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Effect of Activity-Based Visual Arts Education Program on Social Skill Levels of Children in Need of Protection for 7-12 Age Groups*

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Abstract

The aim of this research is to improve the social skills of children in need of protection for 7-12 age groups through visual arts education. In the study carried out within the framework of general purpose, the effect of the activity-based visual arts education program on the social skill levels of children in need of protection for 7-12 age groups is examined. Also, it was investigated whether there was a statistically significant difference regarding the social skill total scores of the children according to gender, parents' being alive, participation in any arts / sports activities and dominant hand use variable. For this purpose, 14 children between the ages of 7-12 who are staying in Üsküdar Hasan Tan Nursery and Küçükyalı Children's Houses Site of Turkey Republic Istanbul Governorship constitute the working group. Personal Information Form, Social Skill Assessment Scale (7-12 Age), Visual Arts Education Program were used as data collection tools. According to the findings obtained in the study, it was observed that the study group significantly predicted between the pre-test and post-test scores in favor of the post-test. Within the framework of the personal information form, it was observed that the study group was significantly predicted in favor of the post-test according to parents being alive variable, parental survival variable, participation in any arts / sports activities variable, dominant hand use variable. The findings obtained in the study were discussed in the light of the literature review and some suggestions for future research are presented.

Keywords: Art, Education, Visual Arts Education, Social Skills, Children in Need of Protection.

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Introduction

“Social interaction or socialization takes an important place in human life. For a person who lives with interaction and communication, social interaction has a great role for not having problems and being happy.” (Çetin, Alpa Bilbay and Albayrak Kaymak, 2003, p.15). Children's completing the social development in the community they live in and healthy communication with the people around them are important both for them and for being able to live peacefully with other people. Individuals with these skills are also important for a healthy society (Aslan, 2008). According to Avcıoğlu (2001) the concept of social skills, which plays an important role in ensuring interpersonal communication and social cohesion, is their ability to act in accordance with the environment. On the other hand, Topaloğlu and Özdemir (2013) think that social skills should be gained to children at young ages by different methods. The children acquire these skills from everyone they interact with in their environment. However, some children are unable to interact adequately with these skills and think that direct intervention is required to meet this shortcoming.

In a natural flow, the child realizes social skills by observing them as a result of their interactions with their family, people with whom they communicate and their peers. Positive interaction within the family in the first years of our life affects the interaction with peers over time. However, some children cannot achieve enough social skills by examining adults, their surroundings, and their peers. They need to be taught social skills programmatically and create opportunities to apply skills (Avcıoğlu, 2005).

“According to the Law No. 2828 on Social Services and Child Protection Agency, the description of the child for 'child in need of protection' is as follows; their body, soul and moral development or personal security are at stake; and 1.motherless or fatherless, motherless and fatherless,2. The mother or father or both are no apparent, 3. abandoned by the mother and father or both, 4. Neglected by the mother or father; being defenseless and drifting against all kinds of social dangers and bad habits such as prostitution, begging, drinking alcohol or using drugs.” (Turkey Republication Official Gazette, 1983, number: 18059).

It means that the child should be protected in all respects by considering the physical, cognitive, physiological development, learning and adaptation processes as well as economic and legal status values that cover a wide area throughout the child's life. Children in need of protection constitute a different category. It is important to support sociological support of children in need of protection, which differ in many respects such as their relations with society, social relations in everyday life, their education, physical and mental development compared to other children. (Parin and Bilan, 2007). When the definition of “Child in Need of Protection” is examined, it can be thought that Children in Need of Protection do not have sufficient social skills. In this context, providing social skills training support to contribute to their development can have a positive effect. While art

emphasizes the interwoven connection between emotion and thought, it becomes an effective assistant of the learning and development process (Yolcu, 2004). If programs that support social skill education are prepared with the unique teaching methods of art education; it can be said that the social skills desired to be acquired can be transformed into behavior more easily and practically, and will be beneficial both in the name of social skills and in the name of art education and art.

Tonguç theorized his understanding of art education, which he associated with the Art Education Movement, and put it into practice, especially in the Village Institutes and Gazi Education Institute Art Department. According to Tonguç, art education is a powerful factor that supports education and training. Fine arts help to develop the personality of the children and make them happy while establishing a connection with life. It is to request the necessary measures to be taken with the art activities carried out by examining the children psychologically, determining their deficiencies and needs. While the child is seen as a whole, both educating all aspects by art and providing art education thinks that art education is the target (Kurtuluş, 2002). Buyurgan and Buyurgan (2012) state that art education is essential in order to raise our children spiritually healthy depending on today's life, and with the education of art, the children will first recognize themselves and then they will have the consciousness of respecting their environment. Abacı (2006) thinks that the benefits of individual and group work are different in art events and individual studies will produce different interpretations and results even if the same material and subject are given in terms of evaluating the personalities, experiences and situations of the children. He emphasizes that while group studies aim to socialize, the child will be able to convey his thoughts, tell them to others, to make him accepted to a group, to cooperate with the group, and to be respectful to others' thoughts. However, he states that being able to act with the people around him and sharing the pleasure of getting common results is group works. In this context, it can be concluded that social skill education can benefit when performed with the support of visual arts education, and it can be said that this research made in line with this result will contribute to the field of visual arts education.

