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¿Cómo perciben los maestros en formación de educación especial la enseñanza de las artes?

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Abstract

Arts is looked upon as empowering social and adaptive skills of individuals with special needs. Therefore, special needs individuals involvement with arts plays a big role in their development. In order to be able to integrate arts activities into instructional practices teachers in the field of special education are in need to have competence in teaching arts during their professional lives. The study aims to explore how the pre-service special education teachers perceive teaching arts. Quantitative research method was applied in the present study demographic information and a scale was used to collect the data. Participants of the study consisted of 361 pre-service teachers enrolled in Near East University. The collected data was analyzed with SPSS 20.00 program. The results of the study indicated that pre-service teachers special education teachers perceptions regarding arts teaching are positive. More interestingly, perceptions on teaching arts showed a significant difference regarding gender, class level and attending lecture on arts teaching. Applying arts teaching in the special education training sessions and recommendations for further research was provided in the study

Resumen

Las artes son consideradas como habilidades empoderadoras y sociales de individuos con necesidades especiales. Por lo tanto, la participación de individuos con necesidades especiales en las artes juega un papel importante en su desarrollo. Para poder integrar las actividades artísticas en las prácticas de instrucción, los maestros en el campo de la educación especial tienen la necesidad de tener competencia en la enseñanza de las artes durante su vida profesional. El objetivo del estudio es explorar cómo los profesores de educación especial antes del servicio perciben las artes de enseñanza. El método de investigación cuantitativa se aplicó en el presente estudio de información demográfica y se utilizó una escala para recopilar los datos. Los participantes del estudio constaron de 361 maestros en servicio previo inscritos en la Universidad del Cercano Oriente. Los datos recogidos se analizaron con el programa SPSS 20.00. Los resultados del estudio indicaron que las percepciones de los maestros de educación especial antes del servicio y las percepciones sobre la enseñanza de las artes son positivas. Más interesante aún, las percepciones sobre la enseñanza de las artes mostraron una diferencia significativa con respecto al género, el nivel de clase y la asistencia a conferencias sobre la enseñanza de las artes. La aplicación de la enseñanza de las artes en las sesiones de capacitación de educación especial y las recomendaciones para futuras investigaciones se proporcionaron en el estudio

Keywords

Arts; Special education; Preservice teachers; Perception

Palabras clave

Letras; Educación especial; Profesores de servicio; Percepción

1. Introduction

Today, definition of education covers skills and understandings acquired in order to take place in the social life of the individuals. Accordingly, education is broadly defined as all social processes that are effective in helping individuals to acquire the standards, beliefs and ways of living in a society (Ozdemir & Calik, 2009). Special education includes categories of disability groups and these groups receive special education services since the changes planned to be achieved in the behaviors of the individuals who need special education are realized through education (Diken, 2011). Special education includes education strategies and methods used to meet the educational and social needs of individuals with special needs and adjust environments for their individual qualifications and developmental characteristics (Cantimer, Sengul & Akcin, 2017; Baglama & Demirok, 2016). Individuals with special needs are classified as visually impaired, hearing impaired, mentally disabled and gifted individuals.

Considering the social, legal, economic and psychological conditions in which individuals with special needs live in, it can be seen that they cannot be discriminated from the education system. Educational requirements of individuals with special needs differ according to their characteristics and they show significant individual differences among themselves depending on their various characteristics. These differences can lead them to need more support in learning many skills that are necessary for their social life. For this reason, it is important for individuals with special needs to be prepared seriously so that they can maintain their lives in different environments. Therefore, the most important objective in the education of the individuals with special needs is to improve their independent living skills. It is stated that arts and painting lessons have a major role in accomplishing this aim and that it is an important factor in helping the individual be independent, creative and confident (Buyurgan & Buyurgan, 2007; Kirisoglu, 2014).

As it is in all areas of education, painting education, which is now called visual arts course, takes place in the education of special needs individuals as well. From the beginning of the 21st century to today, visual arts education is described as in-school and out-of-school creative arts education, conceptually and generically, involving art disciplines and relevant areas. The visual arts course is also known as a mean of expressing the inner world with its intelligence, personality, close environment characteristics as well as being a criterion for defining the child in psycho-pedagogical sense (Mamur, 2015; Yavuzer, 2012).

