



Color preferences of Regina university department of art students in the creation of artwork

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Abstract. In present study colour preferences of students in Regina University, Faculty of Education Department of Art Education Visual Arts Department in their artworks and the factors affecting their preferences has been explored. A questionnaire has been directed to a total of 14 volunteering students to determine the factors affecting their colour preferences in their artworks. Qualitative data obtained from the research have been analyzed via content analysis technique. According to the findings of present research colour preferences of students in their artworks are determined by the mood and emotional state of students. Students have set a connection between the psychological effects of the colours they preferred in their works and their own personal traits. This connection in effect leads them to focus more intensely on particular colours while also lead them to avoid particular colours in their artworks. It has also been identified that in their colour preferences the theme of the artwork, season and requirements of the course are the other effective factors.

Keywords: Art education, visual arts, color, color preferences

Received: 06.12.2019

Accepted: 31.12.2019

Published: 15.03.2020

INTRODUCTION

Wassily Kandinsky (1866-1944) claims that colour is a power that directly affects the spirit. Colour is the keyboard, eyes are the beetles and spirit is a multi-string piano. The artist is the hand that plays and s/he is the one touching the keys to create vibrations in the soul. That is exactly the reason why colour harmony needs to be fixed upon a vibration appropriate to human spirit and this indeed is one of the guiding principles of inner needs of human beings (Kandinsky, 2001).

Colour stands for different meanings for different individuals. For an artist it is the pigment, for a psychologist it is the perception emerging in human mind, for a physiologist it is one characteristics of radiant energy, for an ordinary man walking on the street it is one of the qualities of object or source of light. In medical field an investigation is conducted on the effects of colours on life and human health. While psychologists attempt to designate the effects of colours on human behaviors, artists utilize colours as a tool in creating their artworks (Kanat, 2003; Danger, 1987). Likewise for a student in art education department colour constitutes a major place as one component of design assisting the students in transforming their creative impulses into artistic activities.

In art education expression via colour is a meaningful and richly-endowed tool in the manifestation of the subjective world of students. In order to form teaching methods in which students can manifest their true personalities via their colour approaches, which can allow students to get a better idea of their own colour worlds and which can assist them in preparing works applicable to their personalities, it is now a requirement to conduct further researches on colour preferences. As relevant literature studies are examined it surfaces that in art education the number of measurement and analysis researches on colour preferences is limited. On that account in researches concerning art education the factors affecting colour preferences particularly need to be analyzed extensively.

In art education colour subject is a comprehensively treated topic in curriculums starting from kindergarten. While in kindergarten and elementary education colour knowledge is intensely taught in secondary education students are mostly expected to reflect their theoretical colour knowledge on their works of art and also to improve their knowledge via

practicing. In that sense it is feasible to claim that starting from secondary education students make deliberate colour choices in their artworks. Students who receive plastic arts education in university on the other hand make their colour preferences for their original works on the basis of a set of factors. Present research thus holds importance by virtue of providing information on the factors affecting students' colour preferences for their artworks and to pave the way for prospective researches on the designated factors.

This research hence aims to obtain information related to the initial choice of colours used in the artwork created by students who study in Regina University Faculty of Education Department of Art Education.

METHODS

In this research, descriptive research method was used. According to Çepni (2014); descriptive research is carried out to illuminate a situation, to make assessments according to standards and to identify possible relationships between events. The main purpose of such research is to define and explain the situation in detail.

Population and Sample

Population of present research is composed of 4th and 5th grade students (n=20) studying during 2012-2013 academic year in Regina University Faculty of Education Department of Art Education. Out of all these students, 14 students who volunteered to participate in this research constitute the sample of research. Students who participate in the research are between 19 and 29 age median. 5 students are male and 9 students are female.

Data Collection Tool and Analysis

To the end of determining colour preferences and factors effective on the preferences of students from Regina University, Faculty of Education, Department of Art Education in the artworks of participant students, a semi-structured questionnaire form has been prepared by the researcher on the basis of data obtained from the investigations conducted in Regina University, Faculty of Education, Department of Art Education. This questionnaire form and Participant Consent Form have been submitted to the approval of 2 faculty members specialized in art education. The forms have been finalized after making required corrections. Next, the forms have been submitted to the approval of Regina University Research Ethical Board. In line with the approval granted by Research Ethical Board 6 questions in questionnaire form have been directed to volunteer students.

1. What are the factors affecting your color preferences in the creation of your artworks?
2. Are there any specific colors which you prefer to use primarily in your artworks? If there is/are, why do you think you make this/these choice/s?
3. Are there any specific colors that you avoid in your artworks? If there is/are, why do you think you make this/these choice/s?
4. Do you think that there is any relationship between your personality type and color preference in your artworks?
5. Is your personality reflected in your choice of colors?
6. Are there any other factors that influence in your choice of color/s?

Qualitative data obtained from the research have been analyzed via content analysis method and gathered findings have been expressed as frequencies. Responses for semi-structured questions have first been divided into meaningful categories with respect to their contents and for each item number of responses has been computed.

