

Infrastructural Facilities, Staff Recruitment) and University Goal Achievement was 0.480. The R squared was 0.231, which means that the predictor variables accounted for 22.7% variation in the University Goal Achievement. This shows a significant contribution result. Hence, the hypothesis was not accepted. This means that quality assurance has a significant contribution to university goal achievement in Southwestern, Nigeria, implying that university goals will be achieved if quality is ensured in Nigerian universities. This finding is in line with Okoro (2015), who found quality research and publications, quality curriculum, quality textbooks, the discipline of teachers, quality infrastructure and quality teaching facilities, among others, as some of the strategies for enhancing quality. In the same vein, a study carried out by Ibijola (2015) revealed that the quality assurance is a way of improving the standard of university education in Nigeria.

Conclusion

The study examined the contribution of collaboration and quality assurance to goal achievement of public universities in South-west Nigeria. Based on the findings of the study, it was concluded the level of institution-industry collaboration in public universities in South-west Nigeria was moderate. It was also concluded that the level of quality assurance was high in the institution. The study also concluded that the level of university goal achievement in public universities in South-west Nigeria was moderate. Another conclusion drawn from the study was that there was a significant contribution of institution-industry collaboration and quality assurance to goal achievement in the universities.

Recommendations

Based on the findings of the study, it was recommended that student admission and staff recruitment processes should be monitored and infrastructural facilities should be made available, adequate and accessible in the institutions.

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CREATIVE ARTS ACTIVITIES AND DEVELOPMENT OF SOCIAL SKILLS AMONG EARLY CHILDHOOD EDUCATION PUPILS IN OGUN STATE , NIGERIA

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Abstract

This study examined the influence of creative arts activities and development of social skills among Early Childhood Care Education pupils in Ogun State. This research adopted a survey design. The population of the study consisted of all pupils in Early Childhood Care Education two classes in all public primary schools in Abeokuta North Local Government Area. A total of 200 Early Childhood Care Education two pupils were selected from 10 primary schools as a sample size using simple random sampling technique. The instrument that was used in this study was a questionnaire titled "Creative Art Activities and Development of Social Skills Questionnaire (CAADSSQ)". Three hypotheses guided the study. Data collected were analyzed using the multiple regression analysis statistics. The result was tested at 0.05 levels of significance. The results of the study showed that creative art activities influence the Early Childhood Care Education pupils' development of communication skills, competitive skills and leadership tendencies. Based on the findings, it was recommended that there should be integration of creative art activities in the teaching Early Childhood Care Education pupils so as to develop their social skills.

Keywords: Creative Arts, Activities, Development, Social Skills, and Early Childhood Care Education

Introduction

Education is the process through which knowledge skills, attitudes and values are imparted for the purpose of integrating individuals into societies. Knowledge is based upon experience and participation of pupils is the main path to learning (Ebebe, 2011). Similarly, Efug (2013) posited that creative arts influence the pupils' participation in class and that the materials used by pupils relates with their acquisition of social skills. According to Daniel (2012) an important aspect of education is providing a program of activities using activities to help in

socialization of an individual. However, as we are living in the age of social conflict, it is highly important that teachers use every means possible to instill positive social habits in children through creative arts activities

Creative arts are activities that engage a child's imagination and can include activities such as art, dance, drama and music. They stimulate and help children cultivate their abilities across virtually every domain, and they are open-ended activities, fostering flexibility of the mind. Most important creative arts emphasize the process skills development and serves as teaching kids in a world that is progressively more and more product-driven. Creative arts utilization leads to the utilization of instructional method which enable the instructional objectives to be achieved easily (Chen, 2016). Nwankwo (2015) has noted the following benefits that can be derived from children learning through creative arts activities materials:

- (1) increases the extent to which children are absorbed in their work and find it important to them;
- (2) the child's understanding of what he is doing is enhanced;
- (3) the demand made on children by their work in relation to what is appropriate to develop their skills;
- (4) the use of materials in investigation to answer their questions;
- (5) the use of manipulative skills in advancing their ideas. Their regular engagement on such play and the social interaction that occur during such play help promote children's social development. For instance

children must learn to share, take turns, cooperate and inhibit aggression in order to play with peers and sustain the play. Social play also helps children to view the world from the other people's perspective.

