

Interdisciplinary art education and primary teaching students' self-confidence

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Abstract

The purpose of this research is to determine whether the self-confidence of students receiving interdisciplinary arts education in primary school varies according to gender, age and the type of high school they graduated from. The research is designed in survey model. At the stage of determining the sample, the students who were educated at Marmara University Atatürk Faculty of Education and who received interdisciplinary art education were determined and the students to be included in the study were determined by random (random) 112 volunteers selections. The self-confidence scale developed by Akin (2007) was used to determine the self-confidence levels of the students participating in the study. When the research findings are examined; self-confidence scores of the students were found to be quite high. In addition, it was observed that the self-confidence scores of the students did not vary according to gender, age and the type of high school they graduated from.

KEY WORDS: Art Education; Clip; Dance; Self-Confidence; Short Film

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INTRODUCTION

Bandura (1997,11) explained the concept of self-confidence as “the judgment of the individual feeling valued”. The level of self-confidence of students is evident both in their academic success and in everyday life experiences. A student with weak/low self-esteem can be very successful with an interdisciplinary education. In this case, art educators have an important role to play. The art educator will positively contribute to the development of students with versatile interdisciplinary practices, appropriate environment and behavior patterns.

Self-confidence is a very important factor for individuals in order for them to have positive experiences, nurture themselves in line with their abilities, and support their strengths in becoming successful people. The concept of self-confidence is used intertwined with the concepts of self-esteem and self-worth in many areas (Ekinci, 2016, 53).

Children with high self-esteem are eager to learn. These students are not distracted and they tend to learn from their failures. Children with weak self-esteem are not inquisitive. They run away from problems, are shy, reckless, do not like to be criticized and they tend to be more rebellious.

Recently, active learning is frequently used in art education institutions. Teaching style in which students are passive is no longer adopted. The environments in which the student actively participates in the lesson and interacts with other students rather than being passive accelerates the learning. In this context, interdisciplinary art education becomes very important.

Using body language in expressing one's own means the individual is defeating more than half of her/his fears. In this way, activities such as performances, dance theaters and improvisations, which intends to use body language, will help the teenager behave more freely, defeat the pressure coming from outside and approach the free thought. Activities such as games, dance and music applied during the lesson will save the lesson from monotony. In addition, students will be individuals who can express themselves through creative dance activities, have self-confidence, and a degree of aesthetic and musical experience and appreciation. Personality, emotions, creativity and the development of imagination are in the foreground rather than the product that emerges in creative dance. Interpretation can be made according to personal gains such as satisfaction, sense of entertainment, emotional relief as a result of the dance experience (Tokinan & Bilen, 2011,364). Aesthetic perspective is gained by being added onto art education lesson. In visual arts lessons, under the name of 3D dance theater Project, in the movement theatre based on Pina Bausch, moving sculptures are designed with improvisations, music, form, balance, contrast, and different symbols (Schiller, 1965). In addition, Bilgin and Coskuner (2016, 91) investigated the effect of Sound Painting applications on students' self-confidence. Sound Painting has been developed for dancers, visual artists and musicians. It is a multidisciplinary and simultaneous composition sign language and a type of improvisation. According to the results of this study, it was found that the effects of Sound Painting training given to students on traits

such as behavior, intelligence and school success, physical appearance, anxiety, popularity, and happiness improved them more.

One of the preferred methods of art education is the musical method. Generally, the transformation of creativity is the basis in the works that are achieved through music education. Sounds are made meaningful by transforming them into colors and shapes by reinforcing the creative power of the child. Motivating with music, rhythms can be turned into symbolic elements. In the application of this method, appropriate conditions must be prepared very well. The choice of music to be played should not disturb the teacher-student concentration (Artut, 2010, 114).

Bilgin's (2019) research also examined self-confidence and found interesting results. Most of the research is focused on sports and physical education, music and creative drama in the arts and shows that the most basic factors affecting self-confidence occur with an interdisciplinary interaction.