RESULTS

The factors affecting students' colour preferences while creating their artworks

5 students reported that while creating their artworks their mood and emotional state are factors affecting their colour preferences. 3 students stated that the theme and main idea of their work are effective on their colour preferences, besides 3 students claimed that bright and powerful contrasts are the factors effective in their preferences. 1 student claimed that the exhibition hall of their work, 1 student stated that using relaxing and cooling pastel colours and 1 student reported that the warm and cool colours are the factors affecting their colour preferences in their artworks.

The priority colours selected by students for their artworks and the underlying reasons

Students expressed that the priority colours in their artworks are more than one. Accordingly 7 students gave priority to colour blue, 5 students gave priority to colour black, 3 students gave priority to colour red, 3 students gave priority to colour brown and its tones, 4 students gave priority to colour green, 2 students gave priority to colour white, 1 student gave priority to colour orange, 1 student gave priority to colour purple in their artworks. Those who favored colour blue explained that it was a relaxing and natural tone; black lovers claimed that the colour was good for creating monochrome effects and sharp movements; those who used red most frequently explained that it was their favorite colour and those who favored green claimed that it was a relaxing and soothing tone with a variety of contrasts.

Colours that are avoided by students while creating their artworks and the underlying reasons

Students reported that there are more than one colour that they avoid while creating their artworks. Accordingly 3 students avoided yellow, 3 students avoided neon and bright colours, 2 students avoided pastel colours, 2 students avoided orange, 2 students avoided black, 2 students avoided red, 2 students avoided green, 1 student avoided brown, 1 student avoided cornflower blue colours in their artworks. Those who avoided yellow claimed that it blurred the mind; those who avoided red claimed that it was an annoying colour; those who avoided pastel colours claimed that it was dull and pale and annoying; those who avoided orange claimed that it was ugly and s/he read somewhere that it was among the least popular colour of all, those who avoided brown said that it was a boring colour. The student who said that s/he particularly avoided cornflower blue colour explained that s/he associated this colour with the death of his/her mother.

The views of students whether there is a relation between their personality types and colour preferences in their artworks

11 students claimed that a relation existed between their personality types and colour preferences in their artworks, 1 student denied such relation and 2 students attested that there was likelihood of such relation. 2 of the students who verified this relation associated colour red with their highly energetic personality type. 1 of them associated white with his/her peace, serenity and simplicity-loving personality and 1 student associated colour blue with his/her smart, quiet, merciful, tender and relaxed personality type.

Students' views whether their personalities affected their colour preferences

11 students stated that their personalities affected colour preferences. 1 of them associated red colour with his/her enthusiastic personality, blue with his/her calm personality. 1 student said that colours in his/her works reflected his/her joy, 1 student associated the bright colours with his/her eye-catching personality, 1 student explained that colours in his/her artworks are reflective of his/her personal emotions and society and social experiences.

Other factors affecting students' colour preferences

Students claimed that there are more than one factor affecting their colour preferences. Accordingly 6 students indicated the theme and context of their work, 2 students indicated the season, 2 students indicated their mood and state of emotion, 2 students indicated the essentials and requisites of the task, 1 student indicated time of the day, 1 student indicated colour theories, 1 student explained his/her desire to experience a variety of colour ranges, 1 student indicated the precision and correctness of design, 1 student pointed to material and 1 student claimed that research objectives are the other factors affecting their colour preferences.

DISCUSSION and CONCLUSIONS

According to the findings of present research participant students, while creating their art works, establish their colour preferences primarily on the basis of their mood and state of emotion. Students also claim that the theme and main idea of their artworks are also the other factors affecting their colour preference. Students in their art works give priority to more than one colour. Psychological reasons are listed as the foremost causes and aesthetical expression in the artwork and favorite colour are the subsequent reasons. Students, while selecting the colours they would use in their works, avoid particular colours. Psychological reasons are again listed as the foremost causes. Participant students make their colour preferences in line with their personalities. At this stage the psychological and symbolic meanings of colours are foregrounded. Also there are some similarities between the senses reflected by preferred colours and their personality types.

Students are inclined to prefer their favorite colors in their artworks. Additionally students' colour preferences reflect their tendency to avoid or popularize one particular colour according to its psychological effects. Also if one particular colour is associated with a negative experience students tend to avoid it. Students have set a connection between the psychological effects of the colours they prefer in their artworks and their own personal traits. It has also been identified that in their colour preferences the theme of the artwork, season and requirements of the course are the other effective factors.

In the light of research findings, below-listed suggestions have been developed:

1. Based on the fact that while creating their artworks students connect their colour preferences with their personality types, in the curriculum of art education courses, in the teaching methods and assessment methods such personal differences should be taken into consideration.
2. Learning methods tailored to students' personality types should be examined via experimental methods and researches should be conducted to adapt these methods into art education.
3. Since students' art activities and colour preferences provide critical resources for psychology and art-relevant researches, they may act as a torchbearer for psychology-focused studies of prospective researchers.

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