

THE EFFECT OF ART EDUCATION ON CHILDHOOD DEVELOPMENT AND ACADEMIC ACHIEVEMENT IN RIVERS STATE

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ABSTRACT

The study aimed at determining the effect of art education on childhood development and academic achievement in Rivers State, Nigeria. A research question was formulated and one hypothesis was tested at 0.05 alpha levels. A descriptive survey design was used for the study. The research concentrated on the South-East Senatorial Districts which covered seven Local Government Areas. Namely; Andoni, Eleme, Gokana, Khana, Opobo/Nkoro, Oyigbo and Tai. The population for this study comprised four selected local government areas from Rivers South-East Senatorial District. They are: Andoni, Khana, Gokana, and Eleme local government areas with a population of 217924, 292924, 233813, and 190194 respectively bringing it to a total population of 934855 (National Population Census, 2006). A sample size of 400 was arrived at through the use of Taro Yamane Formula and used in the study. The instrument for data collection was a structured questionnaire. It was validated. Pearson Moment Correlation Coefficient was used to determine the reliability of the instrument. A value of $r=0.84$ was realized. Descriptive statistics such as Frequency count, Mean and Standard deviation, were used to analyze the data collected while inferential statistics of Z-test was used to test the formulated hypothesis. The findings of this study revealed that art education have impact on childhood development in Rivers State. The study recommended that efforts aimed at making sure that the impact of art education on childhood development is achievable should be made. Also, children learning art should be encouraged to enhance their skills and self-development.

INTRODUCTION

Children's experience in different branches of arts, their learning of art concepts are of importance in their attaining artistic and aesthetic perspective. In terms of arts education, its features provide ideas in order to bring cognitive and sensual expressions for the purpose of making children transfer their feelings and thoughts to each other. In addition, children's self-esteem improves when teachers talk about the features and qualities of their works and they learn how to look at artistic work of others, see the aesthetic features and discuss about them. The art works produced in groups provide children with making plans and realizing them together in cooperation. While working in cooperation, they learnt such skills as how to share objects, listen to others, how and when to work. With the art education given in this way, multi-ways development and particularly the development of childhood is supported (Ulutas & Ersoy, 2015). Arts have always been an integral part of early learning (Ardle & Wright, 2016). Ardent supporters of arts in the early years often present that it is an important, if not critical building block, in early childhood development (Edwards, 2020). Arts learning and practices from visual arts, music and dance arts in early childhood have been seen to influence achievements of identified learning outcomes as well as enabling behaviours and attitudes which support later learning amongst children.

Consequently, in recent years, there has been great interest among educators in the links between arts-based learning and human development. Research initiatives of the past decade have linked arts participation to cognitive growth and academic skills, including the strengthening of long-

term memory and reading ability (Gazzaniga et al., 2018), creative thinking skills and writing fluency (Deasy et al., 2020). Arts participation has additionally been linked to positive social outcome, including overall engagement in school. In this study, the impact of art education on childhood development and academic achievement in Rivers State, Nigeria will be examined. Musical Arts Education is an activity that is as old as general educational practice itself. The teaching of Music in Nigerian schools and colleges according to is as old as the beginning of western system of education in the country. Since then educational system in the country has undergone several changes with the principal aim of improving the quality of teaching provided for the learner and arousing continued interest in the school subjects (Faseun, 2001). However, one looks at it, the benefit of music in the society is numerous and quite obvious, this can be seen in the amounts of values placed on music products and services and in the rate at which these are consumed. Music pervades every aspect of our daily life and whether we know it or not, participation in any musical activity has a direct impact on our body's internal processes and psyche (Timothy & Emenike, 2013). Perhaps the basic reason every child must have an education in music according to MENC and Emdash (2002) is that, music is a part of the fabric of our society. The intrinsic value of music for each individual is widely recognized in the many cultures that make up American life; indeed, every human culture uses music to carry forward its ideas and ideals. The importance of music to our economy is without doubt. And the value of music in shaping individual abilities and character are attested in a number of places. The present paper is on the impact of art education on childhood development and academic achievement in Rivers State.

Aim and Objective of the Study

The aim of this study was to identify the effect of art education for childhood development and academic achievement in Rivers State.

Research Question

What is the effect of art education on childhood development and academic achievement in Rivers State?

Research Hypothesis

Ho1: There is no significant difference between the mean responses on the effect of art education on childhood development and academic achievement in Rivers State.