Independent thinking is a personality problem. Traditions are connected to the history-culture-geography and age they are in. A child has a personality, and it starts in family. The senior should accept the child's personality or respect will lose its sincerity and turn into authority anxiety. She/He looks for the authority to connect for a lifetime, can't be free, and the kid being raised with fear of low marks will have her/his thinking ability decreased and sense of responsibility undeveloped.

Critical thinking tries to reveal the truth in a different way while handling a subject. Free thought will be possible with the ones that can think on their own, create new ideas independent of teacher authority in the education process. Modern education should be a personality developer education which makes a person research, question and transfer her/his knowledge into life

Since society's development won't be possible with an individual who has just theoretical information; upbringing of prolific individuals who can see from a wide range of perspectives, think freely and creatively, know her/his responsibility in the society and who has sense of solidarity will be revealed with our system's potential. "Today, one of the points that developed societies is the importance given to people's individuality. The criteria which will determine an individual's future are her/his skill and effort." An individual's gain of these skills and factors that will increase her/his power of expression is only possible in primary education.

We can explain the reflection of multiple intelligence theories of education in this way; since all of our intelligence profiles are different within the framework of Gardner's theory, it will be right to personalize our educational system and re-prepare it by considering differences. Within this framework, mentioning a child being strong in one intelligence field but weak in another should only give clues of how to help him. Otherwise, evaluating the child with the best she/he can do will be wrong. Gardner focused on what children could do, not what they

did. Because of that, this approach is open to development. In this approach, the important thing to do is not to gain the abstract information, but the child transforming what she/he learned into practice (Gardner,1993).

It shouldn't be forgotten that the child, who should be raised consciously from the first years of life, is a boy/girl who plays games. If game playing process that starts from pre-school period is given up, a person wants to play games until death, in accordance with human nature. Aren't games such as football, skiing, basketball, card games, chess etc. under the name of sports also interesting for adults? These games are located as hobbies against life's truth.

So, if game is a factor that makes life meaningful, do we benefit from it occasionally to beautify education and make it more efficient now and also in the upcoming years? Of course, we see that the private sector, which realized it, benefits from it under the names of sports, art, communication to improve efficiency. So, game, which is an essential necessity for children, is a tool of learning, creating, gaining experience, communicating and preparing for adulthood. Game is the whole of the activities that improve feeling and senses of joy freely and spontaneously.

In addition to the education the student receives through play, it should also be supported by drama, theater and stage education. The stage is a phenomenon that helps nurture a sense of responsibility and higher expectations for their own work (Stoyanov, 1971). The individual stage performance of the student's frequent communication with the audience on the stage is of a motivating and educational importance (Andreeva, 1985). Stage preparation should be aimed at teaching qualities such as concentration, auto-control, meticulousness, artistic perspective, responsibility to take part and love of art in general, as well as to perform the work well. For this reason, it is thought that it is important for them to have the stage culture during their vocational training and to have the necessary performance experience in order to be able to perform their works successfully (Ekinci, 2016, 56)

He/She improves her/his latent abilities by trying many things on his/her own and learns without realizing. Game is an activity that prepares the child for future. Just like cats, lions, tigers etc. do in nature. During the game, almost all of the child's brain is in motion. He/She spends his/her accumulated energy through playing (Omeroglu, 1990).

When we call the children home they get really tired while saying "A little more..." but they don't want it to finish. As educators, we have to discuss the question of how we can turn education into a game that children don't want to stop playing.

The child learns to recognize and use objects around him/her through playing. He/She learns to differentiate between small-big, heavy-light, colors, shapes. During the game he/she accepts some truth; endeavoring, finishing what he/she started, succeeding, losing, admitting, having to struggle again; learns cooperation, sharing, winning, defeat by experiencing it; learns how to express his/her emotions and thoughts by passing through different roads. He/She

relaxes by directing his/her anger, sadness, fury, envy to his/her doll and learns to cope with them (Omeroglu, 1990).

An individual's ability to cope with the life, can be possible with slowly familiarizing him to freedom at his mother's knee. Creativity lies at the roof of freedom. Coon explains the four general factors that obstructs creativity below (Arik, 1987).

