INVESTIGATION OF THE RELATIONSHIP BETWEEN THE EMPATHY TENDENCY LEVELS OF 5th GRADE STUDENTS AND THEIR MOTIVATIONS AGAINST PRACTISE ACTIVITIES OF VISUAL ARTS COURSE [1]

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ABSTRACT

This study aims to determine the empathy levels of the secondary school 5th class students related to empathy value handled within the frame of value teaching and uncover the relationship between empathic reflection levels within creativity dimension. The research was carried with 31 (14 female/17 male) secondary school students at the age of 10-11 chosen with simple random sampling in Sivas province in the 2018-2019 educational year. The data of the research were collected with the "Ka-Si Empathy Scale", "Painting Evaluation Form" and "Semi-structured Protocol Form". The data of the research were analysed with the qualitative and quantitative applying the mixed method. According to the findings of the research, the empathy and creativeness levels of the students were at a high level; however, no significant relationship was found between their drawings and empathy levels. The t-test was applied to determine the difference between the empathy establishment levels and their creativeness levels in their drawings created with establishing empathy according to gender, no meaningful difference between the girls and boys was found at the end of the test. Descriptive analysis was applied during the analysis of the qualitative data and the effect of empathy value applied within the scope of value training on their motivations was tried to find out by uncovering the situations of their positive and negative thoughts during the application of the study depending on the findings at the end of the research. According to the qualitative data of the research, in addition to the findings that the students were positively affected with the thoughts such as they felt happy during the activity, wanted to be included such a study once more, the opinions as more efficient results might emerge when the course hour was increased.

Keywords: Art training, value teaching, empathy, motivation, visual arts

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INTRODUCTION

Communities have changed and transformed from the past until now. The adventure of existence and self-realization of mankind has renewed his living, family structure, traditions and customs continuously with various values. Value is one of the most significant factors that makes man as human and separates him from the other creatures. Value is the secret that lies at the basis of correct knowledge, correct thinking and reaching the truth. "Value is an abstract measure to determine the significance of a thing, an exchange, value that something worths, price, high and useful qualification (TDK.2014). Values teach the individuals that constitute the community which are significant and how to live according to these truths. They emerge as the connection of an individual with the object as the one desire and need (Ulusoy & Dilmaç, 2016: 13).

In value acquisition, human - in addition to his inner world and personal development- even with the environment he grown in, the qualifications he gained from childhood are significant. The thoughts and behaviors of the person, who has good qualifications, shape as him. Values are the most significant factors that constitute our cultural accumulation from the past until now. Values have a side which is open to develop and change, they also have an unchanged traditional side as well. As we learn traditions and customs during our lives, we learn values by observing, feeling and experiencing. In this process, the experiences we gain in our families, society and mostly at school are the most significant learning and application centres of our values. All the living elements of society, even the whole world, refer to the value teaching. Aydın & Akyol Gürler (2013) described the purpose of the value teaching as, "to uncover the best side of the child which s/he brought from the birth; provide to develop the personality with all aspects; support the individual reach the perfectness; preserve and save the individual and society from all bad things, on the other hand, donate with good qualifications and provide continuity."

Primarily the family and then the schools have crucial responsibilities in value teaching. Schools ensure forming and shaping values and behaviors that individual gain in the family. During the value teaching in schools, these concepts are given sometimes random methods such as giving sample events from the real-life, benefitting from the sayings and life stories of important people, helping the students acquire awareness by making them feel sympathetic, and sometimes systematically. As the general functions are investigated in educational institutions, it is seen that many values such as being patriot, care about health, be clean, be tidy, be fair, have the responsibility, be creative and entrepreneur, are stressed. Educational institutions arrange activities, guide students to stress the significance of these and similar values.

In the primary school educational program (MEB, 2009) refers to the importance of values as:

- Values are connective facts that are adopted by the community and individuals.
- They are the criteria which are believed to meet the social needs of society and be for the sake of individuals.
- They are not only about consciousness but also judgements that concern feelings and excitement.

- Values are the motives that exist in the consciousness of an individual and direct the behavior.
- The difference between values and norms is that it has a more general and abstract qualification.
- The value consists of the norm.

