

## **A Study on the Social Adaptation Levels of 15-17 Year Old Adolescents Getting or Not Getting Art Education**

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**Abstract:** This study has been planned to examine the social adaptation of adolescents in the fifteen-seventeen age group, who are and who are not getting art education according to some variables. A total of 214 adolescents have been included into the study, consisting of 107 adolescents getting and 107 not getting art education. General Information Form was used to collect information related with the adolescents and the Social Adaptation Sub-Scale of Hacettepe Personality Inventory was used to determine social adaptation level in the study. Two Way Variance Analysis, One Way Variance Analysis and Duncan Test have been used in the evaluation of the data. Based on the outputs of the study, it has been determined that the sex of adolescents, who getting and not getting art education ( $p < 0.01$ ) and relaxation way when feeling distressed/worried ( $p < 0.05$ ) created differences in social adaptation scores. Furthermore, it has been determined that the factor urging the adolescent towards getting art education created a difference in social adaptation scores for adolescents getting art education ( $p < 0.05$ ).

**Key words:** Adolescent % art education % social adaptation

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### **INTRODUCTION**

Art education, given at an early age, affects all development fields of the child. Children learn to express themselves with different materials, based on their development level and they convert the concepts that they learn into artistic forms. Various branches of art such as drawing, dance and drama present important learning opportunities for children. Art assists the children in development of skills for expressing themselves, establishing communication and problem solving. Children develop their social skills and acquire self-esteem and self-confidence by participating in art activities [1]. Art education especially during the teens, when the personality characteristics are starting to be shaped, lead to individuals becoming more successful, orderly and sensitive in both their professional and social life [2-4].

The adolescence, which is a transition from childhood to adulthood, entails the constant and rapid development that can be observed in the individual. The teens, who are dealing with the physical and psychological development problems on one hand, is striving to adapt themselves to their environment, establish identification and become autonomous [5, 6]. It ensures socialization of the adolescents, establishment of healthy relations and involvement in the society as a member of the society they live in. Art education provides the opportunity for the individuals to express themselves, feel good with the feeling of success and achieve personal and social satisfaction. Adolescents, who have achieved personal and social satisfaction, achieve satisfaction in their interrelations with people by establishing more favorable relations with their environment [2-4, 7, 8].

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Development of a healthy personality and social adaptation of the adolescent are possible with the adolescent completing said period easily. It is considered that a creative and productive teenager, who is ready to solve problems, shall complete their development in a healthier manner during the art education process and manifest themselves better in said process. In this context, art education shall assist the adolescents in getting to know themselves, having a more adaptive adolescence period, becoming more creative and productive and developing of a positive personality with the wide perspective that it provides. Adolescent, expressing both talent and creativity freely with art education, acquired individual satisfaction in addition to joining the community as a creative and productive individual [9]. In line with this, it is considered that a systematic and regular art education shall be effective over the social adaptation and development of adolescents at high school level and shall be of assistance in terms of development of harmonious and healthy relations with the family, friends and other social environment. Based on said notion, this study aims at comparison of the social adaptation level of adolescents in the fifteen-seventeen age group, who are and are not getting art education.

## **MATERIALS AND METHODS**

**Population and sample:** The study was realized on adolescents in first, second and third year in the music and drawing branches of Anadolu High School of Fine Arts [getting art education] and adolescents in first, second and third year in of Halide Edip High School in Ankara [not getting art education]. The study includes 107 adolescents getting art education and 107 adolescents not getting art education. Children with divorced parents were not included in this study.

**Instruments:** General Information Form, developed by the author, was used in the study for collection information regarding the adolescent and the family and the Social Adaptation Subscale of Hacettepe Personality Inventory, developed by Özgüven in 1992, was used in determining the social adaptation level of the adolescent. Social Adaptation Subscale, consists of four sections covering the family relations, social relations, social norms and anti-social tendencies. The validity and reliability checks revealed a correlation of 0.75 between the subscales of social adaptation and total score of the social adaptation and a correlation of 0.93 between general adaptation and social adaptation. The consistency coefficient related with social adaptation in test-retest reliability was 0.82 [10].