Furthermore, the change in children's artistic activities follows a path parallel to their mental and physical development. Every child starts their first drawing act with scrabbling and the change in drawings may differ. For instance, it might take a long time for a house to be transformed into shaped and meaningful lines in a short time (Kehnemuyi, 1995). This drawing, called scribbling, is carried to a different stage by the development of hand-eye-brain coordination and psychomotor skills. According to Yavuzer (2012), the development stages of children's pictures are divided into five stages. These five stages are listed below:

- Scrubbing Period (2-4 years)
- Pre-Schedule Period (4-7 years)
- Schematic Period (7-9 years)
- Realism (Grouping) Period (9-12 years)
- Visually Naturalistic Period (12-14 years)

Visual arts education for an individual with special need is effective in describing and proving oneself, in perception and representation of beings in the nature. It is known that visual arts in special education are conducted systematically or unsystematically in educational institutions (Penketh, 2016). It is a fact that individuals with special needs enjoy visual arts education at any age. Nevertheless, it is known that children can enjoy activities in teaching arts and these activities will benefit the development of their skills (Mitchell, Scanlon & Weber, 2013). While individuals with special needs learn many abilities as their peers, their learning speed might be slower and more difficult compared with other individuals. An individual with special needs might encounter with factors that make learning difficult such as distractibility and physical disabilities

including vision or hearing and when the environment, they are living in is limited or the opportunities are not given, it can lead to delays in gaining necessary skills (Ozyurek, 1991).

Visual arts education for individuals with special needs, in order to bring the level of knowing and doing to a better position; is interpreted as a systematic series of applications which are formed by taking into account the present needs of the individual (Salderay, 2012). The main purpose of the education programs designed for these individuals is not to produce a product. Participation of the individual with special needs in the working process work process, pleasure and happiness feelings from his work is more important than the product that is produced. The aim of visual arts education for individuals with special needs is to contribute to the development of the individual. Studies conducted in the visual arts course are extremely important in terms of contributing to the integration of the individual with special needs and to the awareness of these individuals in society (Malley & Silverstein, 2014).

It is important that the teacher is a good observer in the process of planning and implementing visual arts lessons in private educational institutions. A separate room can be arranged for this course as well as a special corner in the class. This environment should be arranged in such a way that children can perform painting activities whenever they want. Closely observing the child and talking about his work is a sign that the teacher cares for the process for a very long time (Mercin & Alakus, 2007; Uslu, 2016). Teachers and teacher candidates have great tasks in this sense in order to achieve the purpose of the painting lesson and to benefit the children. During the course, a trainer who knows himself well should be able to provide necessary explanations and activities to his students in the art class. The activities carried out in the course are helping individuals with special needs to identify their surroundings, express themselves and socialize. The guidance and information provided by the special education teacher who conducts the lesson and the information about the structural features, measures, colors and many subjects of the objects that individuals meet in daily life are provided. As a result of these studies, while the individual is delighted and pleased with the work, she/he is doing on the other hand the information they are gaining enhances their cognitive level. When the determined plans or programs for the purpose of the drawing lesson are applied, it is possible to contribute to the cognitive, emotional and psycho-motor development of the disabled individuals as well as to make them feel happy. Regardless the disability group, the visual arts education painting can help them to learn the feeling of success (Caglayan, 2014; Dursin & Pamuklu, 2015). When we look at studies with special needs individuals, it is seen that they are mostly paint materials, brushes, paper, cardboard, pencils, scissors, clay, play cloth, waste materials, adhesives and many other materials. In other words, the studies done with these materials are given gradual programming for instance from rough machine operators such as paper tearing, tearing, to a finer motor skill such as cutting, folding, gluing. The main purpose of the teaching materials prepared for teaching purposes is to firstly give information to children and to inform them directly (Mamur, 2012). These drawings, which are specially prepared for individuals to prepare them for learning and usually create visual items are supported and are an important element in the teaching function. Products that meet the learning needs of learners such as concepts, phenomena, nature and imagination by reflecting it with correct and valid information in accordance with their level are the main factors of artistic skills. When these activities are carried out, the teacher becomes the model, shows the appropriate behaviors patiently and step by step, encourages the student and provides physical assistance when necessary. Moreover, as a result to these studies, the individual has an idea about the functioning of these materials in his/her daily life.