As the literature is investigated, concepts such as value teaching, moral education, personality training are encountered, and it can' be the wrong to say that these concepts are used interchangeably. As the 4th and 5th class social studies course teaching program is analysed, it is seen that the values, to be given directly, such as be fair, give importance to the family unity, independence, peace, be scientific, diligence, solidarity, sensitivity, honesty, aesthetic, tolerance, hospitality, independence, care about being healthy, love, responsibility, cleanliness, patriotism and helpfulness (MEB, 2005: 4). During the value teaching process, associating the functions stated in the program with the values has great importance. Instead of teaching the values one by one, making them a part of the school with a holistic approach is another approach that comes forth. Teaching adopted humanistic and universal values has the characteristic to increase motivation. These values are: "love, responsibility, respect, tolerance-sensitivity, self-confidence, empathy, be fair, courage-leadership, be kind, friendship, solidarity-cooperation, cleanliness, truthfulness-honesty, give importance to the family unity, able to think independent and freely, optimism, develop aesthetic feelings, hospitality, patriotism, be favour diligence, share things, kindliness- mercy, greeting, modesty, self-sacrifice, be aware of cultural heritage" (MEB, 2010: 4). Each sub-heading of value teaching is significant. The main value that we focused on in our research is empathy. " Empathy is the process in which the person puts him/herself into the place of others and understands their feelings and thoughts correctly, feels and reflects this situation to him/her" (Rogers as cited in Dökmen, 2008: 157). Empathy or sympathy has the meaning that the person understands and internalizes other's feelings and the situation s/he is in. Empathy is one of the skills that are necessary for both the children and the adults should have to settle the relationship with others. It is significant to develop interpersonal relationships that the individual should be aware of his/her and others' feelings (Önder & Gülay, 2007). Empathy is a skill that exists in human being from birth; however, it disappears when it is not supported. To develop the empathy skill, open-ended questions can be asked and activities that necessitate comment should be arranged.

Several pieces of research exist in the literature related to the value teaching. These studies mostly focused min the topics such as teacher opinions related to the value teaching, moral dimension of the value teaching, comparing the teaching programs in terms of the value teaching, analysing the humanistic values with value scales

With the other studies, our present study is thought to contribute to the literature within the scope of the relationship between value teaching and art education. In this context, the empathy value within the scope of value teaching was focused during the research process and the concept of empathy from the value functions in the visual arts course was investigated.

Problem of Study

Investigating the empathy tendency levels of the students during the course, their motivations towards drawing creativity and visual arts course activities through empathy consist of the research problem. The research aims the evaluation within the scope of the acquisition of "How about understanding the artist and living with art?" which is included in the value teaching course. With this purpose, the following research questions were asked.

Sub-problems:

1. How are the empathy levels and creative drawing levels of the 5th class students?
2. Do the empathy levels of the 5th class students demonstrate difference according to gender?
3. Do the creative drawing levels of the 5th class students demonstrate difference according to gender?
4. Is there a significant relationship between the empathy levels and creative drawing levels of the 5th class students?
5. What are the opinions of the 5th class students related to the visual arts course and value teaching (empathy) activities?

METHOD

Study Model

This study, which aims to put forth the relationship between empathy establishment and empathic reflection levels of 5th-grade students, is research with mixed-method design. "The mixed-method consists of collecting, analysing and interpreting qualitative and quantitative data in only one research or more researches" (Lecc and Onwuegbuzie, 2009: 266). In the quantitative part of the research, the general scanning method was employed. "The general scanning is the reviewing arrangements carried on the whole universe or a group to be taken from it to make a general judgement about the universe in a universe consisting of many elements" (Karasar, 2016: 111). In the qualitative part of the research, the descriptive analysis was applied. "The descriptive analysis of a type of qualitative data analysis that includes summarising and interpreting data obtained with various data collection techniques according to predetermined themes. In this analysis type, the researcher can often include direct quotations to reflect the views of the individuals s/he interviewed or observed strikingly. The main purpose of this type of analysis is to present the findings to the reader in a summarised and interpreted form (Yıldırım and Şimşek, 2003).

Study Group

The study group of the research consisted of 31 (14female/17 male) Vali Aydın Güçlü secondary school students at the age of 10-11 chosen with simple random sampling in Sivas province in the 2018-2019 educational year.

Data Collection Tools

The "product evaluation form" developed by the researchers was applied in the research. The form, which includes 15 items, has a structure of 5 points Likert type. The highest score that can be taken from the measurement tool is 75.The content validity of the measurement tool was provided with the views of 3 academicians from the Division of the Painting of the Fine Arts Department in the Faculty of Education. The reliability of the data collection tool was provided with the correlation between the evaluators.

The reliability of the research was provided with the correlation between the evaluators. The Pearson correlation coefficient between the evaluations was found to be .93.