**Application:** Firstly, the necessary consents have been obtained for the study at Ankara Anadolu High School of Fine Arts and Halide Edip High School. Meetings were held with the guidance teachers and school principles and suitable dates and times have been determined. The General Information Form was applied to the students in both groups first. The adolescents have been requested to answer the scale after necessary explanations have been provided related with the Social Adaptation Subscale of Hacettepe Personality Inventory. The data of the study was first collected from the adolescents getting art education. In the second stage, the measurement tools were applied to adolescents not getting art education in the same number, age and sex with the adolescents getting art education.

**Data analysis:** The data was assessed using SPSS 10.0 [Statistical Package For Social Science]. Two Way Variance Analysis was realized in order to determine whether sex and the relaxation way when feeling distressed/worried of adolescents getting and not getting art education created a difference in the social adaptation scores while the One Way Variance Analysis was used to determine whether the factor, urging the adolescents towards getting art education, created a difference in the social adaptation scores. Duncan Test was applied in order to determine the group which caused the difference. The results of the Duncan Test have been designated with letters [11].

## **DISCUSSION**

Examining Table 1, it is seen that the mean social adaptation scores of adolescents getting (O = 51.29) and not getting art education (O = 50.85) are close to one another. It has been determined from the variance analysis that there are no

Table 1: Mean scores, standard deviations and variance analysis results related with social adaptation of adolescents getting and not getting art education, by sex

Group and sex	n	Social adaptation score		
		M	SD	
<b>Getting art education</b>				
Girl	65	53.65		8.87
Boy	42	47.64		7.92
Total	107	51.29		8.97
<b>Not getting art education</b>				
Girl	65	52.43		9.01
Boy	42	48.41		9.40
Total	107	50.85		9.33
<b>General</b>				
Girl	130	53.04		8.92
Boy	84	48.02		8.65
Total	214	51.07		9.13
Variance analysis results	df	MS	F	p
School type	1	2.623	34.00	855.0
Sex	1	1283.189	16.41	0.000**
School type X sex	1	49.876	0.64	0.425
Error	210			
Total	214			

Table 2: Mean scores, standard deviations and variance analysis results related with social adaptation of adolescents getting and not getting art education, by relaxation way when they feel distressed/worried

Group and relaxation way	n	Social adaptation score		
		M	SD	
<b>Getting art education</b>				
Watch TV	7	51.00		7.17
Drawing, photography	18	51.61		10.12
Walking	5	49.00		7.78
Listening music, play a music inst.	55	51.85		9.79
Share problems with someone	22	50.23		6.85
Total	107	51.29		8.97
<b>Not getting art education</b>				
Watch TV	12	47.83		11.55
Drawing, photography	9	53.11		8.93
Walking	7	50.14		7.31
Listening music, play a music inst.	57	53.21		7.69
Share problems with someone	22	45.68		10.76
Total	107	50.85		9.33
<b>General</b>				
Watch TV	19	49.00AB		10.06
Drawing, photography	27	52.11A		9.59
Walking	12	49.67AB		7.18
Listening music, play a music inst.	122	52.55A		8.77
Share problems with someone	44	47.96B		9.21
Total	214	51.07		9.13
Variance analysis results	df	MS	F	p
School type	1	15.989	0.20	0.658
Relaxation way	4	195.134	2.39	0.049*
School type X Relax..way	4	84.197	1.03	0.391
Error	204			
Total	214			

Table 3: Mean scores, standard deviations and variance analysis results related with social adaptation of adolescents getting art education, by factor urging towards getting art education

