



The Analysis of Art Teacher Candidates' Motivation and Anxiety Dynamics in terms of Different Variables

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Abstract

Art has special supplementary and supportive mission during one's education process as whole with mind, senses, body and spirit together. It can be said that based on this mission art teachers have also special importance during this process. To accomplish this mission successfully, primarily art teachers should be well-trained. Therefore, as a conductor of teaching which requires stressful and tough hard work, teacher's having balanced personality in terms of psychology is essential.

However, KPSS (Public Personnel Selection Exam) exam which is the representative aspect of employing teachers in Turkey is a potential risk factor for teacher candidates' psychology. When this exam is handled in the sense of art teacher training and employing them, this system has become a barrier affecting teacher candidates' psychology in negative way rather than choosing teachers fairly. This barrier, which demonstrates itself as fear of not being appointed, not only deteriorates the psychology of candidates but also affects their academic success. Hence, it is known that high level of anxiety affects and blocks learning.

This study whose aim is to determine the relation between motivation and anxiety of art teacher candidates was carried out with descriptive character and quantitative model. Data was obtained with Likert type scale and it was analyzed with SPSS statistical package program. After analyzing the data, the following results were obtained; the main reasons of art teacher candidates' anxiety are problem of being appointed, implementation of KPSS exam and limited alternative employment opportunities after graduation. Motivation patterns of the students vary according to variables.

1. Introduction

Learning is a tough process (Arabacı, 2006), teaching is a quite anxious and stressful profession (Nagel and Brown, 2003; Overland, 2006; Adams, 1999). This case, which is also felt during the process of teacher training, is more important with respect to training art teachers. The fact that these teachers who claim to develop students in terms of art and aesthetics can fulfill their tasks properly depends on their not being exposed to stress. So, teacher training process should be free of stress as much as possible.

However, there are lots of problems in training and employing teachers due to lack of medium and long term projections and imbalanced supply and demand. Undoubtedly, the most important of these problems is the existence of graduate teachers waiting for being employed the number of who exceeds hundreds of thousands. KPSS, the central teacher selection exam, can also be added to this list. This problem results heavily from the lack of adequate coordination between Higher Education Council (YÖK) training teachers and Ministry of Education (MEB) employing them and as a result of this an imbalanced supply and demand occurs in training teachers. Thus, the problem of being employed affects student teacher candidates' learning and academic achievements by causing anxiety and stress before they graduate (Tarhan, 2012; Covey, 2005; Durna, 2006; Caine & Caine, 2002). When the stressful nature of higher education and puberty problems of this generation (Koç, 2006) are added to this, teacher training process can turn out to be a nightmare for teacher candidates. This nightmare is perhaps twice or more as much for art teacher candidates. Research (Maslach, Schaufeli & Leiter, 2001 as cited in Gündüz et al., 2012) shows that there is a close relationship between the problems teachers have and their anxiety and stress. In this context, this study, the aim of which is to determine the sources of motivation and causes of anxiety of art teacher candidates and to analyze them in terms of several variables, can be expected to provide data for the organization mentioned above.



2. Method

2.1 - Population and Sampling

The population of this study consists of art teacher candidates studying at Firat and İnönü Universities in 2013-2014 academic year. The sampling is composed of a sum of 117 students.

Table 1. The distribution of art teacher candidates according to demographic variables

Variables		N	%
Gender	Female	62	53.0
	Male	55	47.0
Year	III.	70	59.8
	IV	47	40.2
Income Status	Low	22	18.8
	Medium	69	59.0
	High	26	22.2
Type of High School	Art	57	48.7
	General	51	43.6
	Anatolian	5	4.3
	Multi Program	4	3.4
Total		117	100.0

2.2 - Collection and Analysis of Data

The data in this study, which was carried out in survey design, were obtained through a questionnaire developed by the researchers. Questionnaire items were graded as five likert-type items 1. I don't agree at all (1.00-1.80), 2. I don't agree (1.81-2.60), 3. I can't decide (2.61-3.40), 4. I agree (3.41-4.20) 5. I agree totally (4.21-5.00). In this study, mean, standard deviation, percentage, frequency, variance analysis, t-test and KWH and MWU tests were used in the analyses of the data.

3. Findings

3.1 - Motivation Sources of Art Teacher Candidates

Art teacher candidates' views on sources of motivation are given in table 2.

Table 2. Art teacher candidates' views on sources of motivation

The most important source of motivation for me	\bar{X}	S
1.getting training on art,	3.68	1.05
2.the training I get is adequate to make me an artist,	2.33	1.08
3. the possibility of being an artist,	2.93	1.25
4. the possibility of being a teacher,	3.86	1.26
5. the teaching staff of the department,	3.06	1.21
6.the teaching staff of pedagogy,	3.06	1.18
7.the theoretical classes in the department,	2.75	.96
8.the practical classes in the department,	3.57	1.12
9. the vocational books,	3.25	1.05
10. the projects which I prepared and involved in,	3,57	1.09
11. the exhibitions I followed.	3.45	1.21

Table 2 shows that the factors that motivate teacher candidates during the instructional process are the possibility of being a teacher ($\bar{x}_4=3,86$), getting art education($\bar{x}_1=3,68$), practical classes($\bar{x}_8=3,57$), projects ($\bar{x}_{10}=3,57$) and the exhibitions followed ($\bar{x}_{11}=3,45$) relatively. Besides, teacher candidates "don't agree" with the idea that the training they get is adequate to make them artists ($\bar{x}_2=2.33$).

There is a significant difference on the 4th item in terms of gender variable [$(t_{115}=-2.144; p=0,037)$].