1. Performance Anxiety: Involves obstacles such as making a mistake, feeling of being laughed at in front of others, introversion, fearing of complexity.

2. Cultural Barriers : Involves community values such as seeing the act of fantasize as waste of time, thought of games are just for the kids, regarding emotion, showing enterprise and joking around as something bad and nonserious manners.

3. Learning Barriers : Involves the customs that emphasizes the functional stereotyping and practices, interpreting and creating potentialities.

4. Mental Disabilities : Involves the factors of a problem's important elements that leads to failure in mind (Coon, 1983).

Problem:

The purpose of this study is to identify the situation and self-confidence of second and third year students after receiving interdisciplinary art education.

Aim:

To show the development of the art perspective to the Faculty of Education against the interdisciplinary arts education projects of the classroom teacher candidates coming from different faculties in our country.

Importance:

To provide classroom teacher candidates with the ability to express themselves more easily with projects against interdisciplinary arts,

- Distinguish popular art and real art,
- To develop an intellectual perspective and raise awareness on these issues.

LIMITATIONS

First limitation was 112 students who was accepted fill in to multidisciplinary-interdisciplinary project questionnaire.

It is limited to the answers of the students who completed the multidisciplinary-interdisciplinary project questionnaire in the 2017-2018 academic year among the first and

second semester 2nd and 3rd year students of Marmara University Atatürk Faculty of Education Department of Primary Education Department of Classroom Education.

METHOD

In this part; method of the research, system and sample, data collecting tools, data collecting, data examining and analyzing are talked about.

Model of Research

In context of this research's purpose, the research conducted was designed in survey model so as to determine whether confidence of the participant students changes according to gender, age and graduated high school. Survey model is defined as research model which intends to put forth the change of a dependent variable according to more than one independent variable (Karasar, 2020).

Universe and Sample

Studying students were 2.-3'th and 4'th class at Marmara University Faculty of Atatürk Education students (N=248) form the universe of the research.

At the stage of determination of the sample, the students who study at Marmara University Faculty of Atatürk Education and who had taken interdisciplinary art education were determined and units which would be included in the research with all classes were selected with random selections. The students who accepted the participation were informed about the study. It has been reported that the collected data will be used for research purposes. 112 students who were volunteers (Female: 80; Male: 32) were included in the study. It makes up 45% of the universe.

Table 1. Distributions of the Students by Gender

Sex	f	%
Women	80	71,4
Men	32	28,6
Total	112	100,0

Table 2. Distributions of the Students by Age and High School They are Graduated

High School Type	f	%	Sex	f	%
Anatolian High School	54	48,2	Age 19-20	44	39,3
Vocational/İmam Hatip High School	23	20,5	Age 21-22	60	53,6
Normal High School	12	10,7	Age 23 and above	8	7,1

Anatolian Teacher High School	23	20,5		
Total	112	100,0	Total	112 100,0

Data Acquisition Tools

In this part, Self-Confidence Scale and Personal Information Form were used.

Personal Knowledge Form

The personal information form about the students' independent variables was designed by the researcher. In the form, the students are asked about gender, age and the kind of high school they graduated from.

Self-Confidence Scale

In this research, the self-confidence scale developed by Akin (2007) was used. It was aimed to measure students' self-confidence levels. This scale was applied to 796 students in various high schools in Sakarya, Istanbul and Kocaeli. As a result of factor analysis, 33 items were gathered under two factors. These are internal-self-confidence and external self-confidence explaining 43.6% of the total variance. The chi-square value found in CFA analysis to verify the two-factor structure of the scale; ($\chi^2 = 700,421$, $sd = 488$, $P = ,000$). Coherence index values are in acceptable range. The total score was found to be 94 as a result of the internal consistency coefficient calculations of the scale. Internal self-confidence score was 97 and external self-confidence score was 87. The scale's item total correlations range from 30 to 70.

While 33 points are the lowest possible score on the scale, 165 is the highest score. It is known that an individual with a high score has high self-esteem (Cinar, Nurten et al. 2019).