In the quantitative data of the research, the" Ka-Si Empathic Tendency Scale Child Form" was applied. This form was prepared by Kaya and Siyez (2010) to determine the empathic tendencies of children. The scale consists of 13 items and is a form as 4 points Likert type. The highest score that can be taken from the scale is 52.

In the research, besides, to determine whether the study is beneficial or not, how is the student motivation is affected, a semi-structured protocol form consisting of 4 questions was used.

Analysis of the Data

In the study, the data, collected with the Ka-Si Empathy child form by Kaya and Siyez (2010) to determine the empathy levels of the students, were analysed with the SPSS 22.00 program at the level of .05. The descriptive analysis was applied for the empathy levels of the students, independent samples t-test to find the difference according to gender. To determine the relationship between empathy scores and drawing scores, the Pearson correlation test was used. The data gathered with the semi-structured protocol form of the study were evaluated with the descriptive analysis.

The application was conducted with 31 students at the age of 10-11 in a classroom environment. At the basis of the study, the empathy, which is among the Value Teaching functions of the National Education. To determine the empathy levels of the student's st the beginning of the research, the Ka-Si Empathy child form was applied. Then, to refer the significance of the value acquisition at school, the research was actualised within the basis of the following functions within the scope of the activity, "what do you think about understanding the artist and living with art? Which is appropriate to the empathy value.

 Can explain the similarities and differences between art and artists of different cultures.
Can analyse artwork in terms of its period and condition.
Can settle the relationship between applied art materials and professions in the field of visual arts.
Can draw human figure appropriate to the scales considering his/her observations (MONE, 2018).

During the study carried out according to these functions, the students were informed about empathy and the paintings of different Turkish artists of 8 different periods were presented yo them. These paintings were Simitçi(Sabri Berkel), Gül Koklayan Kadın (İbrahim Çallı), Kavunlar and İncirler(Süleyman Seyyid), Harman (Namık İsmail), Kadın (Nuri İyem), Kaplumbağa Terbiyecisi (Osman Hamdi Bey), Ütücü Kadın (Nurullah Berk), Yörükler and Köylüler (Turgut Zaim). After some activities applied to establish empathy with the artists whose paintings were shown, the students were asked to draw the painting again. In this process, paper and pencils were given to the students. They behaved freely to draw the paintings. After the students had drawn the paintings again, the Semi-structured Protocol Form, which consisted of 3 items, was applied to them to express their feelings within the scope of the questions. During the research, the students were set free, the researcher did not interrupt them. After they had completed the activity, the used data collection tools were evaluated by 3 experts who were qualified in their fields.

FINDINGS (RESULTS)

1.   How Are The Empathic Tendencies And Creative Drawing Score Averages of the Students?

Table 1. Descriptive Statistics Related to the Score Averages the Students Got From Ka-Si Empathy Scale

	N	Average
Empathic Tendency	31	40.74
Drawing	31	53.65

The average scores that the students got from the Ka-Si Empathy scale and empathic drawing are presented in Table 1. According to this, the lowest score from the empathic tendencies scale is 23, the highest score is 51 and the average is 40.74. As it is thought that the highest score that can be taken from the scale is 52, the empathic tendency levels of the students are 80%.

As the scores they had taken from the empathic drawing were taken into consideration, the lowest score that they got is 38, the highest score is 71 and the average score is 53.65. as it is considered that the highest score that can be taken from the scale is 75, the students had 71% of achievement.

2.   Is There a Difference Between the Empathic Tendency Score Averages of Students According to Gender?

Table 2. Findings Related to The Independent Samples t-Test of The Empathic Tendency Levels Score Averages of The Students

	n	$\overline{X}$	S	sd	t	p
Female	31	41.13	5.75	29	.338	.738
Male	31	40.38	6.66			

In Table 2, as the arithmetic average values of the female and male students are analysed, the score of female students is $\overline{X}$ = 41.13, this value in male students is $\overline{X}$ = 40.38. as the Standard deviation values are analysed, the measurement of female students is S= 5.75, and it is understood that it is more homogenous compared with the male students. According to the independent samples t-test calculated to determine the score difference between the female and male students of 5th class meaningful difference was found as [$t_{(10}$= 3.38 p>.05]. In other words, no meaningful difference was found between female and male students in the empathic tendency dimension.