When the literature is reviewed, it is seen that different fields of art education focus on the framework program in order to provide social skill development (Akfırat Önalın 2017; Bolat 2005; Güven 2017; Kara and Çam 2007; Sökezođlu, 2010). When these studies are examined, it is concluded that education programs prepared in the fields of fine arts education such as music and drama improve and support the social skill levels of children. When the literature reviewed regarding the effect of visual arts education on the social skill levels of children, Yazıcı (2017) in her study where the art education program she prepared to examine the effect of preschool children on their social skill levels, concluded that there was a significant increase in total scores in all social skill areas. Due to the age group difference, she indirectly contributes to this study. Arslan Aypek (2014), with her study investigating behavioral changes that art education helps children develop in terms of adaptation to their environment indirectly contributes to this study. However, when considering the

literature, there are also studies with different results. Catterall and Pepler (2007) applied a visual arts education program to the experimental group for twenty and thirty weeks on the self-concept, self-efficacy, internal and external characteristics of third grade students and the results did not differ between the experimental group and the control group. When the literature on this subject is scanned there are studies on the effect of visual arts education on social skill levels. However, no study has been found to improve the social skill levels of Children in need of Protection who live in childcare homes. Eisner (2002) says that through artistic experiences, we realize what we couldn't realize, we feel what we couldn't feel, and that we obtain original thinking skills. He states that when entered into a process where the self is renewed with these experiences; the individual becomes his own experiences' architect he also uses the unique features of art to express and develop himself so that art education is an alternative for the individual. In this context, it can be thought that it will provide both individual and social benefits to the social arts deficiencies of children in need of Protection who live in childcare with visual arts education.

"The purpose of social skills education is to develop the skills needed for the harmony of students in their relations with the personal and social environment as well as to contribute to the development of their academic skills." (Akkök, 1996, p.1). To benefit from art in order to facilitate their adaptation to the personal and social environment with the prepared activity based visual arts education program; while providing visual arts education, it can be thought that contribution will be made by taking into consideration the child's personal and social needs. It can be mentioned that the education program contributes to the development of the child in visual arts as well as positively affects the development of social skills. Therefore, the purpose of the research is to test the effect of the prepared visual arts education program on the social skills of a group of children in need of protection who live in childcare.

Hence, the hypotheses of this research are as follows:

There is a difference between the pretest and posttest points of the study group in favor of the posttest. ($T_2 > T_1$).

There is a difference between the pre-test and post-test scores according to the gender variable of the study group in favor of the post-test. ($T_2 > T_1$).

There is a difference between the pre-test and post-test scores in favor of the post-test according to the parental survival variable of the study group. ($T_2 > T_1$).

There is a difference between the pre-test and post-test scores in favor of the post-test according to the variable of the study group participating in any arts / sports activities. ($T_2 > T_1$).

There is a difference between the pre-test and post-test scores in favor of the post-test according to the dominant hand use variable of the study group. ($T_2 > T_1$).

Method

The method of the study is an experimental model and the pattern of the study was chosen as “the one group pretest-posttest experimental design”, since it was aimed to examine the effect of the activity-based visual arts education program prepared for children aged 7-12 on social skill levels.

Table 1. The One Group Pretest – Posttest Design

| R | G | T1 | X | T2 |
|---|---|----|---|----|
|---|---|----|---|----|

“In the pattern, "R" represents the principle of neutrality in forming groups, "G" represents the Study group, "X" represents the Independent variable level, "T" (pretest-posttest) measurements conducted. In the one group pretest-posttest design, the effect of the experimental process is tested with a single group study. The measurements of the subjects related to the dependent variable are obtained before the application as the pretest and then the posttest using the same subjects and the same measurement tools. There is no random and matching” (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2014, p.201).

As seen in Figure 1, a working group was formed with children between the ages 7-12 and “Activity Based Visual Arts Education Program” covering 8 weeks was implemented; pre-test and post-test social measurements were made before the applications.

According to information obtained about children between 7-12 years old staying in Üsküdar Hasan Tan Nursery and Küçükyalı Children's Houses Site, it was learned that most children have mental disabilities or use psychiatric drugs. As a result of interviews with social workers for this research, 14 children were determined to be appropriate. For these reasons, a control group has not been formed in practice and ethically.

| | | | |
|-------------|--------------|---|---------------|
| Study Group | Pretest (T1) | Activity based visual arts education program | Posttest (T2) |
|-------------|--------------|---|---------------|

Figure 1. The One Group Pretest-Posttest Pattern.

Working group

The participants of the research are 14 children between the ages of 7-12 who are staying in Üsküdar Hasan Tan Nursery and Küçükyalı Children's Houses Site of Turkey Republican Istanbul Governorship, in 2019.

Table 2. Distribution of General Information of the Working Group

| | | n | % |
|--------------------|------------------------------|----|------|
| Gender | Female | 7 | 50 |
| | Male | 7 | 50 |
| Number of siblings | None | 1 | 7.1 |
| | 1 | 2 | 14.3 |
| | 2 | 5 | 35.7 |
| | 3 | 3 | 21.4 |
| | 4 | 2 | 14.3 |
| | 6 | 1 | 7.1 |
| Parent Status | Deceased mother | 4 | 28.6 |
| | Deceased father | 1 | 7.1 |
| | Both are alive | 9 | 64.3 |
| Institutional Care | Since birth | 2 | 14.3 |
| | Between 6 months and 2 years | 7 | 50 |
| | Between 3-5 years | 4 | 28.6 |
| | 10 years and over | 1 | 7.1 |
| Dominant Hand | Left | 3 | 21.4 |
| | Right | 11 | 78.6 |

Data Collection Tools

Personal Information Form

In the personal information form prepared to recognize the children in the study group; the children were asked questions about their age, their gender, their number of siblings, whether their parents are alive, duration of institution care, which hand they actively use, whether they regularly participate in any arts or sports activities, whether they have a chronic illness or whether they use medicines regularly.