Significance of the Study

It is worthwhile that the paper highlights the significance of this study as it impacted on the lives of the children. Therefore, this work shall be a useful tool for parents, students/scholars in art education as research elements. It will also enlighten individuals, parents and Nigerians, especially in Rivers State on the need and benefits of employing art education on childhood education. It will also educate the society on the effective ways of training a child through art education.

Definition of Terms

- i. Childhood:** This is a time of remarkable growth with brain and a period from birth to eight years old.
- ii. Development:** This is a process that creates growth, progress, positive change or the addition of physical, social and other components.
- iii. Art Education:** This refers to the process of learning about different artistic expression, including different media and formats for artwork and different movements and styles throughout art history.
- iv. Childhood Development:** This refers the biological, psychological and emotional changes that occur in human beings between birth and the conclusion of adolescence.

Literature Review

This study takes a look at the contributions of some outstanding scholars in relation to the effect of art education on childhood development and academic achievements, which includes Boyd and Cutcher (2015), Knight, Zolio, Macardle, Cumming, Bone, and Ridgeway-Li (2016), Phillips, Gorton, Pincioni, and Sachdev (2010), Kiese-Himmel, Witte, Islam, and Steinbuchel (2015), Cuthbertson, Harton, Minyard, Piver, Todd, and Birchfield (2007), Pavlou (2013), Rolling (2008), Pepler (2010). From the available literature the following conclusions are drawn. The artistic development of the child is the reflection of the society. When children are allowed to develop artistically, it helps them to improve in their academic achievement. Children therefore, are creative people with exceptional skills who take meaningful ideas and embody them into a visual form. It was also maintain that if the children are creative during their childhood stage, they make a better society in the future. Several researchers have carried out studies in impact of art education on childhood development and academic achievement. For instance, Boyd and Cutcher (2015), found out that the educators relied on communication to learn more about the interest of the children attending their programmes and other creative activities. Based on the qualitative data obtained from the educators and children, that approach increased the children's motivation to engage in artistic creation and explore the application of materials and techniques on their own.

Other researchers such as Knight, Zolio, Macadel, Kumin, Bone and Richway (2016), Phillips, Gorton, Oinciotti, and Schdev (2010), Kiese-Himmel, Witte, Islam, and Steinbuchel (2015), carried out studies in childhood development in art education. The clue from their studies, indicates that art education plays a major role in a child's development.

Also one discovers that art education in the visual arts for acquisition of skills and knowledge for productivity if the learner. Improvements in creative expression and team work skills were observed at the end of the programme (Cuthbertson, Hatton, Minyard, Piver, Todd, & Birchfield (2007). Also one found out that literature did not state the impact of art education on childhood development and academic clearly which this study will still investigate among other things. Indeed, there is no empirical evidence to show that impact of art on childhood development and academic achievement, has been studied at any other time in Rivers State, especially in the South East Senatorial District.

Emphasis on Integrated Learning and Students Competencies on Academic Achievements Knight et al. (2016) identified the benefits of collaborative drawing for adults and preschool age children, and teachers can implement intergenerational drawing by including parents in their children's education or inviting professional artists as guests to their classrooms. However, the applications of intergenerational drawing in the classroom should be further investigated because previous studies did not report conducting those types of interventions in the classroom. It is also recommended that future research investigate the effectiveness of intergenerational collaborative drawing for students in primary education as well as for those at more advanced stages of education. Art projects in the classroom can be used to facilitate integrated learning by combining arts with other fields of study. Rolling (2008) demonstrated that children have the ability to express their opinions regarding social issues, whereas Cuthbertson et al. (2007) integrated arts and technology to teach students about visual arts and new media, simultaneously. Various artistic fields can also be integrated to improve the children's understanding of multiple creative forms of art, and the topics covered in these programs can facilitate learning outcomes in other fields of study, such as literature or linguistics (Phillips et al., 2010). Based on the findings from current research, art education can be used to support the development of an integrated curriculum and to enhance students' motivation and learning outcomes in multiple areas of the national and school curricula. Another possible application of visual arts research in education is to enhance learning outcomes associated with the development of student competencies. Contemporary education is concerned with the development of student competencies that are not

discipline-specific but that can be applied in any context or situation. Creativity is the most obvious competency that can be used to solve problems in a variety of fields and can be developed through participation in the arts. The positive effect of arts on the development of communication and teamwork competencies when working with peers was also observed in both early childhood and primary education students (Boyd & Cutcher, 2015; Cuthbertson et al., 2007; Knight et al., 2016). Therefore, findings from current visual arts research in education suggest that arts have an important place in modern education, one which emphasizes integrated learning and student competencies over learning theoretical information and skills separately for each school subject.

