012; Balaban Salı, 2006). Uçaner, (2011) and Balaban Salı (2006) state that attitudes are individual, stable and continuous, but that there may be changes in the attitudes of individuals within this continuity, but a long time is required for change. Attitudes show positive or negative feelings towards events, objects and ideas in the individual's environment. According to Indoshi et al. (2010), attitudes are shaped around the social environment and also have cognitive and affective components. Çelik and Ceylan (2009) and Arslan (2006) state that attitudes have three aspects. The cognitive aspect, which includes ideas, opinions, thoughts and propositions, the affective aspect, which includes the feelings accompanying thoughts and ideas, and the behavioral aspect, which includes being ready for behavior and also including information and motivation. Attitudes, defined as reacting in a certain way to an object, person or event, can be formed in two ways. An individual can form their own attitudes either by interacting with an attitude object or by being influenced by the attitudes of others (Uçaner, 2011; Balaban Salı, 2006). As Uçal Canakay (2006) stated, attitude is a multidimensional structure that includes many psychological variables such as intelligence, motivation and perception, which can be observed or not directly. Understanding and defining the concept of attitude, which includes different dimensions together, is important for the development of school and educational environments.

“Attitude means how a child sees and understands an object. Attitude is the focal point of respect and value. This is another feeling that develops gradually with maturity in a person. Attitude towards others is very important because without it, one cannot grow and develop. These can again be positive and negative. Teachers should help children transform negative attitudes into positive attitudes and should take care to appreciate all forms of skills such as attitudes (Sing, 2019, 1263-1364)”. There are affective characteristics consisting of attitudes, beliefs and values that direct students' behaviors in schools. These can be decisive in the realization of effective learning. Students' interest and participation in a learning-teaching process can be related to their desire and enthusiasm in the emotional field (Özcan and Kocakulah, 2007; Özsoy & Şahan, 2009). Attitudes, beliefs and the formed affective characteristics that direct students' behaviors can be decisive elements in the realization of effective learning. Students' interest in a lesson can be largely related to their desire and enthusiasm in the emotional field (Özcan and Kocakulah, 2007). In the Visual Arts Course, students' positive interest in the lesson can enable them to realize themselves as individuals. This can be an important element in the formation of their attitudes while appealing to their emotions and allowing them to develop cognitively (Kırıçoğlu, 2009; Ministry of National Education [MoNE], 2018; Özsoy & Şahan, 2009; Özsoy, 2007).

Artistic and linear development in visual arts education

Analysing the historical process of art education, it is striking that studies on the analysis of children's paintings have intensified in the last two hundred years. In this intensification, the most important factor is the attractiveness of children's paintings, as well as the fact that these paintings reflect the child's mysterious world through painting. Many scientists, educators and art educators have conducted studies on the subjects related to the artistic development of children and have reached different opinions from there. When these opinions are examined, they are generally grouped as "*psychological developmental approach to children's paintings*" and "*artistic and aesthetic approach to children's paintings*" (Buyurgan & Buyurgan; 2020; Dilmaç, 2020;

