

Güzel Sanatlar Eğitimi Bölümü Öğrencilerinin Bazı Değişkenlere Göre Akademik Motivasyonları ile Akademik Başarıları Arasındaki İlişkinin İncelenmesi*

A Study on Department of Fine Arts Education Students' Level of Academic Motivation according to Some Variables the Relation between Their Academic Motivation and Academic Success

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Extended Summary

Teachers, who are the practitioners in the process of education policies, undertake the most important duty in the necessity and desire of educating qualified people. The achievement of this duty depends on the success of teacher training institutions and students who are studying in these institutions. In this sense, it is important to study on the factors affecting students' success and take precautions increasing the success. As it is stated in many studies, motivation is among the factors that affect students' success. Motivation, according to Turkish Language Association, means prompting, making someone move, driving force and inner power directing to move and it is also defined as motivation of someone for a target. Motivation has been studied with its many different angles in education. These studies are generally related to the effects of motivation on academic performance and success. Many of the studies that examine the relation between motivation and academic success are related to theory weighted departments such as chemistry teaching, primary school teaching, mathematics teaching and science teaching. The focal point of this study is whether different results may be found by examining the students' academic motivation who are studying in department of fine arts - an applied field.

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Aim of the Study:

In this study it is aimed to examine the academic motivation level differences of Fine Arts Department students from Faculty of Education according to certain variables (department, class, sex) and also, the relationship between their academic motivation and their academic successes.

Method:

In the study, one of the quantitative research methods, relational screening model, was used. The study was carried out with 219 students (Art Teaching 123, Music Teaching 96) who study at Fine Arts Department of Faculty of Education.

Academic motivation scale (AMS) including the dimensions as amotivation, inner motivation, exterior motivation was applied to study group. Academic motivation scale was prepared by Vallerand et al. (1992) and its Turkish version was formed by Eymur and Geban (2011). Academic motivation scale (AMS) consists of 28 Likert type questions that include inner motivation, exterior motivation and amotivation subscales.

Data of the study were tested in SPSS. 22 program with 0.5 level of significance. Non-parametric tests were preferred in the analysis of the data. Mann Whitney U test was applied in order to compare academic motivation according to department and gender variables and Kruskal Wallis H test was used to test the academic motivation difference according to grade. In the study, the relation between academic motivation and academic success was tested via Spearman correlation test.

Findings

According to findings there are significant differences between arts teaching candidates and music teaching candidates in terms of their academic motivation levels. This difference is in favor of arts teaching. Significant difference was also found between teacher candidates' academic motivation levels according to gender and grade variables. In the study it was also concluded that girls' academic motivation levels are higher than boys' and academic motivation level of students only in arts teaching department vary significantly according to grade variables. Especially the decrease in final year students' motivation level is noteworthy. According to the findings of the study there is not a meaningful relationship between academic motivation and academic success.

Discussion:

According to the findings of the study, the academic motivations of students in Art Teaching Department are higher than the ones in Music Teaching department. Even if in other studies, the motivation levels of certain departments (Science, Physical Training and Sports, Primary School Teaching) seem higher than others, comparisons with departments that feature applied trainings are not common. In one study, it is found that the academic motivations of students in Science, Physical Training and Sports Teaching Departments were higher than students in Music Teaching. In the study, according to grade variables, there are not significant differences in Music Teaching Department, there is however, a significant decrease in the motivations of

4th grade students in Art Teaching Department. Different results were found to occur in other studies. It is evaluated to be satisfactory that the motivation levels are in good state in the study.

It is very common finding in many studies that girls' academic motivations are higher than boys'. However, there are also some studies in which the findings were found to be the reverse of this situation. In this study, the obtained findings showed that there was no significant relation between academic motivation and academic success. Although there are some studies supporting these findings, in some other studies the relation was found.

Consequently, it was found that fine arts education students' academic motivations was on the satisfactory level when compared to total point of the scale and their academic motivation levels according to gender vary in different studies. Remarkable point in the study is the significant decrease in 4th grade art teaching department students' academic motivation. This can stem from Public Personnel Selection Exam anxiety and hopelessness. It is interesting that there is no relation between academic motivation and academic success but this situation is common in the studies of related field.

Result:

As a result it can be concluded that fine arts department students' academic motivation level is satisfying in general. As already seen in my studies, it is an expected situation that girls' academic motivation level is higher than boys'. The decrease in 4th grade art teaching department students' academic motivation can stem from exam anxiety and hopelessness and not experiencing the same decrease in 4th grade of music teaching program can be explained with the fact that art teaching students' academic motivation is significantly higher than music teaching according to department variable. In the study, it was also inferred that academic motivation of art teaching candidates' is higher than music teaching candidates' and this situation can be related to the appointment percentage to public services and difference in their education.

Suggestions:

As a result of the study, it is suggested that carrying out the studies with qualitative methods gives more concrete results when fine arts training department students' academic motivation is compared with students from other departments, especially the decrease in 4th grade art teaching department students' academic motivation should be questioned with qualitative methods.