Social Skills Assessment Scale (SSAS) (7-12 Years)

Social Skills Assessment Scale (7-12 Years) which was developed by Akçamete and Avcioğlu (2005) is a measuring tool formed in accordance with the conditions of Turkey to increase the social communication of children, to identify their deficiencies, to develop and to prepare an appropriate social skills program according to these results. SSAS is a likert type scale. It was created with a five-point grading system that contains the social skills of children aged 7-12. The scale consists of 69 items under 12 subtitles. The sub headings are; Basic Social Skills (BSS) 13 items, Basic Speaking Skills (BSS) 4 items, Advanced Speaking Skills (ASS) 5 items, Relationship Starting Skills (RSS) 5 items, Managing a Relationship Skills (MRS) 5 items, Working in Group Skills (WGS) 7 items, Emotional Skills (ES) 6 items, Self-Control Skills (SCS) 6 items, Coping with Aggressive Behaviors Skills (CABS) 4 items, Accepting Results Skills (ARS) 3 items, Giving Instruction Skills (GIS) 4 items and Cognitive Skills (CS) 6 items. The answers given to the items were rated as “always does”, “often does”, “usually does”, “rarely does”, “never does”. The answer “always does” is 5 points, “often does” is 4 points, “usually does” is 3 points, “rarely does” is 2 points and, “never does”

is 1 points. The lowest score of SSAS is 69 and the highest score is 345 points. The low total score of the children indicates the lack of social skills and the high score indicates that they have social skills (Akçamete and Avcioğlu, 2005).

Visual Arts Education Program (VAEP)

In the light of the literature review on the subject of the research, “Activity Based Visual Arts Education Program” has been created. A rigorous study has been conducted to give reliable and valid results for the research. While creating the training program:

1. Social skill scale was chosen for the activity-based visual arts education program. The scale chosen is the Social Skills Evaluation Scale (7-12 Years) developed by Akçamete and Avcioğlu (2005). It is a measuring tool formed in accordance with the conditions of Turkey, under 12 sub headings, to increase the social communication of children, to identify their deficiencies, to develop and to prepare an appropriate social skills program according to these results (Akçamete and Avcioğlu 2005).

2. While creating an activity-based visual arts education program, the gains and indicators related to the social skills desired to be taught under 12 headings were determined within the Social Skills Assessment Scale (SSAS). Through art education; it is aimed to teach the children to see, to provide visual thinking, to develop their creativity, to make them distinguish differences and similarities, to make them have ability for solving problems with different methods by supporting creativity ,to make them comprehend the importance of aesthetic values by gaining a critical approach to product events and facts, to contribute to children's self-proof and identity development and to give them the habit of expressing their environmental observations, impressions, emotions, thoughts and excitements through various art activities (Gürtuna, 2003). In line with this purpose, the achievements and indicators desired to be gained through an activity-based visual arts education program were determined.

3. In order to establish the link between the social skills and visual arts children desired to be acquired, the effective learning method, which is deemed appropriate, has been decided. Since art education differs in terms of application compared to other branches, it has its own special teaching methods. Art education, which should be handled holistically with preliminary knowledge (theory), teaching methods and educational aspect; it cannot be considered as a process of experimental activities singly (Artut, 2001).

4. In the activity-based visual arts education program, art works suitable for social skills were determined. Pre-test data in the social skill assessment scale filled by institution teachers of children in need of protection were taken into consideration in determining the social skill behaviors to be gained between 7-12 years of age. Game, music and drama teaching methods have been used in order to

associate the prepared activity-based visual arts education program with social skills. In the activities and trainings that are carried out in order to gain the aims of art education, studies which are making the student the focal point in the programs, including the various disciplines, focusing more on positive points, preferring constructive criticism, making the individual feel special, prioritizing the genuine and original point of view should be preferred (Vural, 2004).

5. Session plans to be created within the scope of the event-based visual arts education program were prepared; their stages were created and followed. Selected art works were created by adhering to the framework prepared for children aged 7-12 in the Visual Arts Course Curriculum created by the Ministry of National Education. The session plans prepared were created within the framework of certain teaching approaches such as explanation, demonstration, catechizing, application, discussion, brainstorming and problem solving which can be used in visual arts education. While creating session plans, direct contribution was made to both art education and social skills learning by bringing together the support training activities used in social skills training.

The “Activity Based Visual Arts Education Program” prepared was presented to a professor in the field of art education, two associate professors and two associate professors in the field of educational sciences and approval was obtained.

Process

In this research, the theoretical model developed to explain the impact of the visual arts education program of children aged 7-12 on social skill levels was tested using the Mann-Whitney U test and Wilcoxon Signed Ranks test using IBM SPSS Statistics 22.0 program.

Findings

Table 3. Pretest-Posttest Wilcoxon Signed Ranks Test Results of the Social Skill Evaluation Scale of the Study Group

| | Pretest | | Posttest | | p |
|---|---------|-------------|----------|--------------|---------|
| | Min-Max | Ort±SS | Min-Max | Ort±SS | |
| Total Score | 127-210 | 173.0±24.55 | 149-277 | 210.71±37.09 | 0.001** |
| Basic Social Skills | 28-51 | 38.79±6.9 | 34-65 | 49.14±8.57 | 0.001** |
| Basic Speaking Skills | 8-20 | 14.5±3.82 | 10-20 | 17.36±3.99 | 0.003** |
| Advanced Speaking Skills | 9-19 | 13.86±2.93 | 10-25 | 17.43±4.64 | 0.002** |
| Relationship Starting Skills | 9-22 | 15.0±3.72 | 13-25 | 18.29±4.18 | 0.004** |
| Managing a Relationship Skills | 13-24 | 17.57±3.11 | 15-30 | 22.57±4.93 | 0.001** |
| Working in Groups Skills | 16-28 | 22.29±4.07 | 21-35 | 27.14±4.85 | 0.001** |
| Emotional Skills | 11-25 | 19.0±3.72 | 13-30 | 22.93±5.43 | 0.007** |
| Self-Control Skills | 10-24 | 16.86±4.09 | 15-30 | 20.57±4.47 | 0.002** |
| Coping with Aggressive Behaviors Skills | 10-20 | 13.57±2.87 | 11-20 | 15.71±3.29 | 0.005** |
| Accepting Results Skills | 3-15 | 8.57±3.18 | 6-15 | 10.29±2.87 | 0.007** |
| Giving Instructions Skills | 8-18 | 14.21±2.86 | 10-20 | 16.86±3.18 | 0.001** |
| Cognitive Skills | 9-24 | 17.57±4.15 | 10-30 | 21.57±5.37 | 0.001** |