Halmatov, 2019; Kırıçoğlu, 2019; Yavuzer, 2019). The area where the child best reflects the perception, feelings and thoughts created by the connection established between the outside world and his own world is his paintings. It should not be forgotten that a child starts scribbling before he starts speaking and writing. Therefore, it is clear how important a means of expression and communication paintings are for a child (Kırıçoğlu, 2019; Dilmaç, 2020; Yavuzer, 2019; Yıldız, 2021). The Visual Arts Course is very important in the process of the child expressing himself through painting. The artistic and linear development of the child constitutes an important dimension in the program and achievements of the course. In order for the Visual Arts Course to be given in accordance with its goal and purpose, it is necessary to know the child's artistic power and competence (Özsoy, 2007). The emergence and development of aesthetic and artistic concerns in children is achieved through art education given at appropriate times and environments with its practical and theoretical dimensions. The Visual Arts Course is important for the basic education given to the child for the development of all dimensions of the personality, including the creation of artistic works. It is considered important for the student to be an efficient and enjoyable course and for the student's paintings to be successful in terms of artistic development in this course. Starting from the first scribbles, children's paintings that develop towards symbolic expression are formed after a series of actions such as seeing, perceiving, obtaining images, storing, remembering, thinking and connoting (Kırıçoğlu, 2014). As children mature, they continue to develop by adding what they see to what they know and what they see to what they know. Thus, the meanings they derive from their surroundings are enriched and it is seen that their past experiences and learning are effective. Children begin to move towards the abstract with the learning of concrete objects. While the child begins to transfer concrete concepts and objects by abstracting them into paintings, this situation emerges in paintings as an indicator of creative, aesthetic, mental, social and physical developments. The child expresses all his experiences with the environment in his paintings. (Kırıçoğlu, 2014; Kırıçoğlu, 2009; Buyurgan & Buyurgan, 2007; Yavuzer, 2019). Painting is of great importance as a natural and sincere means of expression for the child to express himself and his feelings, thoughts and impressions about his environment. It is also accepted as a reflection of the child's complex world and an indicator of his development. In studies on children's paintings, the following classifications are generally made. Scribbling Period (2-4 years old), Pre-schematic Period (4-7 years old), Schematic Period (7-9 years old), Reality (Grouping) Period (9-12 years old), Naturalism in Image Period (Logic Period 12-14 years old), Adolescent Crisis "Decision Period" (13 years old), (Buyurgan & Buyurgan, 2007; Kırıçoğlu, 2014; Kırıçoğlu, 2005; Malchioid, 2005; Özsoy, 2007; Yavuzer, 2019; Yıldız, 2021; Yolcu, 2022). As Kırıçoğlu (2014) stated, understanding the child's world and revealing his/her inner conflicts are important factors in his/her multifaceted development. In this respect, children's paintings have an instrumental function in the recognition, development and mental healing of the child (Buyurgan and Buyurgan, 2020; Kırıçoğlu, 2005). With this approach, children's paintings are a product of the child's natural life with their unique quality, a form and part of the whole that constitutes their artistic expression. (Kırıçoğlu, 2005). "The child's paintings are an indicator of all his/her experiences. It is possible to see the multifaceted development of the child in these paintings. Why do children draw? The answer to this question is related to the subjects that the line is related to. These subjects are movement and rhythm, visual expression, competence in line, communication, creation and capturing beauty (Kırıçoğlu, 2019:14)." Children around the age of 7-9, after many drawing and painting attempts, have a certain view about people and their environment. This view is reflected in their pictures in the form of certain schemes. In this period, which starts at about the age of seven and when the concept of shape is realized, some children's schemes can be quite rich in concepts, while others can be weak symbols. There are individual differences between these schemes due to many reasons. How children see an object and the emotional meaning they give

to it, their experiences, how they are affected by touching an object and watching its movements determine the formation of the schemes. Schemas are quite clear, such as a tree, a person, a bird, a butterfly, a cloud, the sun, a mountain. Children between the ages of 9-12 are aware that they are a member of society and draw their pictures accordingly. Children have entered into an effort to find their personalities, realize their strengths and establish relationships with their peer group. This process involves them becoming aware of their interaction with their environment and the objects that make up their environment and experiencing this communication. The free atmosphere of the early period has disappeared in the pictures and the characteristics that reflect them have begun to be seen, along with the anxiety of conforming to the standards of the culture and society they live in. (Buyurgan & Buyurgan, 2020; Yavuzer, 2019).