3. **Is there a Difference Between the Average Drawing Scores According to The Gender of The Students?**

Table 3. The Findings Related to the Independent Samples t-Test of the Drawing Scores of the Students

	n	$\overline{X}$	S	sd	t	p
Female	31	55.87	9.78	29	1.135	.266
Male	31	51.56	11.21			

As the arithmetic average values of female and male students given in Table 3 are analysed, the scores of female students are $\overline{X}$ = 55.87, this value in male students is $\overline{X}$ = 51.56. As the Standard deviation values are analysed, the score measurement of female students is S= 29 more homogenous compared with the male students. According to the independent samples t-test calculated to determine the difference between 5th class female and male students [$t_{(10}$= 1.135 p>.05], there is no meaningful difference. In other words, there is no meaningful difference between female and male students in the dimension of drawing achievement.

4. **Is There a Relationship Between Empathic Tendency Levels znd Drawing Levels of the Students?**

Table 4. Findings Related to The Pearson Correlation Test Related to the Relationship Between the Empathic Tendency Levels and Drawing Levels of the Students

		Drawing Level
Empathic Tendency Levels	Pearson Correlation	.694
	p	,073
	n	31

According to Table 4, no meaningful relationship was found between the empathic tendency levels and drawing levels of the students.

5.   What Are the Opinions of the Students Related to The Value Teaching (Empathy) Activities of Visual Arts Course?

To determine the empathy establishment and empathy reflection levels of the students, student opinions related to the activities and rates and frequencies of these are presented in Table 5, 6 and 7.

Table 5. Frequency Analysis Results Related to The Answers of Students to the Question, " Are You Willing in Doing This Activity?"

Point of view	N	Average
Yes	27	87.10
No	3	9.68
Not decided	1	3. 22
Total	31	100

According to the categories given in Table 5, 87% (27) of the students claimed that they were willing during this activity, 9,68 % (3) claimed to be unwilling and 3,22 %(1) claimed to be not decided. As the results were analysed, the answers of the students in the study group related to the activity they were included were as: Ö3 "This made me happy", " Ö1, " Yes, because I thought I could show myself with this painting", Ö2, " Yes, I wanted. Our life is full of colours, so I wanted my painting to be colourful". On the other hand, some expressed general responses as that they were willing, they were not willing and they were not decided. According to this case, it was understood that most of the students had done the activities willingly. This result shows that the activity increased the intrinsic motivation of the students.

Table 6. The Frequency Analysis Results Related to The Answers of The Students to the Question," Did This Activity Make You Happy?"

Viewpoint	Frequency (f)	Rate(%)
Yes	24	77.42
No	2	6.45
Not decided	5	16. 13
Total	31	100

According to the categories given in Table 6, 77, 42 % (24) of the students claimed that this activity made them happy, 6,45% (24) of those were unhappy, 16,13% (5) not decided. As the results were analysed, the answers of the students in the research group to the questions about the activity were as: Ö1, "Yes, I liked. As I looked

afflicted, I wanted to make myself happy as I draw." Ö4, " I was happy as it was a good activity". Ö5 "Yes, because I wanted to draw painting silently." On the other hand, some general responses as "this study made me happy", "not happy" and "nit decided". According to this case, it was concluded that the students were happy as they were doing the activity. Also, as a result, this increased the intrinsic motivations of the students as in the result of another finding.

Table 7. The Frequency Analysis Results Related to The Answers to the Question " Did You Reach The Result You Desired at the End of The Activity".

Viewpoint	Frequency(f)	Rate (%)
Yes	15	48.39
No	13	41.93
Partly	3	9. 68
Total	31	100

According to the categories in Table 7, 48, 39% (15) of the students claimed that they reached their goal during the study, 41, 93%(13) could not, 9,68% (3) partly reached to their goals. As the results were analysed, the answers of the students in the research about the questions directed to them on the paintings they drew were, Ö7 "I could not draw sone of it but I think it looks good", Ö2 "I wanted something showing the time with colours or between colours and it happened", Ö8 "Not exactly, I made it short and could not find the skin colour." And some general responses as, Ö6, "Yes, I deleted a few times and drew it again", " I showed an effort to do this activity", "I could not reach my goal with this activity", "partly reached." According to this case, it was found that the students reached their goals during the activity. Approximately 50 % of the students claimed that they reached the result they wanted at the end of the activity. In this case, it can be claimed that the students appreciated the product they drew. As the as a worry to be admired showed that it affected the extrinsic motivations of the students.

Table 8 The Frequency Analysis Results Related to the Answers of the Students to the Question," Do You Want to be Included Such Activity Once More?"