It is important to determine the perceptions of special education teacher candidates about visual arts education to make studies about visual arts education in their professional lives in the future and to give academic and artistic skills to individuals with special needs through arts. Brushes, papers, cardboards, clay and playcloths can be used in the art activities as well as waste or recycled materials. Painting studies starting with the use of pastel and dry paint studies show that the child develops step by step with holding a brush and using watercolour paint. The exercises should be arranged in order to paint certain shapes and to draw a picture in accordance with the directive, without making any random paintings (Kulaksizoglu, 2003). It is observed that individuals with special needs become more productive and more durable when

such studies are used correctly. Individuals with special needs contribute to the development of self-confidence as well as activating levels of collective participation when artistic products are introduced. For instance, the promotion of the products of students with special needs in the art classes by the special education teacher will enable not only the teachers but also the other individuals in the society to have positive responses. In this context, the visual arts course needs to be thought of as both an academic skill and an activity that will increase the social participation levels of the special needs students. Therefore, it turns out that special education teachers should have sufficient knowledge, skills and equipment about visual arts lesson. When literature on this topic is examined, it has been determined that there is a limited number of studies examining the perceptions of special education teacher candidates regarding the education of visual arts. In light of this information, the aim of the research is to determine the perceptions of special education teachers regarding the education of visual arts. Within the scope of this purpose, the following questions were sought:

1. What are the perceptions of the preservice special education teachers regarding the visual arts lesson?
2. Do the perceptions of preservice special education teachers about visual arts show a significant difference according to age?
3. Do the perceptions of preservice special education teachers about visual arts show a significant difference according to the gender variable?
4. Do the perceptions of preservice special education teachers regarding the visual arts lessons significantly differ from the class level variable?
5. Is there a significant difference between the perceptions of preservice special education teachers about visual arts lesson based on receiving a lecture on teaching arts or not?

2. Materials and methods

2.1. Research model

In this study which was aimed to determine the perceptions of preservice special education teachers on teaching arts, survey model was used. In survey model, it is aimed to describe or explain a past or an existing situation without any manipulation or intervention (Karasar, 2006).

2.2. Participants

Participants of the study consisted of 206 volunteer preservice special education teachers studying in the department of Teaching the Mentally Retarded at Near East University in North Cyprus. Participants were determined based on simple random sampling method. Simple random sampling is generally used when every unit in a population has the same inclusion and all of the units are independent (Coladarci, Cobb, Minium & Clarke, 2010).

Table 1.
Demographic characteristics of the participants

| Demographic Characteristics | | f | % |
|--|--------------|-----|------|
| Age | 19-21 | 89 | 43.2 |
| | 22-25 | 97 | 47.1 |
| | 26 and above | 20 | 9.7 |
| | Total | 206 | 100 |
| Gender | Male | 114 | 44.7 |
| | Female | 92 | 55.3 |
| | Total | 206 | 100 |
| Class | First year | 11 | 5.3 |
| | Second year | 95 | 46.1 |
| Received a lecture on teaching arts or not | Third year | 69 | 33.5 |
| | Fourth year | 31 | 15.0 |
| | Total | 206 | 100 |
| | Yes | 125 | 60.7 |
| | No | 81 | 39.3 |
| | Total | 206 | 100 |

Demographic characteristics of the participants are shown in (Table 1). According to Table 1, it is seen that 89 of the participants (43.2%) were between the ages of 19 and 21; 97 of them (47.1%) were between 22 and 25 and 20 of them (9.7%) were 26 and above. In addition, 114 of the participants (44.7%) were male and 92 of them (55.3%) were female. As it can be seen from the table, majority of the participants were second year students (f=95, 46.1%). Besides, 11 participants (5.3%) were first year students, 69 of them (33.5%) were third year students and 31 of them (15.0%) were fourth year students. Approximately 61% of the participants indicated that they received a lecture on teaching arts and 81 of them reported that they did not receive such a lecture.

2.3. Data collection tools

Two different instruments including a Demographic Information Form and Perceptions on Teaching Arts Scale were used to collect the data. Demographic information form included questions on age, gender, class level and information on having received a lecture on teaching arts or not.

The scale on perceptions on teaching arts was originally developed by (29) in order to determine the perceptions of preschool teacher candidates on teaching arts. The scale includes 31 statements and each item is rated on a 5-point scale ranging from "Strongly Agree" (5), "Agree" (4), Neutral (3), "Disagree" (2) and "Strongly Disagree" (1). The scale consists of 20 positive and 11 negative expressions. It was found that the Cronbach Alpha reliability coefficient of the scale was .71.