As stated by Demirel (2010), interaction and cognitive processes shape human behavior (Narrated by Aslantaş & Işık Tertemiz, 2023). When we look at the developmental processes of children, it is seen that the communication and interaction that children establish with their environment between the ages of 6-12, which includes the primary school period, are important. These are important factors in their development of a positive self-perception. During this period, children's ability to learn the concept of right and wrong and to make spiritual choices reaches an important level, while they begin to have positive feelings about themselves, other individuals and the world (Koluckiz & Lemish, 2011; Selçuk, 2014; Yıldız, 2011). In order for children to develop their feelings, thoughts and behaviors, it is necessary to provide relevant values education. The most suitable period for this to be provided is childhood. Starting from childhood, individuals are in direct or indirect communication with the social environment they live in and with all other living and non-living beings in nature (Aslantaş & Işık Tertemiz, 2023). One of the ways children communicate with society, other people and nature and reflect themselves is through the paintings they make (Buyurgan & Buyurgan, 2020; Kırıçoğlu, 2019). In this context, art education aims to provide the child with the power to express their feelings and thoughts through art while preparing an environment for them to discover their tendencies, skills and aptitudes. While it is of great importance at every stage of the education process, it has a special importance in the primary education process. Starting from the child himself, it allows him to shape his feelings and express himself through art activities, allowing him to realize himself and become free as an individual. The Visual Arts Course, which appeals to the child's feelings and emotions, enables his cognitive development while directly affecting his attitudes and perceptions and shaping them (Kırıçoğlu, 2009; MoNE, 2018; Özsoy, 2007). Studies conducted on the subject are experimental studies with control groups in which a different method and technique is applied to determine the attitude levels of children at preschool, primary school and secondary school levels. In addition to this, studies conducted to determine the situation without making a distinction between experimental and control groups, studies in which the success levels of artistic practice (such as painting, painting, design, three-dimensional works) are measured together with attitude, studies in which the relationship between attitude and age and gender is examined, and studies in which the attitudes of teachers are examined together with students are also noteworthy (Alakuş and Yücel, 2019; Aslantaş, 2013; Ayaydın and Özsoy, 2011; Genç and Buyurgan, 2019; Göktepeliler and Demirbaş, 2023; Indoshi et al, 2010; Indoshi, Wagah, and Agak, 2010; Iriobe, and Okoli, 2018; Kolucki, and Lemish, 2011; Serin and Taşkesen, 2021; Singh, 2019; Subaşı, and Okumuş, 2017; Varl, and Duh, 2020; Watts, 2005).

In the development of individuals forming the society, the Visual Arts Course and the artistic practices carried out in this course have a special importance in the primary school period and in the education, process given in this period. When considered within this scope, determining the students' attitudes including their feelings, thoughts and perceptions towards the course and the levels of their performances in the practices can pave the way for positive changes in the course

and course practices. In this context, the aim of the study is to examine the attitudes (age and gender) of the fourth-grade primary school students towards the Visual Arts Course and the success levels of their paintings. It is aimed to determine the students' attitude levels towards the Visual Arts Course, whether the attitude levels differ according to gender and age, and the students' success levels in painting.

Purpose of study

The aim of the study is to examine the attitudes (age and gender) of the fourth-grade primary school students towards the Visual Arts Course and the success levels of their paintings. The answers to the following questions were sought within the scope of the main purpose of the research.

1. Students' attitudes towards Visual Arts Course
 - a. Are at what level?
 - b. Do attitude levels differ according to gender?
 - c. Do attitude levels differ according to age?
2. What is the level of students' painting performance?

Method

The current study was conducted as a cross-sectional study in the descriptive survey model, with a quantitative research approach, to answer the questions created in line with the purpose of the research. Survey research is a research approach that aims to describe a situation that existed in the past or is still present as it is. The aim in this type of research is to present an action, opinion or situation as it is (narrated by Özdemir and Doğruöz, 2023). When conducting a survey, it is examined whether the characteristics of individuals such as their beliefs, attitudes, opinions, and tendencies differ directly or in terms of different variables. Relationships between more than one characteristic or variable can also be examined (İlhan, 2021:113). The aim of survey research is to make a description by considering the existing situation related to the research topic. In survey research, it is taken into account how the opinions are distributed in terms of individuals in the sample. Survey research is collected under four headings: instant, cross-sectional, dimensional, retrospective. (Büyükoztürk et al. 2024:184). This research was carried out in a cross-sectional survey model, as Büyükoztürk et al. (2024) stated. In cross-sectional research, the variables to be described (such as developmental characteristics, reading comprehension skills, attitude) are measured at once. In this study, the students' attitude levels towards the Visual Arts Course and the success levels of the paintings were measured at once. The data obtained in line with the first and second sub-goals as a result of the data measurements are presented independent of each other.

Study group

The study group consists of a total of (N=55) students, (N=29) girls and (N=26) boys, who were randomly selected from the 8-9-10 and 11-year-old age groups from the fourth grade (4-A and 4-B classes) of a public primary school located in the center of the Reyhanlı district of Hatay on a voluntary basis.