Viewpoint	Frequency (f)	Rate (%)
Yes	28	90.32
Not decided	3	9. 68
Total	31	100

According to the categories given in Table 8, 90,32%(28) of the students claimed that they wanted to be included in such activity once more; 9,68% (3) were not decided to be included in the activity. As the results were analysed, the answers of the students in the research group to the questions related to the questions about their paintings, Ö5," of course I want to do if I have more time", Ö2, " Yes, I like painting that express my feelings" Ö1, " Yes, I like painting and drawing" and " I want to be included in such an activity", " I am not decided to be included such an activity". According to this case, it was concluded that the students wanted to be included such activity once more. This result demonstrated that our study reached its purpose.

CONCLUSION and DISCUSSION

It is seen in Table 1 that the average scores that the students got from the Ka-Si empathy scale and empathic drawing. According to this, 23 as the lowest and 51 the highest score, 40, 74 score was taken from the empathy scale. It was seen that the empathy levels of the students were 80%, that is, at a good level. "Having empathy skill enables the student to make a more comfortable and healthy communication in the training environment. The child, who has low empathic skill, tends to have difficulties in understanding friends, family and teachers." (Yılmaz, 2003). For this reason, it is crucial to help children gain empathy value.

Another finding is that the lowest score that the students got with establishing empathy with the artists was 38, the highest score was 71 and the average was 53,65. This shows that the students had the achievement of 71% in the activity. In the study by Taşkesen &Uzuner Yurt (2018) with 5th class students, in the descriptive analysis related to the drawing development levels of students, it was found that the drawing achievement of the students was moderate. In similar researches, findings were reached that the creativity levels of students who take art education are higher. "As the art training is prepared appropriately in the pre-school period, there is a great potential to develop children's creativity" (Ulutaş & Ersoy, 2004: 2). Dikici, 2006 refers that "It was concluded that the students, who got art training, had more creativity attitudes than the students who did not get art training" (p.7). In the study, carried by Aral (1999: 16) with the adolescent students, it was also found that the average scores of the creative dimensions of the adolescents getting art training were significantly higher than the scores of the adolescents without art training.

In another finding that came forth is that, as difference related to the female and male students' empathic tendency levels is taken into consideration, it is understood that it is not meaningful. That is, no meaningful difference between female and male students' empathy levels were encountered. In general, in the formerly conducted studies, different from our study, studies showing female students have higher empathy levels are common. According to the research findings of Çetin & Aytar (2012), as the results of the empathic skill levels and gender of the students were considered, the meaningful difference was found between female and male students. The empathic skill levels of female students are higher than the empathic skill levels of male students. In the study by Küçükkaragöz, Akay & Canbulat, (2011), the emphatic skill levels of the female students were higher compared with the empathic skill levels of the male students. The empathic tendencies of children demonstrated statistically meaningful difference according to the gender variable. In the study conducted by Sali

(2017), it was seen that the empathic tendency scores of female students were meaningfully higher than male students. In the study by Yüksel (2009), conducted with 5th class students, it was referred that the empathic levels of female students were higher than the empathic levels of male students. In the study, Garaigordobil (2009), carried with the 10-14 age group of students, referred that the empathic levels of female students were higher compared with the male students. In most of the studies, the results were observed to be different from our study.

In the findings related to the drawing scores of the research, the difference between female and male students was found to be not insignificant. In the studies by Taşkesen, Uzuner Yurt (2018) with 5th class students, it was found that the drawing development qualifications of the students did not differ according to gender, the average linear development qualifications of the female and male students did not demonstrate the difference In their research, Tanoğlu , Taşkesen, Bakırhan & Taşkesen (2017) reached to the result that there was no difference in terms of the drawing achievements of the 3D objects between the female and the male students (p.36). " As the findings related to the results of the comparison of the scores from the Goodenough-Harris Drawing a Man Test and the Draw-a-Family Picture Test terms of the gender were compared, no significant relationship was encountered between the gender of the students and the Draw-a-Family Picture Test scores (Doğru, Turcan, Arslan & Doğru, 2006: 232). Gürtuna (2007) states in the research that the girls and boys in this period draw the details of the differences in clothes in their paintings originated from the gender with care and attention.

As the results emerged related to the relationship between the students' empathy levels and the drawing score they got after the empathy activity, which is another finding of the study, the relationship between the empathy levels and drawing scores of the students is not meaningful. In other words, there is no relationship between the average Ka-Si empathy tendency level scores and their works.

 According to the results emerged from the semi-structured protocol form applied to learn whether the activity is beneficial or not and how it affected the students' motivation, as most of the students expressed that they were happy while they were performing the activity, it was concluded that the study reached the target and during this study, the motivations of the students were high. Also, considering this result, the happiness of the students demonstrates their intrinsic motivations are increased. Similarly, most of the students' expressing that they wanted to be included such activity once more showed that the research achieved its aim, and students wanted to perform this activity once more. Approximately 50% of the students referred that they reached their goals at the end of the activity. In this case, it is understood that the students liked their products. As the worry of being appreciated demonstrates extrinsic motivation, it can be concluded that it affected the students' extrinsic motivations. Ensuring the activities to be more efficient, the students' motivations can be increased.