2.4. Procedure

Data collection tools were administered to the participants during the lecture hours. Students who were currently enrolled in Teaching the Mentally Retarded program at Near East University in North Cyprus were eligible to participate in the study. It took participants approximately 15 minutes to complete the study.

2.5. Data analysis

Data of the study were analyzed with SPSS 20 program. Significance level was considered as $p < .05$ in statistical analysis. Percentage, frequency, t-test, chi-square, Kruskal-Wallis test and correlation and regression analysis were used in data analysis. The score ranges used in interpreting the responses to scale are provided in Table 2.

Table 2.
Score intervals

| Option | Load | Interval |
|-------------------|------|-----------|
| Strongly Disagree | 1 | 1.00-1.79 |
| Disagree | 2 | 1.80-2.59 |
| Neutral | 3 | 2.60-3.39 |
| Agree | 4 | 3.40-4.19 |
| Strongly Agree | 5 | 4.20-5.00 |

3. Results

Results obtained from the study in line with the general aim and sub-aims are provided in this section.

Table 3.
Descriptive statistics of perceptions on teaching arts scale

| Perceptions | N | Number of Statements | Minimum | Maximum | Mean | SD |
|-----------------------------|-----|----------------------|---------|---------|------|-----|
| Total Scores on Perceptions | 206 | 31 | 2.23 | 4.13 | 3.44 | .34 |

Table 3 shows descriptive statistics on total scores of the participants on perceptions on teaching arts scale. As it can be seen from the table, mean of total scores is between "Agree" score range. Based on this result, it can be interpreted as perceptions of preservice special education teachers on teaching arts are positive at a moderate level.

Frequency and percentage values of responses and mean and standard deviations to each statement in the scale are shown in Table 4.

Table 4.
Frequency and percentage values of responses to each statement in the scale

| | Statements | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Mean | SD |
|----|--|----------------|------|-------|------|---------|------|----------|------|-------------------|------|------|------|
| | | n | % | n | % | n | % | n | % | n | % | | |
| 1. | I want teaching arts lecture to be explained with different technics. | 87 | 42.2 | 69 | 33.5 | 35 | 17.0 | 9 | 4.4 | 6 | 2.9 | 4.07 | 1.01 |
| 2. | I do not want to use expensive materials in teaching arts lecture. | 10 | 4.9 | 14 | 6.8 | 20 | 9.7 | 67 | 32.5 | 95 | 46.1 | 1.91 | 1.12 |
| 3. | I want our lecturer to benefit from technology in teaching arts lecture. | 88 | 42.7 | 81 | 39.3 | 24 | 11.7 | 5 | 2.4 | 8 | 3.9 | 4.14 | .98 |

| | | | | | | | | | | | | | |
|-----|--|-----|------|----|------|----|------|----|------|----|------|------|------|
| 4. | I want our lecturer to be a professional in the related field. | 122 | 59.2 | 52 | 25.2 | 18 | 8.7 | 6 | 2.9 | 8 | 3.9 | 4.33 | 1.02 |
| 5. | I want teaching arts lecture to be supported with various TV programs. | 67 | 32.5 | 76 | 36.9 | 45 | 21.8 | 13 | 6.3 | 5 | 2.4 | 3.90 | 1.01 |
| 6. | I like teaching arts lecture very much. | 55 | 26.7 | 74 | 35.9 | 50 | 24.3 | 16 | 7.8 | 11 | 5.3 | 3.70 | 1.12 |
| 7. | I want teaching arts lectures to be held in different art studio. | 105 | 51.0 | 59 | 28.6 | 31 | 15.0 | 10 | 4.9 | 1 | .5 | 4.24 | .92 |
| 8. | I want teaching arts lecture to be held in different places. | 103 | 50.0 | 61 | 29.6 | 27 | 13.1 | 12 | 5.8 | 3 | 1.5 | 4.20 | .98 |
| 9. | I feel happy at teaching arts lectures. | 80 | 38.8 | 68 | 33.0 | 39 | 18.9 | 14 | 6.8 | 5 | 2.4 | 3.99 | 1.04 |
| 10. | I want to have an interest in teaching arts in my leisure times. | 53 | 25.7 | 44 | 21.4 | 64 | 31.1 | 31 | 15.0 | 14 | 6.8 | 3.44 | 1.21 |
| 11. | I do not want to carry materials for teaching arts lecture. | 23 | 11.2 | 25 | 12.1 | 39 | 18.9 | 53 | 25.7 | 66 | 32.0 | 2.44 | 1.34 |
| 12. | I'm really interested in teaching arts lecture. | 43 | 20.9 | 68 | 33.0 | 62 | 30.1 | 20 | 9.7 | 13 | 6.3 | 3.52 | 1.12 |
| 13. | I prefer group work in some topics in teaching arts lecture. | 71 | 34.5 | 67 | 32.5 | 38 | 18.4 | 15 | 7.3 | 15 | 7.3 | 3.79 | 1.21 |
| 14. | I want to attend museum and exhibition opennings in teaching arts lecture. | 70 | 34.0 | 73 | 35.4 | 39 | 18.9 | 15 | 7.3 | 9 | 4.4 | 3.87 | 1.09 |
| 15. | I do not want teaching arts lecture to be evaluated based on grades. | 17 | 8.3 | 22 | 10.7 | 51 | 24.8 | 38 | 18.4 | 78 | 37.9 | 2.33 | 1.31 |
| 16. | I want my work to be | 76 | 36.9 | 66 | 32.0 | 37 | 18.0 | 17 | 8.3 | 10 | 4.9 | 3.87 | 1.14 |