Data Analysis

At the stage of analysis and interpretation of data, the following procedures were carried out in accordance with the purposes of the research.

Non-parametric Mann Whitney U test was exercised to see the difference between two categories of independent variables and non-parametric Kruskal Wallis -H-test was used to determine whether three and further categories of independent variables change in order to determine whether the students' self-confidence scores (total and all sub-dimensions) differ according to their independent variables (Cohen, Manion & Morrison, 2018).

RESULTS

In this section of the research, the results of the statistical analyzes performed are presented in tables. At this point, according to the purposes of the research, the results were classified and transferred in separate titles.

Results of The General Structure of The Groups

1. Descriptive Results Concerning Total and Sub-Size Scores of Self-Confidence Scale

In this part of the study, N, SS and Shx values of the total and sub-dimension scores of the self-confidence scale applied to the students participating in the research were given.

Table 3. Number of Sample and Total Size of the Self-Confidence Scale, Arithmetic Mean, Standard Deviation and Standard Error Values.

Subdimensions of Self-Confidence Scale	N	\bar{X}	SS	Sh _x
Total Self-Confidence	112	129,50	16,07	1,51
Internal Self-Confidence	112	66,34	9,25	0,87
External Self-Confidence	112	63,16	7,99	0,75

Table 3 shows the number of data (N), arithmetic mean (X), standard deviation (ss) and standard error values (Shx) of the arithmetic mean. When the averages are examined, it is seen that the self-confidence scores of the students within the scope of the research are quite high when the score ranges that can be taken from the scale (minimum 33, highest 165) are taken into consideration.

2.Results of Students' Self-Confidence Scores According to Independent Variables

In this part of the study, the results of the analysis were performed to determine whether the students' self-confidence scores (with total and all sub-dimensions) varied according to gender, age and graduated high school type variables.

2.1. Findings Related to Gender Variable

In this section, the results of the Mann Whitney U Test, which is done to determine whether the students' self-confidence points (with total and all sub-dimensions) differ according to the gender variable, are tabulated.

Table 4. The Consequences of Mann Whitney “U” Test Which is Applied for Total Self-Confidence Values by Gender Variable

Total Self-Confidence	N	\sum_{sira}	\bar{X}_{sira}	U	Z	P
Women	80	57,53	4602,00			
Men	32	53,94	1726,00	1198,000	-,528	,597
Total	112					

Done according to confidence total value for the gender groups “Men” and “Women”, according to the results of Mann Whitney “U” test; it’s seen that the correlations of “Men” and “Women” does not have any meaningful difference between them. Women’s total sorting average is 57,53, Men’s total sorting average is 53,94. **According to these results, the students’ total confidence scores don’t vary by sex.**

Table 5. The Consequences of Mann Whitney “U” Test Which is Applied for Internal Self-Confidence Values by Gender Variable

Internal Self-Confidence	N	$\sum s_{ira}$	\bar{X}_{sira}	U	Z	P
Women	80	57,22	4577,50			
Men	32	54,70	1750,50	1222,500	-,371	,711
Total	112					

Done according to inner self-confidence total value for the gender groups “Men” and “Women”, according to the results of Mann Whitney “U” test; it’s seen that the correlations of “Men” and “Women” does not have any meaningful difference between them. Women’s total sorting average is 57,22, Men’s total sorting average is 54,70. **According to these results, the students’ total inner self-confidence scores don’t vary by sex.**

Table 6. The Consequences of Mann Whitney “U” Test Which is Applied for External Self-Confidence Values by Gender Variable

External Self-Confidence	N	$\sum s_{ira}$	\bar{X}_{sira}	U	Z	P
Women	80	58,27	4661,50			
Men	32	52,08	1666,50	1138,500	-,912	,362
Total	112					

Done according to external self-confidence total value for the gender groups “Men” and “Women”, according to the results of Mann Whitney “U” test; it’s seen that the correlations of “Men” and “Women” doesn’t have any meaningful difference between them. Women’s total sorting average is 58,27, Men’s total sorting average is 52,08. **According to these results, the students’ total external self-confidence scores don’t vary by sex**

2.2. Results of Age Variable

In this section, whether students’ self-confidence scores (total and with it’s sub-dimensions) differentiate or not according to age variable was given as a table.