 The aim of the study within the scope of the research was to investigate the effect of activities related to the value teaching in visual arts course of the students on their creativity. In this context, after the application consisting of determining how the "empathy" value, appropriate to the chosen activity, exists in students,

whether this value can be developed or not, it was found that the empathy values of students were high, the drawing scores were higher than the average; however, there was no similarity between them. In the research by Demir & Özdemir (2013), which is thought to be similar to our research, shadow games were held and determined to be extremely rich in terms of value/character teaching. It was referred that the students in secondary school were interested in the Hacivat/Karagöz shadow games and these texts were rich in terms of values, such sorts of texts should be included as the basic teaching sources. Performing such activity-based studies at schools demonstrate that the value of teaching will be more efficient and permanent. On the other hand, it was concluded that the study achieved its purpose considering the results from the quantitative dimension of the study to collect data which are not easy to reach, and the qualitative results showing that the students enjoyed the activities and wanted to perform it again.

SUGGESTIONS

Activity-based applications may be ensured to achieve the value teaching at schools.

All the concepts under the heading of value teaching can be supported with the functions and effective continuity can be provided.

By measuring the empathy tendency levels of the students after the activities, researches can be conducted to reveal the effect of the activities on the empathy tendency.

Activities, that aims to increase the level of empathy in the visual arts course, can be applied.

5. SINIF ÖĞRENCİLERİNİN EMPATİ EĞİLİMİ DÜZEYLERİ İLE GÖRSEL SANATLAR DERSİ UYGULAMA ETKİNLİKLERİNE KARŞI MOTİVASYONLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

GİRİŞ

İnsanoğlunun var olma ve kendini gerçekleştirme serüveni; yaşantılarını, aile yapısını, gelenek ve göreneklerini sürekli olarak farklı değerler ile yenilemiştir. Değer insanı insan yapan ve diğer canlılardan ayıran en önemli faktörlerden biridir. Değer doğru bilmenin, doğru düşünmenin ve doğruya ulaşmadaki yönün en temelinde yatan sırdır.

Değer kazanımında insan iç dünyasının ve kişilik gelişiminin yanı sıra yetiştiği ortamında etkisiyle çocukluktan itibaren edindiği özellikler büyük önem taşır. İyi niteliklere sahip insanın düşünce ve davranışları da ona göre şekillenir. Değerlerin eğitimi konusunda önce aile sonra da okullara büyük sorumluluklar düşmektedir. Okullar bireyin ailede kazandığı değer ve davranışların yapılandırılmasını ve şekillenmesini sağlar. Okullarda değerler eğitimi verilirken; farklı yöntemlerle zaman zaman rastgele bazen de sistematik bir biçimde değerler eğitimi verilir. Eğitim kurumlarındaki genel hedefler incelendiğinde vatansever olma, sağlığa dikkat etme, temiz olma, düzenli olma, adil olma, sorumluluk sahibi olma, yaratıcı ve girişimci olmak gibi birçok değerin önemle vurgulandığı görülür. Eğitim kurumları bu ve benzeri değerlerin öğrenciye önemini vurgulamak için çalışmalarda bulunur, öğrencilere rehberlik ederler. Araştırmamızın değerler eğitimi ile sanat eğitimi ilişkisi bağlamında alan yazına katkı sağlayacağı düşünülmektedir Bu bağlamda araştırma sürecinde değerler eğitimi kapsamında empati değeri üzerinde durulmuş ve görsel sanatlar dersindeki değerler kazanımından empati kavramı incelenmiştir. Öğrencilerin ders esnasından ressamlar ile empati kurmaları ve empati kurma yolu ile çizgisel yaratıcılık durumları değerlendirilmiştir. Araştırma değerler eğitimi kazanımlarından empatinin, "Sanatçıyı anlamak ve sanatla yaşamaya ne dersin?" kazanımı kapsamında değerlendirilmesini amaçlamaktadır.

YÖNTEM

5.sınıf öğrencilerinin empati kurabilme düzeyleri ve empatik yansıtma düzeyleri arasındaki ilişkiyi ortaya koymayı amaçlayan bu çalışma karma desenli bir araştırmadır. Araştırmanın nicel kısmında genel tarama modeli kullanılmıştır. Araştırmanın nitel kısmı için ise betimsel analiz yöntemi kullanılmıştır.