**p<0.01

When Table 3 is analyzed, the mean score of SSAS pre-test BSS was found to be 38.79 ± 6.9 , and the mean post-test score was 49.14 ± 8.57 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of SSAS pre-test BSS was found to be 14.5 ± 3.82 , and the mean post-test score was 17.36 ± 3.99 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pre-test ASS was found to be 13.86 ± 2.93 , and the mean post-test score was 17.43 ± 4.64 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of SSAS pre-test RSS was found to be 15.0 ± 3.72 , and the mean post-test score was 18.29 ± 4.18 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pre-test MRS was found 17.57 ± 3.11 , and the mean post-test score was 22.57 ± 4.93 . According to the pretest, the increase observed in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pretest WGS was found 22.29 ± 4.07 , and the mean posttest score was 27.14 ± 4.85 . According to the pretest, the increase observed in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pre-test ES was found 19.0 ± 3.72 , and the mean post-test score was 22.93 ± 5.43 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of SSAS pre-test SCS was found to be 16.86 ± 4.09 , and the mean post-test score was 20.57 ± 4.47 . According to the pretest, the increase observed in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pre-test CABS was found 13.57 ± 2.87 , and the mean post-test score was 15.71 ± 3.29 . According to the pretest, the increase observed in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pre-test ARS was found to be 8.57 ± 3.18 , and the mean post-test score was found to be 10.29 ± 2.87 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of the SSAS pre-test GIS was found to be 14.21 ± 2.86 , and the mean post-test score was 16.86 ± 3.18 . According to the pretest, the increase seen in the posttest was statistically significant ($p < 0.01$), and the mean score of SSAS pretest CS was found 14.21 ± 2.86 , and the mean posttest score was 16.86 ± 3.18 . According to the pretest, the increase seen in the posttest can be said to be statistically significant ($p < 0.01$).

Table 4. Pretest-Posttest Wilcoxon Signed Ranks Test Results of Female and Male' Social Skills Evaluation Scale in the Study Group

| | Gender | Pretest | Posttest | p |
|--------------------------|--------|--------------------|--------------------|--------|
| | | Ort±SS (median) | Ort±SS (median) | |
| Total Score | Female | 168.86±25.65 (176) | 197.71±33.54 (214) | 0.018* |
| | Male | 177.14±24.66 (182) | 223.71±38.22 (214) | 0.018* |
| Basic Social Skills | Female | 41.43±6.65 (43) | 48.0±8.96 (52) | 0.026* |
| | Male | 36.14±6.52 (36) | 50.29±8.71 (52) | 0.018* |
| Basic Speaking Skills | Female | 15.29±4.64 (16) | 17.29±4.64 (20) | 0.063 |
| | Male | 13.71±2.93 (14) | 17.43±3.6 (18) | 0.016* |
| Advanced Speaking Skills | Female | 13.71±3.2 (13) | 16.29±4.68 (16) | 0.043* |
| | Male | 14.0±2.89 (15) | 18.57±4.65 (17) | 0.018* |

| | | | | |
|---|--------|-----------------|-----------------|--------|
| Starting Relationship Skills | Female | 15.14±4.06 (15) | 16.57±3.6 (15) | 0.246 |
| | Male | 14.86±3.67 (14) | 20.0±4.24 (20) | 0.016* |
| Managing a Relationship Skills | Female | 16.43±2.44 (16) | 20.71±4.11 (21) | 0.027* |
| | Male | 18.71±3.45 (19) | 24.43±5.26 (24) | 0.018* |
| Working in Group Skills | Female | 21.71±4.07 (21) | 26.0±4.51 (26) | 0.027* |
| | Male | 22.86±4.3 (23) | 28.29±5.25 (25) | 0.018* |
| Emotional Skills | Female | 20.0±3.7 (20) | 22.29±5.28 (23) | 0.174 |
| | Male | 18.0±3.74 (19) | 23.57±5.91 (24) | 0.018* |
| Self-Control Skills | Female | 15.57±3.41 (15) | 18.86±2.34 (18) | 0.046* |
| | Male | 18.14±4.56 (18) | 22.29±5.56 (23) | 0.018* |
| Coping with Aggressive Behaviors Skills | Female | 14.57±1.9 (15) | 16.0±3.21 (18) | 0.068 |
| | Male | 12.57±3.46 (12) | 15.43±3.6 (15) | 0.027* |
| Accepting Results Skills | Female | 7.14±2.79 (9) | 8.71±2.14 (9) | 0.059 |
| | Male | 10.0±3.06 (10) | 11.86±2.73 (11) | 0.039* |
| Giving Instructions Skills | Female | 13.43±3.51 (13) | 15.43±3.74 (16) | 0.026* |
| | Male | 15.0±2.0 (15) | 18.29±1.8 (18) | 0.017* |
| Cognitive Skills | Female | 15.86±4.53 (18) | 19.57±5.38 (22) | 0.017* |
| | Male | 19.29±3.15 (20) | 23.57±4.93 (22) | 0.018* |

*p<0.05

When Table 4 is examined, the increase in the scores of the SSAS posttest and sub-dimensions according to the scores of the SSAS pre-test total and sub-dimensions in female and male according to the gender variable is statistically significant ($p < 0.05$).

For females; it can be observed that there is no statistically significant change in the increase in the posttest score in the sub-title of the SRS ($p > 0.05$), and there is no statistically significant change in the increase in the posttest score in the ES subtitle ($p > 0.05$). It can be said that there was no statistically significant change in the increase in the post-test score in the sub-heading of the CABS ($p > 0.05$), and there was no statistically significant change in the increase in the post-test score in the sub-heading in the ARS ($p > 0.05$).