3.2 - Art Teacher Candidates' Causes of Anxiety

The views of art teacher candidates involved in the study on the causes of anxiety are seen in table 3:

Table 3. The views of art teacher candidates on the causes of anxiety

The most important cause of anxiety for me is;	\bar{X}	S
12. not being appointed as a teacher,	4.21	1.14
13. not finding a job after graduation,	4.14	1.20
14. the problems with my classes,	3.23	1.16
15. the attitude of teaching staff,	3.11	1.20
16. my family problems,	2.45	1.24
17. my economic problems,	3.32	1.33
18. my love affairs,	1.91	.99
19. the political problems I have experienced,	1.82	1.08
20. the management policy of the faculty,	2.85	1.23
21. KPSS,	4.12	1.28
22. the absence of questions in KPSS regarding my job.	3.60	1.42

In table 3, the causes leading to anxiety for art teacher candidates are listed as follows: not being appointed as a teacher ($\bar{x}_{12}=4.21$), not finding a job ($\bar{x}_{13}=4.14$), KPSS ($\bar{x}_{21}=4.12$), the scope of questions in KPSS ($\bar{x}_{22}=3.60$).

There are significant differences among the views of art teacher candidates on 14th item [($t_{115}=-2.180$; $p=0,031$)] and 22th item [($t_{115}=2.446$; $p=0,016$)] in terms of year (seniority). Again, There are significant differences among the views of art teacher candidates on 16th item in terms of economic condition [($F_{2-114}=8.592$; $p=0,000$)] and the type of high school [($F_{2-114}=3.196$; $p=0,026$)].

4. Discussion and Results

The art teacher candidates don't agree with the view that the training they get will make them artists. The factor motivating the art teacher candidates involved in the study most is the possibility of being a teacher. This finding is supported by similar studies (Hacıömeroğlu & Taşkın, 2013; Oral, 2004).

It is very significant for art teacher candidates that their second source of motivation is the art training they are offered. In the study, it was determined that the other sources of motivation for art teacher candidates during the instruction process were practical classes, projects and exhibitions.

However, it is thought-provoking that department, pedagogy teaching staff (Ataünal, 2003), classes, and books, which are quite important variables for an instructional process, don't motivate art teacher candidates adequately. The following possibilities can be listed for inadequate motivation of art teacher candidates resulting from teaching staff, classes (theoretical) and vocational books: The first one is the insufficient student-teaching staff communication. The efficiency level of instructional process reflecting its potential to motivate depends heavily on the interaction and communication between teacher and student (Celep, 1998). The second one is low achievement levels and failing to reach vocational books.

The factor causing the most anxiety for art teacher candidates in the instructional process is "the possibility of not being appointed as a teacher". This finding is supported by similar studies (Akpınar, 2012). It can prove useful to educate teacher candidates on counteracting anxiety because solving this problem, resulting from the lack of stabilizing supply and demand balance in training and employing teachers (MEB, 2009 as cited in Yılmaz and Altınkurt, 2011) and lack of coordination between MEB and YÖK, seems impossible in the short term. The fact that "not finding a job" comes second in the causes of anxiety can be interpreted in such a way that the source of the problem may be related with economic goals and expectations. As a matter of fact, it is known that the possibility of goals' not being realized leads to anxiety. Unlike similar studies, it is worth noting that KPSS is not the first factor to cause anxiety in this study.

Another remarkable result reached in this study is that the factors that are said to lead to anxiety for teacher candidates and university students in similar studies such as classes, attitudes of the teaching staff (Durna, 2006; Jones & Jones, 1990 as cited in Gözütok, 2000; Küçükahmet, 1987 as cited in Açıkgöz, 2003), family problems, economic problems, problems with faculty administration and love affairs don't lead to anxiety for art teacher candidates.



The significant difference among the views of art teacher candidates on the 4th item in table 2 has demonstrated that the possibility of being a teacher motivates male teacher candidates ($\bar{x}_2=4.04$) more than female ones ($\bar{x}_1=3.65$). This case may be attributed to the patriarchal Turkish culture, which assigns men to make a living for the family. There are significant differences among the views of art teacher candidates on 9th item in terms of father's education level variable. This difference can be interpreted in such a way that teacher candidates whose fathers are graduates of primary school ($\bar{x}_1=3.45$) are motivated by vocational books more compared to the ones whose fathers are university graduates ($\bar{x}_3=2.44$).

The significant difference in terms of year (seniority) among the views of art teacher candidates on the 14th and 22nd item can be interpreted as follows: Third year students' anxiety resulting from classes ($\bar{x}_1=3.43$) is higher than that of fourth year students ($\bar{x}_2=2.96$). Similarly, absence of branch-specific questions in KPSS leads to higher anxiety for fourth year students ($\bar{x}_2=3.86$) compared to third year students ($\bar{x}_1=3.21$). The reason of this may be that third year students focus on the instruction process, whereas fourth year students focus on KPSS.

There are significant differences among the views of art teacher candidates on 16th item in terms of economic condition (Table3). Thus, family problems cause higher level of anxiety for teacher candidates with low income ($\bar{x}_1=3.36$) than candidates with high income ($\bar{x}_3=2.07$). This finding is supported by similar studies (Dost, 2007).

There are significant differences among the views of art teacher candidates on 16th item in terms of the type of high school level variable (Table3). Thus, art teacher candidates who graduated from general high schools ($\bar{x}_2=3.75$) have higher anxiety levels resulting from family problems compared to the ones who are the graduates of multi-program high schools ($\bar{x}_4=2.54$).

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