Çalışma Grubu

Araştırmanın çalışma grubu 2018-2019 eğitim ortaöğretim yılında Sivas il merkezindeki orta ölçekli bir okuldaki amaçlı örneklem yoluyla seçilen on-onbir yaş arasındaki 31 (14 kız/ 17 erkek) 5. Sınıf öğrencisinden oluşturulmuştur.

Veri Toplama Araçları

Araştırmada öğrencilerin çizimlerini değerlendirmek amacıyla araştırmacılar tarafından geliştirilen "ürün değerlendirme formu" kullanılmıştır. Çalışmanın nicel verilerinde ise "Ka-Si Empatik Eğilim Ölçeği Çocuk Formu" kullanılmıştır. Araştırmada ayrıca Çalışmanın verimli olup olmadığını, öğrenci motivasyonunu nasıl etkilediğini tespit etmek amacıyla araştırmacılar tarafından 4 sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır.

Verilerin Analizi

Çalışmada öğrencilerden Ka-Si Empati çocuk formu ile toplanan veriler SPSS 22.00 programı ile .05 anlamlılık düzeyinde test edilmiştir. Öğrencilerin empati düzeyleri için betimsel analiz, cinsiyete göre farkı bulmak için bağımsız örneklemler t- testi kullanılmıştır. Empati puanlarıyla çizim puanları arasındaki ilişkiyi tespit etmek için Pearson korelesyon testi kullanılmıştır. Çalışmanın yarı yapılandırılmış görüşme formundan elde edilen verileri betimsel analizden faydalanılarak değerlendirilmiştir.

BULGULAR

Ka-Si empati ölçeğinden ve empatik çizimlerinden aldıkları ortalama puanlara bakıldığında buna göre Ölçekten alınabilecek en yüksek puanın 52 olduğu düşünüldüğünde, öğrencilerin empatik eğilim düzeylerinin %80 olduğu görülmektedir.

Empatik çizimlerinden aldıkları puanlara bakıldığında ölçekten alınabilecek en yüksek puanın 75 olduğu düşünüldüğünde öğrencilerin %71 oranında çalışmada başarılı olduklarını göstermektedir.

5. Sınıf kız ve erkek öğrencilerin puanları arasındaki farkın saptanması amacıyla hesaplanan independed sample t-testine göre [t(10= 3.38 p>.05] anlamlı bir farklılık bulunmamaktadır. Başka bir anlatımla, kız ve erkek öğrenciler arasında empatik eğilim boyutunda anlamlı bir fark bulunamamıştır.

5. Sınıf kız ve erkek öğrencilerin puanları arasındaki farkın saptanması amacıyla hesaplanan independed sample t-testine göre [t(10= 1.135 p>.05] anlamlı bir farklılık bulunmamaktadır. Başka bir anlatımla, kız ve erkek öğrenciler arasında çizim başarısı boyutunda anlamlı bir fark bulunamamıştır.

Bir diğer bulguda öğrencilerin empatik eğilim düzeyleri ile çizim düzeyleri arasında anlamlı bir ilişkiye rastlanmamıştır.

Öğrencilerin çalışma ile lgili motivasyon sorularına verdikleri cevaplar incelendiğinde araştırma grubundaki öğrencilerin yaptıkları etkinlik hakkında sorulara verdikleri cevaplara göre öğrencilerin büyük bir kısmının çalışmaları istekle yaptıkları ortaya çıkmıştır. Bu sonuç ta çalışmanın öğrencilerin iç motivasyonlarını artırdığına işaret etmektedir.

Bir diğer bulguya göre öğrencilerin çalışmaları yaparken mutlu oldukları sonucuna varılmıştır. Yine diğer bulguda olduğu gibi bu sonuçta öğrencilerin çalışma sonunda iç motivasyonlarını artırdığını göstermektedir.

Bir diğer bulguya göre öğrencilerin çalışmayı yaparken amaçlarına ulaştıkları sonucuna varılmıştır. Öğrencilerin % 50 ye yakın bir kısmının çalışma sonunda istediği sonuca ulaştığını bildirmiştir. Bu durumda öğrencilerin çıkardığı ürünü beğendiklerini göstermektedir. Beğenilme kaygısı da dış motivasyona işaret ettiği için öğrencilerin dış motivasyonlarını orta derecede etkilediği sonucu çıkarılabilir.