For males; it can be said that the increase in the posttest score in the SRS subtitle is statistically significant ($p < 0.05$), and the increase in the posttest score in the ES subtitle is statistically significant ($p < 0.05$). It can be said that the increase in the post-test score in the sub-heading of the CABS is statistically significant ($p < 0.05$), and the increase in the post-test score in the sub-heading of the ARS is statistically significant ($p < 0.05$).

Table 5. Study Group Pre-test-Post-test Wilcoxon Signed Ranks Test Results of Social Skill Evaluation Scale According to Parents Being Alive Variable

| | Parent Status | Pretest | Posttest | p |
|---------------------|---------------|-------------------|--------------------|---------|
| | | Ort±SS (median) | Ort±SS (median) | |
| Total Score | One Alive | 181.8±24.86 (190) | 225.6±52.25 (219) | 0.043* |
| | Both Deceased | 168.11±24.4 (176) | 202.44±25.59 (214) | 0.008** |
| Basic Social Skills | One Alive | 37.6±5.94 (36) | 50.4±11.67 (52) | 0.068 |
| | Both Deceased | 39.44±7.63 (40) | 48.44±7.06 (52) | 0.007** |

| | | | | |
|---|---------------|-----------------|-----------------|---------|
| Basic Speaking Skills | One Alive | 13.6±2.61 (14) | 16.8±4.15 (18) | 0.066 |
| | Both Deceased | 15.0±4.42 (16) | 17.67±4.12 (20) | 0.016* |
| Advanced Speaking Skills | One Alive | 13.8±3.63 (15) | 18.2±6.57 (17) | 0.066 |
| | Both Deceased | 13.89±2.71 (13) | 17.0±3.57 (16) | 0.012* |
| Starting Relationship Skills | One Alive | 14.8±3.35 (14) | 19.2±4.66 (20) | 0.042* |
| | Both Deceased | 15.11±4.11 (15) | 17.78±4.09 (16) | 0.058 |
| Managing a Relationship Skills | One Alive | 19.4±2.97 (19) | 24.4±5.9 (24) | 0.066 |
| | Both Deceased | 16.56±2.83 (15) | 21.56±4.33 (23) | 0.007** |
| Working in Group Skills | One Alive | 24.4±3.65 (26) | 29.4±6.23 (31) | 0.068 |
| | Both Deceased | 21.11±3.98 (20) | 25.89±3.72 (25) | 0.007** |
| Emotional Skills | One Alive | 16.4±3.78 (18) | 22.0±8.28 (23) | 0.068 |
| | Both Deceased | 20.44±2.96 (20) | 23.44±3.57 (24) | 0.042* |
| Self-Control Skills | One Alive | 20.2±2.86 (20) | 24.4±5.03 (24) | 0.068 |
| | Both Deceased | 15.0±3.5 (15) | 18.44±2.35 (18) | 0.013* |
| Coping with Aggressive Behaviors Skills | One Alive | 13.8±3.49 (12) | 16.8±3.27 (18) | 0.109 |
| | Both Deceased | 13.44±2.7 (13) | 15.11±3.33 (13) | 0.017* |
| Accepting Results Skills | One Alive | 10.8±3.03 (11) | 12.4±3.13 (14) | 0.102 |
| | Both Deceased | 7.33±2.65 (9) | 9.11±2.03 (9) | 0.023* |
| Giving Instructions Skills | One Alive | 15.2±2.59 (16) | 17.8±3.9 (20) | 0.066 |
| | Both Deceased | 13.67±3.0 (13) | 16.33±2.83 (16) | 0.007** |
| Cognitive Skills | One Alive | 19.4±4.98 (20) | 24.2±6.65 (25) | 0.043* |
| | Both Deceased | 16.56±3.5 (17) | 20.11±4.26 (21) | 0.007** |

*p<0.05 **p<0.01

When Table 5 is analyzed, in general, in the group where at least one of the parents is alive; the increase in the post-test score according to the total score of SSAS pre-test is statistically significant ($p < 0.05$), in the group where both parents deceased; It can be said that the increase in the post-test score is statistically significant ($p < 0.05$). It can be said that, in the BSS subtitle, there is no statistically significant change in the posttest score in the group where at least one parent is alive, in the group where both parents deceased; there is statistically significant change ($p < 0.01$), there is no statistically significant change in the posttest score in the sub-title of the BSS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.05$), there is no statistically significant change in the group where at least one parent is alive in the posttest score in the sub-heading of the ASS ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.05$), there is a statistically significant change in the posttest score of the SRS subtitle in the group where at least one of the parents is alive ($p < 0.05$), in the group where both parents deceased; there is no statistically significant change ($p > 0.05$), there is no statistically significant change in the post-test score in the sub-title of the MRS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.01$), there is no statistically significant change in the post-test skills in the sub-title of the WGS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.01$),

there is no statistically significant change in the post-test score in the sub-title of the ES in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.05$), there is no statistically significant change in the post-test score in the sub-title of the SCS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.05$), there is no statistically significant change in the post-test score in the sub-title of the CABS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.05$), there is no statistically significant change in the post-test score in the sub-title of the ARS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.05$), there is no statistically significant change in the post-test score in the sub-title of the GIS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.01$), and finally there is no statistically significant change in the post-test score in the sub-title of the CS in the group where at least one of the parents is alive ($p > 0.05$), in the group where both parents deceased; there is statistically significant change ($p < 0.01$).