| | | | | | | | | | | | | | |
|-----|--|----|------|----|------|----|------|----|------|----|------|------|------|
| | exhibited at the end of the term. | | | | | | | | | | | | |
| 17. | I'm not interested in sources on teaching arts lecture. | 39 | 18.9 | 54 | 26.2 | 55 | 26.7 | 31 | 15.0 | 27 | 13.1 | 3.22 | 1.28 |
| 18. | I don't think that teaching arts lecture is interesting. | 41 | 19.9 | 48 | 23.3 | 43 | 20.9 | 43 | 20.9 | 31 | 15.0 | 3.12 | 1.35 |
| 19. | I don't want to miss any class of teaching arts lecture. | 13 | 6.3 | 25 | 12.1 | 63 | 30.6 | 64 | 33.1 | 41 | 19.9 | 2.54 | 1.13 |
| 20. | I like projects on teaching arts lecture. | 61 | 29.6 | 83 | 40.3 | 37 | 18.0 | 17 | 8.3 | 8 | 3.9 | 3.84 | 1.06 |
| 21. | I feel bored when I complete my work on teaching arts lecture at home. | 48 | 23.3 | 58 | 28.2 | 58 | 28.2 | 22 | 10.7 | 20 | 9.7 | 3.45 | 1.23 |
| 22. | Time hangs heavy at teaching arts lectures. | 36 | 17.5 | 57 | 27.7 | 54 | 26.2 | 33 | 16.0 | 26 | 12.6 | 3.21 | 1.26 |
| 23. | I want to learn about artists in teaching arts lecture. | 54 | 26.2 | 61 | 29.6 | 56 | 27.2 | 21 | 10.2 | 14 | 6.8 | 3.58 | 1.17 |
| 24. | I will be happy if content of teaching arts lecture are narrowed down. | 45 | 21.8 | 47 | 22.8 | 55 | 26.7 | 34 | 16.5 | 25 | 12.1 | 3.25 | 1.30 |
| 25. | Teaching arts lecture is an important lecture. | 77 | 37.4 | 68 | 33.0 | 41 | 19.9 | 11 | 5.3 | 9 | 4.4 | 3.93 | 1.08 |
| 26. | I don't like when my work is criticized in teaching arts lecture. | 32 | 15.5 | 34 | 16.5 | 40 | 19.4 | 53 | 25.7 | 47 | 22.8 | 2.76 | 1.38 |
| 27. | I think time for teaching arts lecture is insufficient. | 43 | 20.9 | 55 | 26.7 | 73 | 35.4 | 23 | 11.2 | 12 | 5.8 | 3.46 | 1.11 |
| 28. | I don't like using different materials in teaching arts lecture. | 39 | 18.9 | 49 | 23.8 | 50 | 24.3 | 29 | 14.1 | 39 | 18.9 | 3.09 | 1.37 |
| 29. | I'm not interested in linear development | 71 | 34.5 | 44 | 21.4 | 44 | 21.4 | 19 | 9.2 | 28 | 13.6 | 3.53 | 1.39 |

| | | | | | | | | | | | | | |
|-----|--|----|------|----|------|----|------|----|------|----|------|------|------|
| | of children. | | | | | | | | | | | | |
| 30. | I find teaching arts lecture boring. | 28 | 13.6 | 28 | 13.6 | 38 | 18.4 | 55 | 26.7 | 57 | 27.7 | 2.58 | 1.37 |
| 31. | I would not take teaching arts lecture if it was an elective course. | 63 | 30.6 | 40 | 19.4 | 44 | 21.4 | 19 | 9.2 | 40 | 19.4 | 3.32 | 1.48 |