However, there are many social skills a child can acquire while playing with their colleagues at school

and their homes. These skills include communication skills needed in language to enable pupils share information, ideas and feelings and to transfer meaning among themselves. Another social skill is leadership tendencies which are those skills needed to enable pupils accept the opinion of others, share play materials with others, obey rules given to them and appreciate one another. There is also a social skill called competitive skill that enable pupils compete for survival without conflict. All these skills can be acquired by Early Childhood Care Education pupils during creative arts activities such as learning about mixing colours, copying a masterpiece, adding sensory to art, trying pulling string to create art, rainbow sponge art, add special touches around the house, trim crayons and melt them, use multiple painting techniques together to create a piece of art and tie dye something together.

However, teachers could make creative art activities more significant by engaging in a discussion with the pupils how they feel while doing these activities. Also, pupils' sense of worth can be improved during discussion with the teachers about the features and qualities of their works and they learn how to look at a creative work of others and the way they see the aesthetic features and discuss about them.

Creative art activities carried out in groups provide children with the ability of making plans and realizing them together which leads to cooperation. Also, through these cooperative work, pupils should learn social skills as how to share objects, communicate and listen to others, how and when to work and how to lead and direct others to achieve set goals. This therefore reflects that creative art activities lead to multi way development of pupils particularly the development of social skills (Silas, 2016).

Pellegrini and Galda (2010) reported that preschoolers use complex mental-state verbs such as *say*, *talk*, *tell*, *write*, and *explain* when they are engaged in creative art activities. Singer and Colleagues (2012) wrote that creative art is crucial for oral language skills, which is the basis for later reading skills, and that children learn best through playful, guided interactions. Specially guided interactions with adults in playful contexts increase children's vocabularies (Roskos, Tabors and Lenhart 2012). Hence, there is a strong warrant in creative art to support vocabulary development in young children.

Nsamenang (2014) reported that some teachers find creative art activities convenient because they could not provide enough activities that will go round the pupils and that creative art activities encourage social skills development of the children. A survey by Lawrence (2011) on art is often categorised in four

groups: Creative, physical, manipulative and social imaginative arts. According to Lawrence, children gain a great deal of satisfaction from creative play and so increase both their confidence and self-esteem. In creative play, there is no competition. Children often enjoy the process more than the end product. However, all children should be praised for their efforts so that they feel pride and satisfaction rather than disappointment and frustration. According to Ziegler (2016) creative art is an important means of encouraging children to experiment and explore the world around them. It helps them discover through their senses the properties of different activities. If provided with a wide range of activities, they can develop physical, social, emotional and intellectual skills.

However, play is a series of motivated activities that are essentially done for the purpose of entertainment and enjoyment. Play is often associated with the activities of children and adolescents, but play occurs at any stage of life, as in other higher functioning animals, including mammals and birds. Play is very important for the development of a strong and healthy body. According to Njenmnga and Kabiru (2012), children acquire muscle strength and also learn to control and coordinate their bodies through play. In addition, they learn to use their bodies to express themselves and communicate with others through bodily movements during creative art activities. According to Mwangi and Njuguna (2012) children observe, talk about, investigate and experiment through the use of their hands, eyes, ears, nose, mouth and their other parts of their body. They learn by touching, smelling, observing, discovering, imitating, identifying, exploring, describing and experiencing. Between the ages of one to four years, children are engaged in play such as rolling tyres or wire wheels, kicking or throwing which they have mastered and these activities leads to social, emotional and psychomotor development of the child.

Furthermore, creative art stimulates brain growth of a child, function and has a key role in building the base, organization, and capabilities of the brain. Njenga (2015) posited that creative art activities help children to express their feelings and emotions. Children are able to control their body muscles, develop their eye-hand coordination and interact with their environment to explore their talents (Gardener, 2012). Supporting this, Biber (2014) further assets that creative art activities should be attractive, durable, soft and safe for children to manipulate and capture their curiosity. Through manipulation of activities children are able to develop their fine motor skills and their gross motor skills and their social skills.