Table 6. Pretest-Posttest Wilcoxon Signed Ranks Test Results of Social Skill Assessment Scale for Working Group In Participating and Non-Participating Groups of Regular Art / Sports Activity.

| | | <i>Regular Art / Sports Activity</i> | Pretest Avg±SS (median) | Posttest Avg±SS (median) | p |
|---|-----|--------------------------------------|----------------------------|-----------------------------|---------|
| Total Score | Yes | | 169.67±23.73 (173) | 197.44±27.07 (211) | 0.008** |
| | No | | 179.0±27.62 (184) | 234.6±43.54 (234) | 0.043* |
| Basic Social Skills | Yes | | 37.78±7.51 (36) | 46.78±8.04 (46) | 0.012* |
| | No | | 40.6±5.94 (41) | 53.4±8.62 (53) | 0.042* |
| Basic Speaking Skills | Yes | | 14.67±4.12 (16) | 17.0±3.94 (18) | 0.024* |
| | No | | 14.2±3.63 (16) | 18.0±4.47 (20) | 0.042* |
| Advanced Speaking Skills | Yes | | 13.67±3.16 (13) | 15.67±4.06 (16) | 0.020* |
| | No | | 14.2±2.77 (14) | 20.6±4.16 (19) | 0.041* |
| Starting Relationship Skills | Yes | | 14.11±2.93 (15) | 17.0±4.0 (15) | 0.021* |
| | No | | 16.6±4.77 (17) | 20.6±3.78 (20) | 0.077 |
| Managing Relationship Skills | Yes | a | 17.0±2.83 (16) | 21.11±3.72 (22) | 0.011* |
| | No | | 18.6±3.65 (19) | 25.2±6.14 (26) | 0.043* |
| Working in Groups Skills | Yes | | 20.56±3.28 (20) | 25.0±3.08 (25) | 0.012* |
| | No | | 25.4±3.65 (27) | 31.0±5.34 (34) | 0.042* |
| Emotional Skills | Yes | | 19.0±4.47 (19) | 20.78±4.89 (23) | 0.105 |
| | No | | 19.0±2.24 (19) | 26.8±4.32 (29) | 0.042* |
| Self-control Skills | Yes | | 17.11±3.69 (17) | 19.33±2.69 (18) | 0.024* |
| | No | | 16.4±5.18 (16) | 22.8±6.38 (23) | 0.043* |
| Coping with Aggressive Behaviors Skills | Yes | | 14.22±3.23 (13) | 15.67±3.35 (15) | 0.027* |
| | No | | 12.4±1.82 (12) | 15.8±3.56 (18) | 0.068 |
| Accepting Results Skills | Yes | | 8.44±3.54 (9) | 9.44±2.7 (9) | 0.059 |
| | No | | 8.8±2.77 (9) | 11.8±2.77 (12) | 0.039* |
| Giving Instructions Skills | Yes | | 13.89±3.52 (13) | 16.44±3.68 (18) | 0.010* |
| | No | | 14.8±1.1 (15) | 17.6±2.19 (16) | 0.042* |
| Cognitive Skills | Yes | | 17.0±4.18 (19) | 20.0±4.95 (22) | 0.007** |
| | No | | 18.6±4.34 (18) | 24.4±5.41 (23) | 0.042* |

* $p < 0.05$ ** $p < 0.01$

When Table 6 is examined, the increase observed in the post-test scores according to the scores of the SSAS pre-test total and sub-dimensions in the group participating in regular art / sports activities is statistically significant ($p < 0.01$), in the group not participating in regular art / sports activities; The increase in the post-test score according to the scores of SSAS pre-test total and sub-dimensions is statistically significant ($p < 0.05$).

Table 7. Pretest-Posttest Wilcoxon Signed Ranks Test Results of Social Skill Assessment Scale for Working Group In Right / Left Hand Users

| | Dominant Hand | Pretest | Posttest | P |
|---|---------------|--------------------|--------------------|---------|
| | | Avg±SS (median) | Avg±SS (median) | |
| Total Score | Left | 150.67±19.86 (144) | 176.67±31.53 (170) | 0.109 |
| | Right | 179.09±22.68 (184) | 220.0±33.86 (215) | 0.003** |
| Basic Social Skills | Left | 32.0±1.73 (31) | 40.0±5.57 (41) | 0.180 |
| | Right | 40.64±6.61 (41) | 51.64±7.58 (52) | 0.003** |
| Basic Speaking Skills | Left | 11.33±4.16 (10) | 12.67±4.62 (10) | 0.157 |
| | Right | 15.36±3.41 (16) | 18.64±2.84 (20) | 0.006** |
| Advanced Speaking Skills | Left | 10.67±1.53 (11) | 14.0±3.61 (13) | 0.180 |
| | Right | 14.73±2.61 (15) | 18.36±4.57 (17) | 0.005** |
| Starting Relationship Skills | Left | 12.67±3.06 (12) | 17.0±4.36 (15) | 0.109 |
| | Right | 15.64±3.75 (15) | 18.64±4.27 (18) | 0.019* |
| Managing a Relationship Skills | Left | 16.0±2.0 (16) | 17.67±3.79 (16) | 0.180 |
| | Right | 18.0±3.29 (19) | 23.91±4.41 (24) | 0.003** |
| Working in Groups Skills | Left | 20.0±1.0 (20) | 23.0±2.0 (23) | 0.180 |
| | Right | 22.91±4.39 (23) | 28.27±4.82 (28) | 0.003** |
| Emotional Skills | Left | 16.0±2.0 (16) | 19.0±4.58 (20) | 0.180 |
| | Right | 19.82±3.71 (20) | 24.0±5.31 (25) | 0.019* |
| Self-Control Skills | Left | 15.67±5.13 (17) | 18.67±4.73 (17) | 0.180 |
| | Right | 17.18±4.0 (16) | 21.09±4.48 (19) | 0.006** |
| Coping with Aggressive Behaviors Skills | Left | 11.67±1.53 (12) | 12.67±2.08 (12) | 0.180 |
| | Right | 14.09±2.98 (13) | 16.55±3.11 (18) | 0.012* |
| Accepting Results Skills | Left | 7.33±1.53 (7) | 9.0±0 (9) | 0.180 |
| | Right | 8.91±3.48 (9) | 10.64±3.17 (10) | 0.016* |
| Giving Instructions Skills | Left | 14.0±2.65 (15) | 15.0±3.61 (16) | 0.180 |
| | Right | 14.27±3.04 (15) | 17.36±3.04 (18) | 0.003** |
| Cognitive Skills | Left | 15.33±4.51 (15) | 18.0±4.0 (18) | 0.102 |
| | Right | 18.18±4.05 (19) | 22.55±5.43 (23) | 0.003** |

* $p < 0.05$ ** $p < 0.01$

When Table 7 is examined, there is no statistically significant change in the posttest score in the left handed group according to the scores of the SSAS pre-test total and sub-dimensions ($p > 0.05$), in the right-handed group; it can be said that the increase in the post-test score according to the scores of the total and sub-dimensions of SSAS pre-test is statistically significant ($p < 0.01$).