Table 1 Study group

	Girls	Boys	Age 8-9	Age 10-11	Attitude Scale	Paintings
	29	26	20	35	26	24
Total	29	26	20	35	55	50

Data collection tools

Attitude scale towards visual arts course

In order to answer the first sub-objective of the study, the “Attitude Scale Towards Visual Arts Course” was used. The scale was developed by Aslantaş (2014) and consists of 28 items and four dimensions. The scale was subjected to exploratory factor analysis with the SPSS 20 program and confirmatory factor analysis with the LISREL program, and the internal consistency coefficient (Cronbach alpha) for the total of 28 items was calculated as 0.923. As a result of exploratory and confirmatory factor analyses, it was determined that the scale had construct validity, and the internal consistency coefficient (Cronbach alpha) was 0.92 (Aslantaş, 2014). The lowest score that can be obtained from the scale is 28, and the highest score is 112.

Student products (paintings) evaluation form (rubric)

The “Product Evaluation Form” used as a data collection tool to answer the second sub-problem of the research was developed by Aslantaş (2012). The form consists of seven items and five dimensions. The lowest score that can be obtained from the form is seven, and the highest score is 35. The following headings are included in the scoring form. Using imagination in the work, the work being appropriate to the subject, Richness of imagery, Unity-Integrity, using colours (originality, richness, colour transitions in the use of colours), Movement-Rhythm, the work being completed. The scoring of the items of the form from lowest to highest is 1. Very weak, 2. weak, 3. Medium, 4. Good, 5. Very good. The consistency of the items in the scoring form was checked with the opinions of experts from different fields. The criteria in the directive and the features that the product should have been clearly stated. The scoring system and the difference in the score levels are determined in a meaningful and understandable way. The expression of the criteria is clear and understandable and is designed in a way that does not allow bias and is suitable for the level of the student products (Aslantaş, 2012:68).

Collection of data

The study was carried out simultaneously with students from both classes in a state primary school located in Hatay/Reyhanlı during the fall semester of the 2022-2023 academic year, on a voluntary basis and with the necessary permissions, during two class hours (40+40 minutes).

Data collection process

In the first lesson, the researcher met with the children and gave information about *the Attitude Scale Towards the Visual Arts Course*. Then, the scale was applied. The students were informed about the painting they would do in the remaining time and the subject of “love”. They were informed about the second lesson with mutual questions and answers aimed at understanding the subject in detail, such as what the concept of love means to them, what comes to their mind when they say love. The painting papers, pencils and paints used in the application study were provided by the researcher and prepared so that all students could use equal materials. All applications (scale and painting) were carried out within the scope of the necessary permissions and on a voluntary basis.

Formation of the paintings

In the second lesson, students were told that they could draw their pictures on 25x35 cm painting papers with the technique they wanted (pastel, dry, wet, coloured pencils, etc.) within the scope of the subject of “love”. The students who started to draw the pictures were informed about the process and the lessons were completed simultaneously in both classes at the planned time. Examples of student paintings are in Figure-1, Figure-2, Figure-3, Figure-4, Figure-5, Figure-6.



Figure 1 S:2



Figure 3 S:7



Figure 5 S:17



Figure 2 S:10



Figure 4 S:6



Figure 6 S:18

Data analysis

The data collected within the scope of the research was analyzed using the SPSS-25 program. Frequency (f) and percentage (%) were reported for the findings related to the participants' personal information. Arithmetic Mean ($\bar{X}$) and Standard Deviation (SD) values were presented for the students' scale scores and descriptive findings regarding the paintings. The distributions of the scores obtained from the scales were examined in order to determine the difference analysis to be applied within the context of the sub-objective of the research. For this purpose, skewness and kurtosis values were taken into consideration. Since the skewness and kurtosis values generally varied between -1 and +1, the distributions were accepted as normal (Hair et al., 2010). Since the normality of the distributions was ensured, the Independent Sample T-Test was used to compare the scores obtained by the students from the scales according to their gender and age. The paintings created by the students in the research were scored by 4 different experts

and the Intraclass Correlation coefficient was calculated in order to determine the reliability between the scorers. The results obtained accordingly are given in Table 2.