Çalışma sonunda verilen cevaplardan öğrencilerin bir daha böyle bir çalışma yapmak istedikleri sonucuna varılmıştır. Bu sonuç ta çalışmanın amacına ulaştığı bulgusunu elde etmemiz sağlamıştır.

TARTIŞMA VE SONUÇ

Öğrencilerin Ka-Si empati ölçeğinden ve empatik çizimlerinden aldıkları ortalama puanlara göre öğrencilerin empati düzeylerinin %80, yani iyi düzeyde olduğu görülmektedir. "Empati becerisine sahip olmak öğrencinin eğitim-öğretim ortamında daha rahat ve sağlıklı iletişim kurmasına olanak sağlar. Bu sebeple öğrenciye empati değerinin kazandırılması önem arz eder.

Diğer bir bulguda öğrencilerin ressamlarla empati kurarak yaptıkları çizimlerden aldıkları puanlara bakıldığında öğrencilerin %71 oranında çalışmada başarılı olduklarını göstermektedir.

Bir diğer bulguda kız ve erkek öğrencilerin empatik eğilim düzeylerine ilişkin farka bakıldığında anlamsız olduğu görülmüştür. Yani kız ve erkek öğrencilerin empati düzeyleri arasında anlamlı bir fark bulunamamıştır. Genel olarak yapılan çalışmalarda bizim çalışmamızdan farklı olarak kız öğrencilerin daha yüksek empati düzeyine sahip olduğu çalışmalar çoğunluktadır.

Araştırmanın çizim puanlarından çıkan sonuçlara ilişkin bulgularda kız ve erkek öğrenciler arasındaki farkın anlamsız olduğu saptanmıştır.

Çalışmanın diğer bir bulgusu olan öğrencilerin empati düzeyleri ile empati etkinliği sonrası yaptıkları çizim puanları arasındaki ilişkiye yönelik çıkan sonuçlara bakıldığında öğrencilerin empati düzeyleri ile çizim puanları arasındaki ilişki anlamlı değildir. Diğer bir deyişle Öğrencilerin Ka-Si Empati eğilim düzeyleri ortalama puanları ile çalışmaları arasında ilişki olmadığı tespit edilmiştir.

Çalışmanın verimli olup olmadığını ve öğrencilerin motivasyonunu nasıl etkilediğini öğrenmek için uygulanan yarı yapılandırılmış görüşme formundan çıkan sonuçlara göre; öğrencilerin büyük çoğunluğunu çalışmaları yaparken mutlu olduklarını söyledikleri için çalışmanın amacına ulaştığını ve bu çalışma esnasında öğrencilerin motivasyonlarının yüksek olduğu sonucuna varılmıştır. Yine bu sonuçtan öğrencilerin mutlu olmasının onların iç motivasyonlarını artırdığı sonucu çıkarılmıştır. Öğrencilerin büyük kısmının bir daha böyle bir çalışmada yer almak istediklerini söylemiş olması çalışmanın hedefine ulaştığını ve öğrencilerin bu etkinlikleri yinelemek istediği

sonucu çıkarılmıştır. Bu durumda öğrencilerin çıkardığı ürünü beğendiklerini göstermektedir. Beğenilme kaygısı da dış motivasyona işaret ettiği için öğrencilerin dış motivasyonlarını orta derecede etkilediği sonucu çıkarılabilir.

Çalışma kapsamında edinilen amaç öğrencilerin görsel sanatlar dersinde değerler eğitimine yönelik etkinliklerin öğrencilerin yaratıcılıklarına etkisinin araştırılmasıdır. Bu bağlamda seçilen etkinliğe uygun olan "empati" değerinin öğrenci de ne kadar var olduğu ve bu değerin geliştirilip geliştirilemeyeceği için yapılan uygulama sonrasında öğrencilerin empati düzeylerinin yüksek olduğu çizim puanlarının da ortalamanın üstünde olduğu ancak ikisi arasında bir ilişki bulunamadığı tespit edilmiştir. Okullarda bu tür etkinlik temelli çalışmaların yapılması değerler eğitiminin daha etkili ve kalıcı olacağını göstermektedir. Diğer taraftan çalışmanın nicel boyutundan alınamayan verilerin toplanması amacıyla uygulanan nitel kısımdan çıkan sonuçlardan ise öğrencilerin bu etkinliklerden hoşlandıklarını ve çalışmayı tekrarlamak istedikleri sonucundan yola çıkarak çalışmanın amacına ulaştığı düşüncesine varılmıştır.

Anahtar Kelimeler: Sanat eğitimi, Değerler Eğitimi, Empati, Motivasyon, Görsel Sanatlar

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