Moreover, in order to provide services for children,

pre-school teachers are expected to be guided by and use the preschool policy framework as a foundation for improved service delivery to preschool children (Frimson, 2016). The preschool policy framework is based on principles that are universally accepted as forming the cornerstone of quality early childhood development services and programs by ensuring that the holistic needs of young children are met to maximize the realization of their full potential. In order for pre-school teachers to provide these facilities, they should be guided by a framework that defines appropriate creative art activities for all children. Within this perspective, it is of vital importance that creative art developed in children from early ages onwards make children attain awareness towards social skills in the future and help in developing their cognition. In this sense, this study investigates the influence of creative arts activities and development of social skills among Early Childhood Care Education pupils in Ogun State.

Statement of the Problem

Creative art is so central in early childhood development that the Federal Republic of Nigeria, (2014) made it compulsory for nursery school pupils to be taught through play. Unfortunately, parents, teachers, caregivers and school proprietors in Abeokuta North Local Government Area in particular have different attitudes towards creative art activities.

Some proprietors and caregivers on their part see creative art activities as destructive, messy, waste of time and value. Therefore they suppress or prohibit it. Such attitudes are dangerous to Early Childhood Care Education pupils' learning and development and also contravene the child's right to free exploration of his environment. There is no empirical work on the influence of creative art activities on Early Childhood Care Education pupils in Abeokuta North Local Government Area. This then motivated the investigation into the influence of creative arts activities and development of social skills among Early Childhood Care Education pupils in Ogun State

Objectives of the Study

The purpose of this study was to investigate the influence of creative arts activities and development of social skills among Early Childhood Care Education pupils in Ogun State. Specifically, the study sought to:

- (1) examine the influence of creative arts activities on communicative skills development among Early Childhood Care Education pupils in Ogun State;
- (2) examine the influence of creative arts activities on competitive skill development among Early Childhood Care Education pupils in Ogun State; and

- (3) examine the influence of creative arts activities on leadership tendencies development among Early Childhood Care Education pupils in Ogun State.

Research Questions

The following research questions guided the study:

- (1) To what extent do creative art activities influence communicative skills development among Early Childhood Care Education pupils?
- (2) To what extent do creative art activities influence competitive skills development among Early Childhood Care Education pupils?
- (3) To what extent do creative art activities influence leadership tendencies development among Early Childhood Care Education pupils?

Hypotheses

The following null hypotheses were postulated for testing at 0.05 levels of significance:

- (4) There is no significant influence of creative art activities on communicative skills development among Early Childhood Care Education pupils.
- (5) There is no significant influence of creative art activities on competitive skills development among Early Childhood Care Education pupils.
- (6) There is no significant influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils.

Methodology

This research was carried out in Abeokuta North, Ogun State. Abeokuta North is the capital of Ogun state, southwestern Nigeria. It is situated on the east bank of the Ogun River, around a group of rocky outcroppings that rise above the surrounding wooded savanna. It lies on the main railway (1899) from Lagos, 48 miles (78 km) south, and on the older trunk road from Lagos to Ibadan; it also has road connections to Ilaro, Shagamu, Iseyin, and Kétou (Benin). There are teacher training colleges in the state and a university of agriculture at Abeokuta North. Abeokuta North has area of 6,472 square miles (16,762 square km) and a population of 3,728,098 (2006 National Census Report). Many inhabitants are public servants, self-employed people, farmers, hunters, traders and craftsmen. The local Government Area is blessed with numerous public and private educational institutions.

The survey design was adopted in the study; this design was seen appropriate since the research aimed

at collecting information from a sampled population and the generalization made on the entire population. The population of the study consists of all pupils in Early Childhood Care Education two classes in all public primary schools in Abeokuta North Local Government Area. The total number was made up of two thousand four hundred and eighty seven (2487) pupils in 43 public primary schools in Abeokuta North Local Government Area (Ogun State Universal Basic Education Board, Abeokuta 2021). A total of 200 Early Childhood Care Education two pupils were selected from 10 primary schools in Abeokuta North Local Government Area and used as the sample size. Random sampling technique was used in the selection of the pupils and the selection of the primary schools. However, the steps involved identification of all the primary schools in the study area; assigning of numbers was used to ensure that all the primary schools have equal chance of being selected. The researcher chose the pre- primary two classes because it is an intact class and does not have distraction from admission and external examination.