Table 2 Inter-rater agreement coefficients

Student product evaluation form (Criteria)	Intraclass Correlation Coefficient (ICC)
Using imagination in the work	0,60
The work being appropriate to the subject	0,55
Image richness	0,73
Unity-Integrity	0,74
Using colors (originality, richness, color transitions in the use of colors)	0,67
Movement-Rhythm	0,72
The work being completed	0,75

As seen in Table 2, the inter-rater reliability coefficient calculated for the 7 criteria in the product evaluation form varies between 0.55 and 0.75. These values obtained show that the agreement between the raters is generally acceptable and at a good level. The average of the scores made by 4 experts was taken while evaluating the students' products within the scope of the research. Descriptive findings regarding the scores students received from each criterion and the overall product evaluation form are given in Table 2. The values obtained according to the inter-rater reliability coefficient calculated for the seven criteria in the form in the evaluation of the student paintings revealed that the agreement between the raters is acceptable and at a good level.

Findings

The findings of the study are presented within the framework of sub-objectives.

Attitude levels of fourth graders towards visual arts course

The findings obtained as a result of the attitude scale applied to fourth grade students in order to find the answer to the first question of the study are presented in Table 3.

Table 3 Descriptive statistics of fourth graders' attitudes towards visual arts course

Scale	N	Min	Max	X	Sd
Attitude Towards Visual Arts Class	55	64,0	112,0	88,9 (3,18)	13,6

As indicated in Table 2, the minimum score that fourth-grade students received from the attitude scale towards the visual arts course was 64.0, the maximum score was 112.0 and the average score was 88.9. The findings show that the attitudes of fourth-grade students towards the visual arts course were at a moderate level.

Comparison of fourth-grade students' attitudes towards visual arts course by gender

Within the scope of the research, the attitude levels of fourth-grade students towards visual arts course were compared by gender and the findings obtained are given in Table 4.

Table 4 Independent Sample T-test results for the comparison of fourth-grade students' attitude levels towards visual arts course by gender

Gender	N	X	t	sd	p
Girl	29	89,96	0,63	53	0,535
Boy	26	87,65			

As seen in Table 3, the attitude levels of fourth-grade students towards visual arts course were compared according to their gender and no statistically significant difference was found ($t=0.63$;

$p>0.05$). According to the findings, it can be said that the attitude levels of male and female students are similar.

Comparison of fourth-grade students' attitudes towards visual arts course according to age

Within the scope of the research, the attitude levels of fourth-grade students towards visual arts course were compared according to their ages and the findings obtained are given in Table 5.

Table 5 Independent Sample T-test results for the comparison of fourth-grade students' attitude levels towards visual arts course according to their ages

Age	N	X	t	sd	p
8-9	20	91,20	0,96	53	0,343
10-11	35	87,54			

As indicated in Table 4, the attitude levels of fourth grade students towards visual arts course were compared according to their ages and no statistically significant difference was found ($t=0.96$; $p>0.05$). According to the findings, it can be said that the attitude levels of fourth grade students are similar regardless of their ages.

Evaluation of the paintings made by fourth grade students in visual arts class according to the student products (paintings) evaluation form (rubric)

The findings obtained as a result of the product evaluation form applied to the paintings of fourth-grade students in order to find an answer to the second question of the research are presented in Table 6.

Table 6 Descriptive statistics regarding the scores students received from the products

Criterion	N	Min. Score	Max. Score	X	Sd
Using imagination in the work	50	2,00	5,00	3,53	0,69
The work being appropriate to the subject	50	2,25	5,00	3,74	0,69
Image richness	50	2,00	4,75	3,34	0,73
Unity-Integrity	50	1,75	4,75	3,38	0,77
Using colors (originality, richness, color transitions in the use of colors)	50	1,75	4,50	3,34	0,69
Movement-Rhythm	50	1,75	4,75	3,34	0,76
The work being completed	50	1,75	4,75	3,43	0,75
Total	50	14,00	32,50	24,07 (3,44)	4,55

As indicated in Table 6, the minimum score students received from the pictures they created was 14.0, while the maximum score was 32.50. The general average score was 24.07 (3.44). Students generally had a moderate level of success in all criteria. While they received the highest average score from the criterion of "The work is appropriate to the subject", they received the lowest score from the sub-dimensions of "Image richness", "Use of colors (originality, richness, color transitions in the use of colors)" and "Movement-Rhythm" Image richness.