Factor urging towards getting art education	n	Social adaptation score		
		M	SD	
Being talented	49	52.59A	8.90	
Wanted by family	16	46.13B	8.36	
Expressing self through art	33	52.82AB	8.49	
Other	9	47.78A	9.16	
Total	107	51.29	8.97	
Variance analysis results	df	MS	F	p
Between groups	3	232.656	3.062	0.031*
Within groups	103	75.981		
Total	106			

meaningful differences between adolescents getting and not getting art education ( $F_{1-210} = 0.34, p > 0.05$ ). In the studies realized by Köksal in 1997, it was determined that there were no meaningful differences in terms of social adaptation between those getting and not getting music education [12]. According to the statistical results based on the sex, it has been determined that social adaptation scores of girls ( $O = 53.04$ ) were meaningfully higher compared to boys ( $O = 48.02$ ) ( $F_{1-210} = 16.41, p < 0.01$ ). It has been determined from various studies realized that acceptance level in social terms is higher for girls and that the girl adolescents had a less problematic adolescence period. Higher observance of the rules, greater care for proper conduct and exertion of more effort for success increase the social adaptation of the girls. It is considered that boys have a lower adaptation level due to their desire to act more freely and greater influence by the adverse environmental conditions [13, 14]. It was also determined in the study that school type X sex interaction did not cause a meaningful difference in the social adaptation of the adolescent ( $F_{1-210} = 0.64, p > 0.05$ ).

As seen in Table 2, there are no differences between the adolescents getting and not getting art education in terms of social adaptation ( $F_{1-204} = 0.20, p > 0.05$ ). It has been determined that there is a meaningful difference in social adaptation based on the relaxation way of the adolescent when distressed/worried ( $F_{4-204} = 2.39, p < 0.05$ ). It is seen that the social adaptation score of adolescents, who draw, take photographs ( $O = 52.11$ ), listen to music, play a musical instrument ( $O = 52.55$ ) when feeling distressed/worried is higher than the others. In addition to development of creativity and self-confidence, engagement in any branch of art has a relaxing, comforting and tranquilizing effect on the individual. This situation affects his/her communication with people positively and improves social adaptation with its reflection on attitude and conduct [8]. It has also been determined in the study that the interaction of art education getting status X relaxation way of the adolescent. When feeling distressed/worried does not cause a meaningful difference in social adaptation ( $F_{4-204} = 1.03, p > 0.05$ ). In a study realized by Alperen Tanyıldız in 1993, it has been determined that students participating in various out-of-school activities had greater rates than those who did not [15].

Results related with social adaptation based on the factor urging the adolescent towards art education are presented in Table 3. It has been seen the adolescents wanting art education based on their opinion that they are talented ( $O = 52.59$ ) and that they express themselves with art ( $O = 52.82$ ) have higher social adaptation scores than the others. The social adaptation scores of the adolescents getting art education because of their families are determined as being the lowest ( $O = 46.13$ ). Based on the variance analysis results; the difference between the groups is meaningful in terms of social adaptation ( $F_{3-103} = 3.06, p < 0.05$ ). Although, the family is an important means for orientation of the adolescent towards getting art education, being talented and having an interest towards art are factors requiring consideration. Some studies have reported that expression of one's self in creative way through art leads to feeling better and development of positive self-esteem [4, 16].

## **RECOMMENDATIONS**

It has been concluded from the study that there is no meaningful difference between the adolescents getting and not getting art education in terms of social adaptation; that girls had higher level of social adaptation compared to boys; that those who preferred to be engaged in art [music, drawing, photography] when feeling in distress/worried had a greater level of social adaptation; and that social adaptation was greater in the adolescents who received art education because they felt themselves talented and expressed themselves better with art. The following recommendations may be made in line with this:

Art education should not be provided in art schools only and its position in the general education system must be given greater significance. Art education should not be an education type which is provided only to those who are talented. It should be used as an instrument to ensure that children experience a sound period in all phases of education and participating in social life as an adaptive individual. Children, parents and educators must be made aware of the fact that even if the child is not attending an art school, engagement in a branch of art has a positive effect on the creativity, personal development and self-esteem of the child. However, the parents should not apply pressure on their children for getting art education. Talents of children in different fields should be determined at an early age and opportunities must be provided to develop them.

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