The instrument that was used in this study was a questionnaire titled "Creative Art Activities and Development of Social Skills Questionnaire (CAADSSQ)". The CAADSSQ was made up of two sections (A and B). Section A was designed to elicit information on the respondents' demographic information such as name of school, gender and location of schools. Section B was made up of 15-item

Results

Research Hypothesis 1

There is no significant influence of creative art activities on communicative skills development among Early Childhood Care Education pupils.

Table 1: Multiple Regression Analysis of Influence of creative art activities on communicative skills development among Early Childhood Care Education pupils

Model	R	R Square	Adjusted R Square	Std. error of the estimated	Sig	
1	.250	.062	11.22	9.05097	2.60	
ANOVA						
Source of variation	SS	Df	MS	F	Sig	Decision
Regression	3400.01	3	1133	101.00	2.60	H ₀
Residual	2200.04	196	11.22			Rejected
Total	5600.05	199				

* = significant at 0.05 probability level

Result of analysis in Table 1 showed that R² value was 0.062, which implied that 6.2% of the total variance of the influence of creative art activities on communicative skills development among Early Childhood Care Education pupils was a statistical difference in mean response between the pupils' response on the influence of creative art activities on communicative skills development among Early Childhood Care Education pupils as the f-calculated

statements designed on a four point Likert scale of strongly agreed, agreed, disagreed and strongly disagreed. The instruments were subjected to face validation by two experts in Measurement and Evaluation in the Department of Early Childhood Education of the University of Lagos, Nigeria. Items accepted by the experts were included in the final draft of the instrument which experts were adjudged to be about 95 percent accurate before it was presented to another expert in Early Childhood who effected some corrections on wordings, simplicity of words, suitability and excluding socially worded questions and double barreled questions and thereafter approved for administration. The researcher personally identified all the primary schools in Abeokuta North Local Government Area and selected the schools used in the study. A preliminary visit was made to each school to inform the teachers of the intended research. The researcher met with Head teachers and after obtaining permission was introduced to the Early Childhood Care Education two teachers who acted as the research assistants in the administration of the instruments. The respondents were further given the Creative Art Activities and Development of Social Skills Questionnaire (CAADSSQ) to respond to and were collected after completion for analysis.

Data collected were analyzed using the multiple regression analysis statistics. It was used to test the influence creative art activities on development of social skills among Early Childhood

value of (101.00) is greater than the f-critical value of 2.60 at (3 and 196) degree of freedom at 0.05 significance level. Since the f-calculated value is greater than the f-critical value, the null hypothesis is rejected. This implies that there exists a significant influence of creative art activities on communicative skills development among Early Childhood Care Education pupils.

Research Hypothesis 2

There is no significant influence of creative art activities on competitive skills development among Early Childhood Care Education pupils.

Table 2: Multiple Regression Analysis of Influence of creative art activities on communicative skills development among Early Childhood Care Education pupils

Model	R	R Square	Adjusted R Square	Std. error of the estimated	Sig	
1	.242	.058	10.36	9.12093	2.60	
ANOVA						
Source of variation	SS	Df	MS	F	Sig	Decision
Regression	3250	3	1083.33		2.60	H ₀
Residual	1900	196	9.69	111.79		Rejected
Total	5150	199				

* = significant at 0.05 probability level

Result of analysis in Table 2 showed that R² value was 0.058, which implied that 5.80% of the total variance of the influence of creative art activities on competitive skills development among Early Childhood Care Education pupils was a statistical difference in mean response between the pupils' response on the influence of creative art activities on competitive skills development among Early Childhood Care Education pupils as the f-calculated

value of (101.00) is greater than the f-critical value of 2.60 at (3 and 196) degree of freedom at 0.05 significance level. Since the f-calculated value is greater than the f-critical value, the null hypothesis is rejected. This implies that there exists a significant influence of creative art activities on competitive skills development among Early Childhood Care Education pupils.

Research Hypothesis 3

There is no significant influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils.