Discussion and conclusion

Based on the findings, it was concluded that the attitudes of fourth-grade students towards the Visual Arts Course were at a moderate level. The attitude levels of the students were compared according to gender and no statistically significant difference was found. This led to the conclusion that the attitude levels of female and male students towards the course were similar. When the attitude levels of the students towards the Visual Arts Course were compared according

to age, no statistically significant difference was found. It was concluded that the attitude levels of the students were similar regardless of their ages.

In the evaluation of the student paintings, it was concluded that they had a moderate level of success in all criteria of the form. In the evaluation, it was concluded that the highest average score was taken from the criterion of "Appropriateness of the Study to the Subject", while the lowest score was taken from the criteria of "Image richness", "Use of Colors (Originality, Richness, Color Transitions in the Use of Colors) and "Movement-Rhythm".

The results were examined in general. The attitudes of the students towards the Visual Arts Course were at a moderate level and no significant difference was found according to age and gender. Paintings were evaluated. A medium level of success was achieved in all criteria of the form. These results suggest that the students' attitudes towards the course and the success levels of their paintings are at a medium level and that there is harmony between them. Considering that age and gender do not cause any significant difference, it may suggest that the students' attitudes towards the course and the success levels in the scores of their paintings are compatible within themselves.

Indoshi et al. (2010) conducted a study in Kenya in which they examined the factors determining the attitudes of 131 students and 15 teachers of different ages towards the art and design curriculum. In this study, it was concluded that the schools lacked materials, equipment and facilities, the curriculum and the implementation of the subject were expensive, and the time allocated to the Art and Design Course was too short to cope with in practice. When these results were examined, in the application dimension of the study at hand, insufficient lesson times, physical facilities, and limited artistic materials were observed in the process of creating the pictures. In the study conducted by Göktepeliler and Demirbaş (2023), no significant differences were observed in the attitudes of fourth-grade students towards visual arts according to the variables of visiting an exhibition, the type of painting they like to do, the type of paint they like to use, the presence in the workshop at school, the branch of the teacher who teaches the class, the type of school and the place where they teach the class. On the other hand, contrary to the study at hand, it was concluded that the attitudes of the students showed significant differences according to their gender. This result suggests that the implemented program, environmental conditions, individual differences, and the level of students' readiness for the lesson may also be factors. In the study conducted by Genç and Buyurgan (2019) with sixth grade students, a significant difference was found between the attitude scores of the experimental group students to whom game-based activities were applied and the attitude scores of the control group students in favor of the experimental group. It is thought that it reflects positively on the students' attitudes depending on the applied methods and techniques. In addition, the fact that the success scores of the paintings made in this context are determined at a moderate level suggests that there may be positive differences depending on the applied teaching techniques and methods. A study was conducted by Alakuş and Yücel (2019) on this subject. They concluded that the use of waste materials in the Visual Arts Course positively contributes to the artistic development of the students while increasing their course attitudes and success levels. As a result of the studies of Indoshi et al. (2010), it was concluded that the time allocated to the course and the adequacy of materials are important factors in the development of students' positive attitudes towards art and design courses, painting attention to an important point in visual arts education. Although this situation was not directly measured in this study, the shortness of the course time and the inadequacy of art materials and physical facilities in the application and pre-application preparation and the creation of the paintings were observed as an important situation. In the study conducted by Varl and Duh (2020) with a group of students aged 14-15 in the ninth grade