Mean and standard deviations for each statement in the scale is also demonstrated in Table 4. Mean of each statement could be interpreted based on score ranges. According to the results, preservice special education teachers responded as “Agree” to the following statements: “I want teaching arts lecture to be explained with different technics.”, “I want our lecturer to benefit from technology in teaching arts lecture.”, “I want teaching arts lecture to be supported with various TV programs.”, “I like teaching arts lecture very much.”, “I feel happy at teaching arts lectures.”, “I want to have an interest in teaching arts in my leisure times.”, “I’m really interested in teaching arts lecture.”, “I prefer group work in some topics in teaching arts lecture.”, “I want to attend museum and exhibition openings in teaching arts lecture.”, “I like projects on teaching arts lecture”, “I feel bored when I complete my work on teaching arts lecture at home”, “I want to learn about artists in teaching arts lecture”, “Teaching arts lecture is an important lecture.”, “I think time for teaching arts lecture is insufficient” and “I’m not interested in linear development of children”.

Table 5.

T-test results of perceptions on teaching arts based on gender and receiving a lecture on teaching arts or not

| Perceptions on Teaching Arts | | n | Mean | SS | sd | t | p |
|--|--------|-----|------|-----|-----|------|------|
| Gender | Male | 114 | 3.40 | .32 | 204 | 2.47 | .014 |
| | Female | 92 | 3.51 | .35 | | | |
| Received a lecture on teaching arts or not | Yes | 125 | 3.51 | .31 | 204 | 3.02 | .003 |
| | No | 81 | 3.36 | .36 | | | |

p < .05

T-test analysis was applied to determine whether perceptions of participants show significant difference based on gender and receiving lecture on teaching arts or not. In Table 5, detailed information about t-test results of perceptions on teaching arts of preservice special education teachers based on gender and information on received a lecture on teaching arts or not are provided. As it can be seen from the table, perceptions of preservice special education teachers on teaching arts show significant difference based on gender ($t(204) = -2.47, p < .05$). It is seen that female participants scored higher than male participants in terms of their perceptions on teaching art.

Furthermore, results revealed that perceptions of preservice special education teachers on teaching arts show significant difference based on whether they received a lecture on teaching arts before or not ($t(206) = 3.02, p < .05$). As it can be seen, preservice special education teachers who received a lecture on teaching arts scored higher than participants who did not receive such a lecture before.

Table 6.
One-way ANOVA results of perceptions on teaching arts based on age and class level

| Variable | | n | Mean | SS | | Sum of Squares | sd | Mean Square | F | p |
|-------------|--------------|----|------|-----|----------------|----------------|-----|-------------|-------|------|
| Class Level | 1 | 11 | 3.32 | .35 | Between Groups | .98 | 3 | .329 | 2.951 | .034 |
| | 2 | 95 | 3.38 | .36 | | | | | | |
| | 3 | 69 | 3.52 | .30 | Within Groups | 22.53 | 202 | .112 | | |
| | 4 | 31 | 3.50 | .39 | | | | | | |
| Age | 19-21 | 89 | 3.41 | .39 | Between Groups | .27 | 2 | .138 | 1.209 | .301 |
| | 22-25 | 97 | 3.46 | .29 | | | | | | |
| | 26 and above | 20 | 3.52 | .31 | Within Groups | 23.25 | 203 | .115 | | |
| | p < .05 | | | | | | | | | |

One-way ANOVA analysis was applied to reveal whether perceptions of preservice special education teachers show significant difference class level and age. Results are shown in Table 6. As it can be seen, perceptions of the participants on teaching arts show significant difference based on their class levels ($F=2.951$; .034). It is seen that second-year students had the highest scores on perceptions on teaching arts. According to the results, perceptions on teaching arts do not show significant difference based on age of the participants ($F=1.209$; .301).