In the right-handed group; it can be said that the increase observed in the subtest score of CABS is statistically significant ($p < 0.05$).

Discussion

In this part of the research, there are analysis and interpretations of the data obtained regarding the problem situation revealed in the study.

According to the research result, Hypothesis I was confirmed (There is a difference between the pretest and posttest scores of the study group in favor of the posttest ($T2 > T1$)).

According to the findings of the research, it was concluded that a significant difference was obtained for the development of the social skill levels for the working group of the activity based visual arts education program. When the literature is examined, Bolat (2005) states that music education is effective in the development of social skills of gifted and talented children and that social skill education can be developed through music education. The finding that music education is effective supports the findings of this research and indirectly shows parallelism. It can be said that visual arts education in the field of fine arts education will also have a positive effect on the development of social skill levels. Gülhan (2012) states that educational games are effective in the development of children's social skill levels. Akfırat Önalın (2017) states that the social skill training program prepared with the creative drama method is effective in the development of the social skills of the hearing impaired. Kocayörük (2000) in his research, states that drama education program is effective to improve the social skill levels of children. Findings from the studies support the findings of this study and indirectly show parallelism (Akfırat Önalın 2017; Gülhan 2012; Kocayörük 2000). While preparing an activity-based visual arts training program, it was thought that visual arts studies would be more effective, efficient and useful by using social skill support training activities, educational games and creative drama methods in the sessions. It can be concluded that different methods included in visual arts education increase the efficiency of the program. At the same time, it can be said that the field of visual arts education can work with different disciplines and methods.

In his research that he made in order to make a map of the places where he intersect within the scope of artistic information theories and educational policies; Kuru (2016), states that art and art education is one of the most effective tools for creating and spreading the codes of living together and social sustainability by using the potentially existing motives and skills together with intelligence. The findings obtained in this study are in line with the findings of Kuru (2016). It can be concluded that the children participating in the activity-based visual arts program both develop in the field of visual arts and social skill levels. It can be said that art education contributes to education-teaching cognitively, affectively and physically and it can be thought that education will support them in order to benefit the individual and social development of all individuals.

According to the result of the research, Hypothesis II was confirmed (There is a difference between the pretest and posttest scores according to the gender variable of the study group in favor of the posttest ($T2 > T1$)).

According to the findings of the study, it was concluded that the social skill scores of females were higher than that of males, with significant differences in social skill levels depending on gender.

When the literature was scanned, researches to support the findings were found. Güneş (2018), in her research, which aims to examine the general level of social skills of 4th grade students, concluded that the total scores of female students' SSAS according to gender variable were higher than the total scores of male students; Seven (2008), in his research to examine the social skills of children aged 7-8, stated that girls showed more social skills than boys according to gender variable; Dermez (2008), in his research on the effectiveness of some variables on the social skill levels of students at primary level, reported that the significant differences in the results obtained by gender variable were in favor of female students and Sazcı (2014), in his research, stated that the social skill levels of students between the ages of 9 and 12 differ according to the gender variable. Findings obtained by gender variable in their studies support the findings of this study and show parallelism (Dermez 2008; Güneş 2018; Sazcı 2014; Seven 2008).

When interviewing the social workers and supervisors of the children in the study group before starting the activity-based visual arts education program, they stated that girls' social skills levels could be better and boys might need more support. The result in the research is as expected. It can be thought that higher scores of girls' SSAS are related to their readiness.

While girls stay in Üsküdar Hasan Tan Nursery House, boys live in Küçükyalı Children's Houses Site. Therefore, seven girls were studied in Üsküdar Hasan Tan Kindergarten and seven boys in Küçükyalı Çocuk Evleri Sitesi. If fourteen children were likely to be included in the program at the same time, the result of the research related to the gender variable could be different.

However, when the literature is considered, there are studies in which different results are obtained. Erbay (2008) and Gülhan (2012) state that there is no statistically significant difference in the social skill levels of students in the findings obtained by gender variable in their research. The results obtained in these studies may have been obtained due to variables such as children's being gained the social skills, socio-economic status, having different experiences in different environments. Öztürk (2008), in his research, on Social Skills Assessment Scale (SSAS) conducted for primary and third grade students in primary education, indicates that the total score averages do not show a statistically significant difference when the Basic Social Skills and Cognitive Skills subtitles are analyzed according to the gender variable. Contrary to the research conducted by Öztürk (2008), when the Basic Social Skills and Cognitive Skills subscales were analyzed according to the gender variable, it was found that the total score averages showed a statistically significant difference. Since the educational program prepared allows children to express themselves, supports the behaviors of the child while evaluating the work done by the child or the work of friends and creates an environment, it can be said that there is a significant difference in Basic Social Skills and Cognitive Skills.

According to the research result, Hypothesis III was confirmed (According to the study group's parental survival variable, there is a difference between the pre-test and post-test scores in favor of the post-test ($T_2 > T_1$)).

According to the findings of the research, according to the variable of parents being alive, while there was a significant difference in Social Skill levels in the group where both parents alive, it was concluded that there was a significant difference only in the Starting Relationship Skills in the group where at least one parent is alive.