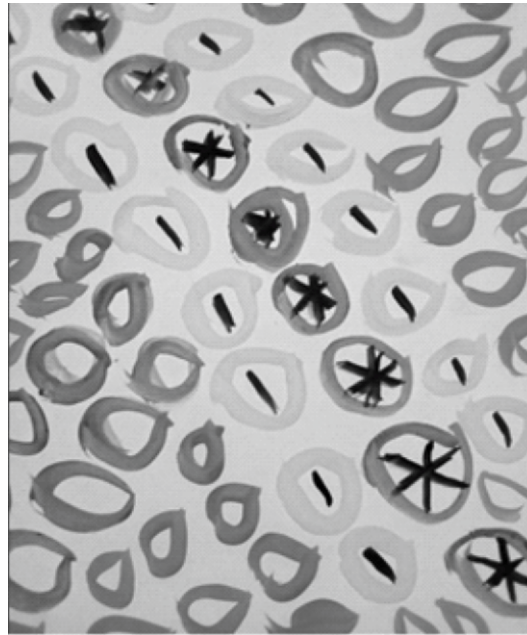


Plate 1: Showing school child experimental design for skill development.

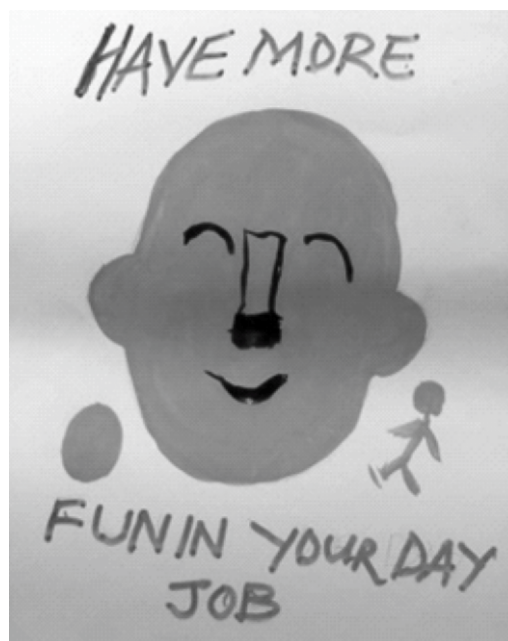


Plate 2: Showing school child experimental design for skill development.

$$n = \frac{N}{1 + N(e)^2}$$

Where; n= Sample size

N= Population

1= Constant value

e = Margin of Error given as (0.05).

Hence the population (N) = 934855, e = 0.05

934855

$$n = \frac{934855}{1 + 934855(0.05)^2}$$

934855

$$n = \frac{934855}{399.8}$$

2338.1375

= 399.8, which by approximation is 400

Because of the issue of instrument mortality, the sampling size was increased from 399.8 to 400. The sample size becomes 400. The proportionate stratified random sampling technique as shown in table 1 below will be used while carrying out the sampling.

Table 1: Showing Proportionate Stratified Random Sampling Technique

| LGA | Population | Proportion | Sample |
|--------|------------|----------------------------|----------------------------|
| Andoni | 217924 | 217924/934855=0.2331099475 | 0.2331099475 x 400 = 93.2 |
| Khana | 292924 | 292924/934855=0.3133362928 | 0.3133362928 x 400 = 125.4 |
| Gokana | 233813 | 233813/934855=0.2501061662 | 0.2501061662 x 400=100.0 |
| Eleme | 190194 | 190194/934855=0.2034475935 | 0.2034475935 x 400 =81.4 |
| Total | 934855 | 1.0 | 400 |

Two main sources of data were used in this study. They are the primary and secondary sources. While the primary source was made up of questionnaires which were administered on the respondents, the secondary source of data came from published journals, other scholarly works, magazines, newspapers, proceedings from seminars, conferences, textbooks, symposium, workshops, etc. The instrument for data collection was a structured questionnaire titled, “Impact of Art Education on Childhood Development Questionnaire (IAECD)”. It was made up of two parts. Part A was concerned about the demographic data of the respondents while Part B was concerned about the variables under investigation. It was further divided into 4 sections. Section A looked at the types of art education that would enhance childhood development in Rivers State, Section B looked at the impact of art education on childhood development in Rivers State, Section C considered the strategies that could commit skill development of children in their career. While Section D looked at motivational interest in artistic development. The questionnaire was a self structured type and modified 4 -point likert rating scale of Strongly Agree (SA)-4; Agree (A)-3; Disagree (DA)-2; and Strongly Disagree (DA)-1 were used. The research instrument was submitted to face the research experts. Two of the experts were lecturers from department of fine art and Applied Arts, Ignatius Ajuru University of Education, Port Harcourt, while the other research expert was of the faculty of Education in department of Measurement and Evaluation, in the same University of Education. The research experts were asked to check the instruments and determine if they would be used to get good information that will provide answers to the research problem. The researchers who did the face validation were again asked to consider the objectives of the work and determine the importance of the content of the instrument to the researcher. By this technique, some students and teachers were used for the field trial. Based on the responses received during the field trial, correction were made in order to move on