Table 7. Consequences of Kruskal Wallis-H Test Which is Applied to Determine whether Self-Confidence Total Scores Differ According to Age Variable.

Point	Age	<i>N</i>	\bar{X}_{sira}	χ^2	<i>sd</i>	<i>P</i>
Total Confidence	19-20	44	56,99	4,470	2	,107
	21-22	60	53,15			
	23 and above	8	78,94			
	Total	112				

According to Kruskal Wallis-H test results, there isn't any statistically significant difference between groups' total scores ($P > ,05$). **In other words, the students' self-confidence total score.**

Table 8. Consequences of Kruskal Wallis-H Test Which is Applied to Determine whether Internal Self-Confidence Differ According to Age Variable.

Point	Age	<i>N</i>	\bar{X}_{sira}	χ^2	<i>sd</i>	<i>P</i>
Internal Self-Confidence	19-20	44	57,88	2,678	2	,262
	21-22	60	53,32			
	23 and above	8	72,81			
	Total	112				

According to the Kruskal Wallis-H Test performed to describe whether the students' self-confidence scores change according to age variable, the difference between the mean scores of the groups was not statistically meaningful. ($P > ,05$). **In other words, students' self-confidence scores do not differ according to their age.**

Table 9. The Consequences of Kruskal Wallis-H Test That was Applied to Determine whether External-Self Confidence Points Differ According to Age Variable.

Point	Age	<i>N</i>	\bar{X}_{sira}	χ^2	<i>sd</i>	<i>P</i>
External Self-Confidence	19-20	44	55,82	2,678	2	,262
	21-22	60	53,65			
	23 and above	8	81,63			
	Total	112				

According to the Kruskal Wallis-H Test performed to describe whether the students' self-confidence points change according to age variable, the difference between the mean scores of the groups was not statistically meaningful. ($P > ,05$). **In other words, students' self-confidence scores do not differ according to their age.**

2.3. Findings Regarding Graduated High School Type Variable

In this section, the results of the Kruskal Wallis H Test, which is done to describe whether the students' self-confidence points (with total and all sub-dimensions) differ according to the graduated high school variable, were tabulated.

Table 10. The Consequences of The Kruskal Wallis Test Which is Applied to Define whether Self Confidence Total Score Differs or not in Terms of the High School Variable.

Point	Kind of High School Graduated	N	\bar{X}_{sira}	χ^2	sd	P
Total Self Confidence	Anatolian High School	54	57,06	3,241	3	,356
	Vocational/İmam Hatip High School	23	55,13			
	Normal High School	12	70,08			
	Anatolian Teacher High School	23	49,46			
	Total	112				

According to the results of Kruskal Wallis-H Test conducted to determine whether the students' self-confidence total scores differ according to the graduated high school type variable, the difference between the mean scores of the groups was not statistically significant. ($P > .05$). **In other words, the students' self-confidence total scores do not change according to the type of high school they graduate.**

Table 11. Consequences of Kruskal Wallis-H Tests That was Applied to Determine whether Internal-Self-Confidence Points Differ According to Graduated High School Type Variable

Point	Type of High School Graduated	N	\bar{X}_{sira}	χ^2	sd	P
Internal Self Confidence	Anatolian High School	54	57,74	4,955	3	,175
	Vocational/İmam Hatip High School	23	59,37			
	Normal High School	12	68,29			
	Anatolian Teacher High School	23	44,57			
	Total	112				

The Kruskal Wallis-H Test was conducted to determine whether the students' self-confidence scores differ according to the variable of the high school they graduated from. According to the results, it was determined that the difference between the mean scores of the groups was not statistically significant ($P > .05$). **In other words, students' self-confidence scores do not differ according to the type of high school they graduate.**

Table 12. Consequences of Kruskal Wallis-H Tests That was Made to Determine whether External-Self-Confidence Points Differ According to Graduated High School Type Variable