When the literature is examined, Günindi (2010), in his study, considering that the individual's socialization continues uninterrupted throughout the life, states that the first impressions of the child, child's being valued in the family and having an adult who can take an example in learning social skills are very important for the child to be an individual with social competence; Acun, Bora İvrendi and Adak (2006) state that when the effect of the variable of the person living together is examined in their studies, the communication skills of children living with their parents are better than the communication skills of children living only with their mothers; Temelli (2019), in her study, asks children participating in the research about whether they need a family or not, more than half say that they need a family, the children state that they need a family in every moment of their life in general, and in private life they call their family when they feel very happy and concluded that while the majority of the children, whose relationship with their families continues regularly or partially, needs a family in many parts of their lives, the children who do not have relationships with their family need a family when they feel more unhappy and lonely. When the research results of (Acun, Bora İvrendi and Adak 2006; Günindi 2010; Temelli 2019) are examined, it can be concluded that children need the family throughout their entire life, the members of the family are taken as role models, and they are an important factor in their socialization and social relations. It is known that "Children in Need of Protection", which constitutes the working group of this research, has this deficiency. In this context, it can be supported by training programs prepared to overcome the negative effects of the children in need of protection due to their deficiencies, and contribute to making children happy and healthy individuals. It can be concluded that the activity-based visual arts education program implemented in this research contributes to the development of the social skill levels of children whose parents are both deceased.

According to the result of the research, Hypothesis IV was confirmed (There is a difference between the pretest and posttest scores in favor of the posttest according to the variable of the study group participating in any art / sports activities ($T_2 > T_1$)).

According to the findings of the research, it was concluded that there was a significant difference in both groups according to the regular art / sports participation variable. SSAS scores were higher in the group that participated in regular arts / sports. When the literature is examined, Şahin and

Yağcı (2012) state that education through art contributes to the aesthetic, physical, intelligence and social development of the individual in their research, where they examine the positive effects of art and art education on the socialization processes of the individual. Research findings of Şahin and Yağcı (2012) support these research findings. It can be said that the level of social skills is higher since children engaged in regular arts / sports activities are more involved in the socialization process with individual and group work in the activities they participate in. Akkurt and Boratav (2018), according to the findings of the research in which they are seeking the answer to the question “Why does the individual need visual arts discipline?”, state that art education is necessary in raising individuals who question, think critically, confident and open to the world. Research findings of Akkurt and Boratav (2018) support these research findings. In this context, an increase was observed in the social skill levels of self-expression and group work of children who do not perform regular arts / sports activities. It can be said that there is an increase in social skill levels since they participate in the activity-based visual arts education program. Tazegül (2014), in his research examining the effect of sports on personality, states that sports affect personality and plays an important role in personality development and socialization. The findings obtained in this study indirectly parallel and support the research findings of Tazegül (2014). Individual or group works were carried out by using body, movement and intelligence in the activities carried out in the activity-based visual arts education program. It can be thought that education program applied to children with physical-kinesthetic intelligence can contribute to them; they can both develop in the field of visual arts and learn more easily.

According to the research result, Hypothesis V was confirmed (There is a difference between the pre-test and post-test scores in favor of the post-test according to the dominant hand use variable of the study group ($T2 > T1$)).

According to the findings of the study, although there was no significant difference in the left-handed group depending on the dominant hand use variable, there was a significant difference in the right-handed group. When the literature is examined, Gündoğan (2005) states that Joseph Bogen, a neurosurgeon in the divided brain research group, believes that functional differences between brain hemispheres are important in terms of education. He explains his view that the current emphasis on the acquisition of speech skills and the process of analytical thinking will delay the development of talents that cannot be expressed in non-speech words, in other words suppress them. In this way, he states that training directed to one brain hemisphere will deprive the person the other half of the brain, so that one will completely be deprived of what the other brain hemisphere will bring. Gündoğan (2005) states that in the light of their data, by knowing which of the children's brain hemispheres are dominant, positive effects can be achieved more easily when programs suitable for these data are prepared. Erbay (2013) states that the human brain consists of right and left hemispheres, the right hemisphere represents art, practical thinking and abstract concepts while the left hemisphere focuses on logical

and analytical mathematical operations, science and concrete facts. She thinks that the right hemisphere always helps the left hemisphere, supports the left hemisphere for the emergence of objects that we see around us, which are products of abstract imagination in time and enables these objects to exist in the real world. Buyurgan and Buyurgan (2012) state that in school the programs that are given mainly ways of thinking that the left hemisphere of the brain is active are not sufficient in the development, upbringing and advancement of children and young people; so that in the school programs, besides the thinking systems in the left hemisphere, active thinking styles including the right hemisphere of the brain should be included. The opinions of Erbay (2013) and Buyurgan and Buyurgan (2012) support the findings of this study and show parallelism. It can be said that the activity-based visual arts education program is beneficial, supportive and developer for children who use the right hand, that is, the left lobe of the brain is dominant. The lack of significant difference in left-handed children may be due to their advanced visual, emotional, creative and mystical thinking skills and studies which are insufficient for their level. If the activity-based visual arts education program is improved for the right hemisphere dominant children, it is expected that the results will be statistically different.

Recommendations

This research is limited to a study group consisting of 14 children between the ages of 7 and 12, who live in Üsküdar Hasan Tan Nursery and Küçükyalı Children's Houses Site in Istanbul, and can be studied and developed with larger study groups.

Visual arts have a great effect on the individual for self-knowledge and having good relations with the environment. By the training program, differences were provided in children's social skills, relationships and behaviors. Therefore, the effect of the social skills training programs to be applied can be increased by including "Activity Based Visual Arts Education Program" which supporting social skills to the activities in the current social skills education program.

This research was carried out on children in need of protection for 7-12 age groups. It can also be developed and implemented easily at the secondary education level. By the training program prepared by combining social skills and arts education, an activity-based visual arts education program can have a positive impact to bring children in institutional care to society, to influence and support their personal development.

It can be thought that arts education for children in need of protection of 7-12 age groups will have a positive effect on social skills education and will be an example for new researches in our country.

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