the clarity of the instruments. In order to determine the reliability of the instrument, the test retest method was carried out on a pilot study group of thirty (30) respondents from Port Harcourt local government area of Rivers East Senatorial District. Two weeks after the administration of the instrument, the same instrument was taken to the pilot group. The collected data were analyzed using Pearson Moment Correlation Coefficient to determine the consistency of the instrument. A value of $r=0.84$ was realized. The researcher visited the respondents from Andoni, Khana, Gokana, and Eleme Local government areas to give them the questionnaire. The copies of the questionnaire were distributed with the help of a research assistant and collected the same day they were given out. Descriptive statistics such as frequency count, mean and Standard deviation were used to answer the research questions. Any mean above 2.50 was accepted, and any one below 2.50 was rejected. While Z-test was used to test the hypotheses at 0.05 level of significance. The hypothesis is accepted if the Z-calculated is less than the Z-critical table.

Data Presentation and Analysis

Descriptive Analysis on Age Characteristics of the Sample

This study identified the age profile of the respondents in the Senatorial District under study. The summary of their responses are as shown in table 2.

Table 2: Showing Age Distribution of Respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid 18-25years | 22 | 6.0 | 6.0 | 6.0 |
| 26-33 years | 30 | 8.2 | 8.2 | 14.2 |
| 34-41 years | 60 | 16.5 | 16.5 | 30.7 |
| 42-49 years | 132 | 36.3 | 36.3 | 67.0 |
| 50-Above | 120 | 33.0 | 33.0 | 100 |
| Total | 364 | 100 | 100 | |

Source: Field Work, 2021.

From the table 2, it can be observed that 22 of the respondents representing 6.0 percent were within the age bracket of 18-25 years. 30 of the respondents indicating 8.2 percent were within the age bracket of 26-33 years. 60 of the respondents indicating 16.5 percent were within the age bracket of 34-41 years. 132 of the respondents indicating 36.3 percent were within the age bracket of 42-49 years. And 120 of the respondents indicating 33.0 percent were within the age bracket of 50-above years. This implies that most of our respondents fall within the age bracket of 42-49 years.

VARIABLES OF THE STUDY

Research Question: What are the effect of art education on childhood development in Rivers State?

Data to provide answer to this research question were gathered in respect of items 6-13. The analysis is presented in Table 3.

Table 3: Showing Responses on the Effect of Art Education on Childhood Development

| S/N o | Items Related to Impact of Art Education | Respondents/Responses | | | | | |
|------------|---|-----------------------|------|----------|--------|------|----------|
| | | Male | | | Female | | |
| | | Mean | SD | Decision | Mean | SD | Decision |
| 1. | Art education helps the children to learn how to address and embrace societal diversity. | 3.44 | 0.65 | Accepted | 3.42 | 0.67 | Accepted |
| 2. | It teaches the children on how to present emotions and differentiate values in the world. | 3.44 | 0.68 | Accepted | 3.38 | 0.67 | Accepted |
| 3. | It helps in providing the children with knowledge of ethics. | 3.45 | 0.63 | Accepted | 3.41 | 0.63 | Accepted |
| 4. | It helps in providing the children with social realities. | 3.41 | 0.67 | Accepted | 3.42 | 0.64 | Accepted |
| 5. | Art education helps in the development of the creativity of the children. | 3.44 | 0.66 | Accepted | 3.44 | 0.65 | Accepted |
| 6. | It helps the children in decision-making. | 3.45 | 0.66 | Accepted | 3.40 | 0.67 | Accepted |
| 7. | Children can easily solve their problems with the aid of art education. | 3.45 | 0.63 | Accepted | 3.40 | 0.69 | Accepted |
| 8. | Art education helps in the development of the social skills of the children. | 3.41 | 0.66 | Accepted | 3.42 | 0.64 | Accepted |
| Grand Mean | | 3.44 | 0.65 | Accepted | 3.41 | 0.66 | Accepted |

Source: Field Survey, 2021.