Post Hoc test was applied in order to determine in which sub-groups show difference according to perceptions on teaching arts based on class level. Post Hoc test results are shown in Table 6. As it can be seen, there is a significant difference between second year students and third year students ($p < .05$). It can be inferred that third-year students have higher scores on perceptions on teaching arts. This might be based on the fact that lecture on teaching arts is involved in second year. Therefore, third year students might get higher scores in terms of perceptions on teaching arts since they have just taken a lecture on teaching arts during their second year of education. In addition, no statistically significant difference was observed between other groups.

3. Discussion

In this research, it has been tried to determine the perceptions of preservice special education teachers regarding teaching arts. It has been determined that the perceptions of the preservice special education teachers participating in the research on the teaching arts are positive. It has been also determined that the most positive opinions of the teacher candidates regarding the art teaching course are gathered in order that the art education with technology support will be efficient. In addition, it has been determined that all candidates have a moderate level of perception that the subject media and various television programs will enrich the course. In parallel with the results of present study, Dolunay (2016) emphasizes that technology supports the visual arts course concretely and visually and that the learners can become enriched through the media and become entertained. Furthermore, it was determined that candidates have the lowest perceptions on the use grading method in evaluating the course. Mamur (2012) stated that art education is healthy through process evaluation rather than rational grading.

For the first sub-aim of the study, it was determined that the perceptions of the preservice special education teachers regarding the application of the visual arts course to the special needs individuals were positive. Salderay (2012) found that the visual arts course had a positive effect on the individuals who need special education and their teachers. This finding supports

the result of the research. In general, it was determined that teacher candidates had a perception that it was fun, open to group work, supported by technology and media, and structured in an out-of-school setting. In addition, it has also been found that teachers have the belief that individuals can have the chance to recognize world artists. Sahin (2015) has come to the conclusion that visual arts education has positive aspects such as appealing to many development and learning areas at the same time with different application variety, giving emotion and thought expressions, positive thinking and cultural learning. This finding also supports the result of the research.

In the second sub-study of the research it was determined that perceptions of preservice special education teachers do not differ significantly based on the age variable. This suggests that positive perceptions of the teaching arts do not make a difference according to age. It can be interpreted that the age variable does not affect the perceptions of preservice special education teachers regarding teaching arts.

In another dimension of the study, gender and perceptions of preservice special education teachers were examined. According to this result, it was determined that female preservice special education teachers have higher scores than male preservice special education teachers. This indicates that female preservice special education teachers' perceptions of teaching arts are more positive. Yolcu and Subasi (2016) found that the creativity and aesthetic perceptions of women are higher than that of men and they have shown that they can make a difference in the attitude and perception of the lesson. This situation can be interpreted as a determinant in the perceptions of the female preservice special education teachers in the present research and their perceptions may be higher than that of the males. When the perceptions of the classes of the teacher candidates were examined, it was determined that there is a meaningful difference between the perceptions of the second year and the third-year preservice special education teachers.

Furthermore, it was determined that the perceptions of the third-year preservice special education teachers were higher than all the classes. This situation can be interpreted as the educational experience of the students is increasing respectively and the perceptions of the subject may change positively. Preservice special education teachers who are trained in the class can be interpreted as having a more selective perception of different disciplines. According to this result, third grade preservice special education teachers may have had a positive impact on their perception as they have taken this course in the second semester.

When the perceptions of preservice special education teachers for teaching arts were examined, it was determined that the scores of these preservice teachers were higher. This situation can be interpreted as the basis of the subject on the preservice special education teachers and the readiness levels will have a positive effect within the scope of the subject. It can be interpreted that this finding of the research is parallel to the finding related to the class level variable.

4. Conclusions and recommendations

In conclusion, it was determined that the perceptions of the special education teachers about teaching arts were in the positive direction and this resulted in the fact that their perceptions might show differences according to the class level variable. In addition to this, preservice special education teachers' perceptions on teaching arts also addressed that art education should be evaluated based on process not product, arts classes should be carried out in the natural environment and media and technology should be integrated in arts classes. In line with the results of the study, the following recommendations might be provided:

- The teaching hours of the art teaching courses in the special education teacher education programs can be increased.
- The exhibits of the products and materials that have emerged in the arts lessons can be provided to show the creativity of the teacher candidates.

- Similar studies can also be applied to other teacher training programs.
- It can be recommended that this study should also be carried out using different research designs.
- It can be recommended that the instructors who teach arts education use and integrate technology to more active class environments.

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