Table 3: Multiple Regression Analysis of Influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils

Model	R	R Square	Adjusted R Square	Std. error of the estimated	Sig	
1	.320	.102	15.14	9.09722	2.60	
ANOVA						
Source of variation	SS	Df	MS	F	Sig	Decision
Regression	3550	3	1183.33		2.60	H ₀
Residual	2350	196	11.98	98.77		Rejected
Total	5900	199				

* = significant at 0.05 probability level

Result of analysis in Table 3 showed that R² value was 0.102, which implied that 10.24% of the total variance of the influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils was a statistical difference in mean response between the pupils' response on the influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils as the f-calculated value of (101.00) is greater

than the f-critical value of 2.60 at (3 and 196) degree of freedom at 0.05 significance level. Since the f-calculated value is greater than the f-critical value, the null hypothesis is rejected. This implies that there exists a significant influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils.

Discussion

The findings on Table 1 indicate that there exists a significant influence of creative art activities on communicative skills development among Early Childhood Care Education pupils. Hence, there is a strong warrant in creative art to support vocabulary development in young children. This finding is in line with Singer and Colleagues (2012) that creative art is crucial for oral language skills, which is the basis for later reading skills and that children learn best through playful, guided interactions. Specially guided interactions with adults in playful contexts increase children's vocabularies. This is also in line with Nsamenang (2014) who investigated the effects of creative art on the social skills of early basic education pupils in Ekiti State, Nigeria.

The findings on Table 2 indicate that there is a significant influence of creative art activities on competitive skills development among Early Childhood Care Education pupils. As creative art activities motivates Early Childhood Care Education pupils to compete for materials which promotes the competitive skills of the pupils. This is in line with the finding of Njenga and Kabiru (2012) that children acquire muscle strength and also learn to control and coordinate their bodies through play. In addition, they learn to use their bodies to express themselves and communicate with others through bodily movements during creative art activities. The work is in line with Mwangi and Njuguna (2012) who reported that children observe, talk about, investigate and experiment through the use of their hands, eyes, ears, nose, mouth and their other parts of the body. They learn by touching, smelling, observing, discovering, imitating, identifying, exploring, describing and experiencing. Between the ages of one to four years, children are engaged in play such as rolling tyres or wire wheels, kicking or throwing which they have mastered and these activities leads to social, emotional and psychomotor development of the child.

The findings on Table 3 indicate that a significant influence of creative art activities on leadership tendencies development among Early Childhood Care Education pupils. Hence, there is a strong warrant in creative art to support vocabulary development in young children. This finding is in line with Biber (2014) who asserted that creative art activities should be attractive, durable, soft and safe for children to manipulate and capture their curiosity. Through manipulation of activities children are able to develop their fine motor skills and their gross motor skills and their social skills. This study is in conformity with Frimson, (2016) who posited that pre-school teachers

are expected to be guided by and use the preschool policy framework as a foundation for improved service delivery to preschool children.

Conclusion

Creative arts have long been considered part of the human affective experience and needed by our children as a medium for safe expression, communication, exploration, imagination, cultural and historical understanding. It could be concluded that creative art activities influence the Early Childhood Care Education pupils development of social skills. These social skills include communication skills, competitive skills and leadership tendencies development. It may be concluded that the use of creative arts was effective. Using creative arts in different learning areas encourages Early Childhood Care Education pupils to participate and this will develop their confidence and advantage in learning process.

Recommendations

Based on the findings, the researcher recommended the following:

1. There should be integration of creative art activities in the teaching Early Childhood Care Education pupils so as to develop their social skills.
2. Government should provide adequate and appropriate art materials to meet the needs of pupils, as they are significant factors in the socialization process of pupils.
3. Schools without adequate art materials should arrange for the use of a alternative creative art facilities outside the school premises.
4. Teachers should be properly retrained through seminar and workshop on the need for allocation of adequate time for the pupils to interact with creative art materials under their supervision to enhance their social skills development.
5. Government should ensure appropriate use of creative art materials given to Early Childhood Care Education schools by employing the services of the inspectorate unit of the ministry of education.
6. Parent Teachers Association (P.T.A), Non-governmental organizations and multi-national companies working in the state should be encouraged to donate creative art materials to Early Childhood Care Education schools in the State.

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