From Table 3, it can be observed that all the eight questionnaire items had mean ratings more than 2.50, and were, therefore, accepted as the impact of art education on childhood development. Testing of Hypothesis

Hypothesis: There is no significant difference between the mean responses on the effect of types of art education on childhood development in Rivers State.

The test for this hypothesis two was conducted. The result is presented in Table 4.

Table 4: Z-test Analysis of Responses on the Impact of Types of Art Education on Childhood Development.

| Group | Mean \bar{X} | Std. Dev. | N | Df | Std. Error | A | Z-cal. value | Z-tab. value | Decision |
|--------|-------------------|-----------|-----|-----|------------|------|--------------|--------------|-------------|
| Male | 3.44 | 0.65 | 200 | 362 | 0.07 | 0.05 | 0.43 | 1.96 | Ho Accepted |
| Female | 3.41 | 0.66 | 164 | | | | | | |

Source: Field Survey, 2021.

Table 4 identified that Z-calculated value = 0.43, Z-table value = 1.96, alpha level of significance $P < 0.05$, degree in freedom = 362. Based on the above stated criterion for the acceptance or rejection of the null hypothesis and considering the fact that the Z-calculated value is less than the Z-table value, the null hypothesis is hereby accepted. This simply means that there is no significant difference in the mean responses on the effect of types of art education on childhood development in Rivers State.

Summary of Finding

The findings of this study revealed that art education have effect on childhood development in Rivers State.

Discussion of Findings

As can be seen from the results of the analysis of the data that were collected for this study, it was found that the hypothesis was accepted and also solidly supported by various literatures that were reviewed. Based on this, it was found out as supported by authorities that:

Table 4 which provided answer to the research question, showed that these types of art education have effect on childhood development in Rivers State. This is in line with the views of Punzalan (2018) that globalization necessitates people from different continents to form connections despite having different norms and culture. It is imperative for the people of every country to understand one another along with their standards, and traditions. A way to achieve this understanding is through arts education. Through the arts education, people may learn to address and embrace diversity, present emotions and differentiate values in the world. Arts education allows schools to provide the students with knowledge of ethics, see social realities and understand their rights and responsibilities. And Jolley (2016) as cited in Punzalan (2018) who recapped that arts education promotes some benefits in a variety of ways. Some of the advantages of arts education are: developing the students' imagination and creativity; allowing them to understand and express their feelings and ideas; aiding them to understand and visualize other core subjects; helping them to observe the world around them; supporting them in the decisions-making and in solving problems; and in developing values such as concentration and persistence. Ochshorn (2016) as cited in Punzalan (2018) asserted that Arts Education is important because it improves performance. She claimed that it improved learning skills, school attendance, critical thinking skills and creativity. A good arts education is built on and reflects recognition of the specific and unique way that the arts shape people's thinking and their lives. (Eisner, 2013). The noteworthiness of art is immeasurable and innumerable. Booth (2016) as cited in Punzalan (2018) asserted that the techniques are ways of learning, of exploring, of responding, of revealing and demonstrating, of imagining, and of depicting and making meaning. They belong to the school curriculum as they belong in the minds and hearts of lifelong learners.

SUMMARY AND CONCLUSION

This paper centered on the types of Art Education that will enhance Childhood Development in Rivers State, Nigeria. In order to carry it out, a descriptive survey design was used, and a population of Three hundred and Sixty four (364) was taken from selected local government areas from Rivers South -East Senatorial District. They were: Andoni, Khana, Gokana, and Eleme local government areas in Rivers State. Questionnaire served as the research instrument. It was revealed that these types of art education have impact on childhood development in Rivers State. From this study, it is inferred these types of art education have impact on childhood development in Rivers State.

RECOMMENDATION

1. Efforts aimed at making sure that the impact of art education on childhood development is achievable should be made.
2. Children learning art will be encouraged to enhance their skills and self-development.

LIMITATIONS OF THE STUDY

This research work was limited to its content scope and geographical scope. As such the findings of the study may not be generalized to other senatorial district in Rivers State. Some respondents may have given false responses to the questions asked. It was very hard to convince the respondents of the intentions of this research in a bid to collect information from them, mainly due to the sensitivity. There were some constraints encountered as a result of reluctant respondents who believed that the study would expose them in regard to personal information. To curb against this the respondents were guided on the purpose of the study and assured of confidentiality and anonymity. Some of the respondents were also not co-operative and attempted to ignore the questionnaires which threatened to reduce the response rate. The researcher minimized non response cases by taking and collecting questionnaires by hand from some respondents.

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