

The Visual Arts Teacher's Needs to Teacher's Knowledge Test for Employing Teachers and Perception Scale Development Study for PPSE

Meliha YILMAZ

Gazi University, Ankara//TÜRKİYE

e-posta: ameliha@gazi.edu.tr

Kerim LAÇINBAY

Gazi University, Ankara//TÜRKİYE

e-posta: kerimlacinbay@gazi.edu.tr

Hüseyin ELMAS

Selçuk University, Konya//TÜRKİYE

e-posta: helmas@selcuk.edu.tr

Necmettin YAĞCI

Gazi University, Ankara//TÜRKİYE

e-posta: nyagci@gazi.edu.tr

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Extended Summary

Purpose and Significance: Education has so many important functions such as socialization; handing the current values to next generation; helping the individuals to discover and develop their abilities and talents, and to have professions by gaining them knowledge, skill and behaviors needed in order to help them survive and fit into society. Whether these functions work or not depends on the quality of teachers. Therefore, the only way to improve the outcomes of education is to improve the quality of teachers (MEB, 2017, s.1). One of the ways to improve the quality of education is the examination that evaluates the competency of teachers' knowledge, skills, attitudes and values. Because this brings up the efforts in order to get the adequate competency to begin the teaching profession. The purpose of this research is to reveal the necessity of testing teachers' knowledge in visual arts teacher employment and to improve the perception scale for this field PPSE. In the development stage of the scale, the study group constitutes 143 people studying at Gazi University, Gazi Education Faculty, Fine Arts Education Department, Visual Arts Education Department. 40 of them are 3rd year students, 50 are 4th grade students, 36 are pedagogical formation group students and 17 are graduated from related departments. This research is significant because both it demonstrates the necessity of field qualification examination for visual arts teacher employment and perception scale development for PPSE intended for candidates of teacher.

Methods: The survey method was used in this study. Survey method aims to determine a past or a present case as they are. The case that focused on is tried to describe within its terms (Karasar, 2016). The study group consisted of 143 teacher candidates. After the data collection process, exploratory factor analysis was used in order to determine the significant factors of the scale.

Results: When the literature is examined, the necessity TDPT (ÖABT) in the visual arts teacher employment has been revealed. As a result of the factor analysis, 4 items were extracted from the scale and a final form that consist of 23 items and 3 sub factors is created. The first of the sub-factors is called as "Perceptions for TDPT (ÖABT)", the second as "Perceptions for the Scope of PPSE" and the third as "Perception of Undergraduate Learning and PPSE Sufficiency". It can be seen that PPSE and TDPT Perception Scale for Visual Arts Teacher Candidates explains 45,1 of the total variance. As a result of the reliability analysis, the C_{ra} coefficient for the first sub-dimension is found to be 0.85; the C_{ra} coefficient for the second sub-dimension is 0.74; and for the third sub-dimension the C_{ra} coefficient is 0.77. The C_{ra} coefficient for the overall scale is 79.

Discussion and Conclusions: It can be said that the relevant scale is a valid and reliable measuring instrument. This scale is available for those studying in the visual arts department of teaching in Turkey. The developed PPSE Perception Scale for Visual Arts Teacher Candidates is a valid and reliable scale, therefore it can be applied to students from other universities to make comparisons.