Point	Type of High School Graduated	N	\bar{X}_{sira}	χ^2	sd	P
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External Self Confidence	Anatolian High School	54	55,89		
	Vacation/İmam Hatip High School	23	51,35		
	Normal High School	12	72,79	3,706	3 ,295
	Anatolian High School	23	54,59		
	Total	112			

The Kruskal Wallis-H Test was conducted to determine whether the students' self-confidence scores differ according to the variable of the high school they graduated from. According to the results, it was seen that the difference between the mean scores of the groups was not statistically significant ($P > .05$). **In other words, students' self-confidence scores do not differ as regards the kind of high school they graduated from.**

CONCLUSIONS AND DISCUSSION

Under the name of Multidisciplinary(interdisciplines) art education, the most important thing is developing self confidence, teaching to say “no”, being able to stand up, being able to make our on decisions and bring them to become an individual. Here with the self confidence attitude scale, we aim to realize the change in preservice teachers’ who receive interdisciplinary art education self confidence and when they become teachers, direct them to help primary school student’s to do projects on their own because our chief goal is to raise self confident, freethinker, self-loving and happy individuals.

When the research findings were examined, self-confidence scores of the students were found to be significantly higher. In this context, it can be said that interdisciplinary art education significantly increases students' self-confidence. In addition, according to the research findings, it was observed that the self-confidence scores of the students did not change in relation to the independent variables. According to these findings, the art education given to the student revealed that it is an effective method in increasing self-confidence regardless of the variables.

In addition, it has been revealed that this high self-confidence does not change according to the schools they graduated from, their age and gender. In other words, the level of self-confidence represented in this research is so strong that any variable does not change this result.

This research has been applied to students receiving interdisciplinary art education and such high results have been obtained. In order for our students to be even more successful, it will be more effective to receive this education during middle school and high school periods. The student who received a multi-disciplinary education in the previous education period will be more successful in the following education periods.

When analyzed according to gender, we see that there are more female students. However, this did not affect the result. When male or female students receive education with high motivation and self-confidence, they will all be successful.

There is no significant difference when examined according to age. However, students aged 19-20 have a little low self-esteem since they just started school and are in the process of getting used to it. However, students between the ages of 21-22, who are well accustomed to school and adopt education, seem to have the highest self-confidence. Students aged 23 and over are slightly less interested than other students. The last years of their school and anxiety for the future may have affected this self-confidence dream. However, these rates did not affect the general average and a success was observed in every age in general.

As a consequence;

- * Boosting reliance,
- * Biases preventing friendships,
- * Cooperate together,
- * Not afraid to make mistakes and being able to say no without fear
- * Combating fear of criticism and ridicule,
- * Enjoying producing together,
- * Caring about your own thinking rather than what others think,
- * Enjoying being admired and appreciated,
- * To realize the place of colors in our lives, from our clothes to our home decoration.
- * Producing something fearlessly and being confident when there is no teacher.

SUGGESTIONS

On the basis of multiple intelligence theory, everyone has different competences from each other. By providing interdisciplinary art education, it should be ensured that students in primary education can express themselves in different areas by revealing their different sides as multiple intelligences. In the future; It should be targeted to raise self-confident individuals, to produce critical thinking, to establish a connection between concepts, to produce products, to be able to carry out projects together, to be able to make projects on their own without a teacher.

In today's world where raising creative individuals is of the utmost importance, examples of interdisciplinary art education that help to reveal this creative potential in students should be included and introduced within education.

This study was applied only to students who received interdisciplinary art education. It is recommended to work with different sample groups.

In order to increase self-confidence regarding performance, students should be focused on interdisciplinary activities such as exercise, dance, game, drama and theater. Outside of class, students should be actively involved in performing arts, theater or exhibitions.

Interdisciplinary education practices should be increased and encouraged in institutions providing art education.

Art education instructors should research and apply this subject in their lessons.

This article focuses on interdisciplinary art education. It is recommended to investigate the relations of different education branches with other disciplines.

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