Visual Arts Class in primary school, the attitudes before and after the study with contemporary fine arts were compared. It was concluded that the students had a positive attitude towards contemporary fine arts in terms of their ability to express themselves and that their critical attitudes towards both the content discussed and current issues had improved. In the study conducted by Iriobe and Okoli (2018) with 120 students from three different secondary schools, the effect of the motivational climate in the classroom on the students' attitudes and achievements towards the Visual Arts Class was investigated. While there was a significant difference in the post-test scores regarding student attitudes, it was concluded that there was no significant difference between the achievement test scores and the average achievements. In the study conducted by Serin, & Taşkesen, (2021) with 39 students from the eighth grade of middle school, it was determined that the score they received from the Visual Arts Course Attitude Scale was at a good level and their painting scores were at a moderate level. Unlike the results of this study, in the study conducted by Serin and Taşkesen (2021), it was observed that the score they received from the Visual Arts Course attitude scale of middle school students was at a good level and their painting scores were at a moderate level and there was no significant relationship between them. However, it was observed that no significant difference was found in the attitude levels and painting score averages according to gender, supporting the result of this study. In the study conducted by Aslantaş (2013) with fourth grade primary school students, no significant difference was found between the attitude scores of the experimental group and the control group students in which the interdisciplinary approach was applied. In the study conducted by Ayaydın and Özsöy (2011), no significant difference was found between the general attitude scores of the experimental group students who received instruction based on the theory of multiple intelligences towards the Art Course and the general attitude scores of the control group students who received traditional instruction, although the attitudes of the experimental group were more positive. In the study conducted by Watts (2005), the attitudes of primary school students towards making art were examined. It was concluded that even if the students did not make artistic works in their post-primary school life and education processes, the level and quality of communication and interaction with their teachers during their primary school education positively affected their approaches to artistic work and lessons. Eisner (2003) says, "Learning in art is not a monologue, it is a conversation" (Narrated by Watts, 2005:00). Conversations between children and teachers help shape and define children's approaches to learning. The reasons for making art presented to children by teachers can have a significant effect on children's attitudes towards the subject. It is important that not all children make art when they become adults, but that their curiosity about the visual world is developed and expanded, and that this process is encouraged by teachers. Although almost all of the children surveyed in the study will eventually stop making art, they stated that the early years of art education can provide them with valuable experiences and knowledge that other courses cannot provide, both practically and philosophically (Watts, 2005).

The attitudes of individuals begin to form in childhood and develop throughout life through communication and interaction with the environment. The formation of the attitudes of childhood is not only a situation related to them, but also important in terms of the society, socio-cultural structure, school environments, and interaction with other individuals. The attitudes of other individuals with whom the child is in contact in the educational environment are also important. The formation and development of attitudes require long processes, and a long process is required for positive change. In this process, it is necessary to think not only about the curriculum or model, but also about the environment surrounding the student in every dimension for positive change in attitudes.

For children, art is a powerful tool for learning in social, cultural and emotional dimensions. They communicate with society and individuals by expanding and strengthening their imagination with the works they do with artistic materials and sharing them. This situation prepares the environment for the development of their socio-cultural skills. (Yolcu, 2022:118). After many painting and painting attempts at different ages, children have a certain view about people and their environment. This situation is also reflected in their paintings, along with individual differences (Yavuzer, 2019:55). How children see an object or object and the meaning they give it, their experiences, the effects they experience by observing and watching the environment can be directly reflected in their paintings. In this way, they can experience effective communication by becoming aware of their environment and the situations and events that occur in them (Kırıçoğlu, 2014; Buyurgan and Buyurgan, 2020; Yavuzer, 2019). It is possible for children to express themselves and their communication with their environment freely by providing a working environment that encourages them without interfering with the use of techniques and materials.

The fact that both the attitudes of the fourth-grade students towards the visual arts course and the paintings they made in the course are consistent within themselves, but in both cases they are at a medium level, reveals that the subject needs to be emphasized. Important points in the implementation process of the study were the shortness of the course duration and the inadequacy of art materials such as paint types or papers and physical facilities. Considering the importance of art courses in terms of the development of this age group of children, it is necessary to improve them in terms of physical and time dimensions. This study was conducted with fourth grade primary school students, similar studies can be conducted at different grade levels. The relationship between attitudes and art works can be examined with different techniques and methods. Based on the researcher's observations, it can be suggested to address the issue of increasing the Visual Arts Course hours.

Acknowledgements

Extended summary of this article was presented as an oral presentation at the International Congress of Integrated Social Research and Interdisciplinary Studies (ISRIS), held from May 30 to June 1, 2024, in Batumi, Georgia.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Ethics statements

Name of the board that conducted the ethical evaluation: Hatay Mustafa Kemal University Presidency
Social and Human Sciences Scientific Research and Publication Ethics Board
Date of the ethical evaluation decision 30.06.2022, Decision No: 08
Ethics evaluation document number: 01.07.2022 / E-21817443-050.99-184466.

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