



## Professional Problems of Visual Arts Teachers Appointed and Not Appointed: Comparative Content Analysis\*

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### Abstract

**Problem Statement:** The question of what types of problems are encountered by Visual Arts teachers during and after the appointment process constitutes the problem of this research.

**Purpose of the Study:** The purpose of the research is to determine what types of problems are encountered by Visual Arts teachers during and after the appointment process over the period of 2007-2012, and to compare the results with those of a previous research (for the period of 2000-2007) on the same topic conducted by the researcher in September 2007 (16<sup>th</sup> National Congress on Educational Sciences – Tokat).

**Method:** The data sources of the research are 249+249=498 messages sent by Visual Arts teachers to the online discussion forums at the web address “http://forum.memurlar.net” over the periods of 2000-2007 and 2007-2012. The messages were determined randomly, and evaluated in terms of the problems encountered by Visual Arts teachers through the technique of “categorical data analysis”.

**Findings and Results:** The number of problems and problem types are 342 and 13 respectively for the period of 2000-2007 while the number of problems and problem types are 370 and 19 respectively for the period of 2007-2012. No problem is determined in 32 out of 498 messages.

The comparison of the data obtained from the messages sent over the periods of 2000-2007 and 2007-2012 show that the top problems have remained the same. It is determined that the percentages of some problem types have slightly decreased while those of the others have significantly increased. 13 problem types are identified for the period of 2000-2007 and it is seen that the problem types have become more diversified and six new problem types have emerged in the period of 2007-2012.

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**Conclusions and Recommendations:** The results of the research reveal that Visual Arts teachers encounter many problems during and after the appointment process. These problems may adversely affect their motivation and thus their professional efforts. The research provides information which can contribute to the regulation of policies and practices in appointment and assignment of teachers, the revision of the quality and quantity of teacher training programmes, and the formulation of legal regulations by the Ministry of National Education (MEB), the Student Selection and Placement Centre (ÖSYM), universities and the Government in communication with each other so as to ensure that more importance is attached to the Visual Arts course and teachers. It is suggested that the Government adopts a serious art education policy to resolve the problems and to provide a good art education at schools.

**Keywords:** Professional problems, Visual Arts teachers, <http://forum.memurlar.net/>.

## INTRODUCTION

The question of “What is art?” has been discussed until today, and the answer to this question has not seemed to be clarified yet (Erinç, 2004: 21). However, the answer to the question of “Why is art education necessary?” can be reached and diversified in many aspects.

Alakuş (2003) approaches the necessity for art education from personal, economic, psychological, sociological and political points of view. Alakuş considers art education to be necessary because:

- it functions as personality education or authentic personality education from a personal point of view;
- it provides data for the reflection of the child’s inner world from a psychological point of view;
- it makes individuals active, not passive and producers, not consumers, and it helps them enjoy an economic freedom together with demonstrating their artistic personality from an economic point of view; and
- the democratic education policy, which takes individuals’ fundamental freedoms and rights, and their creativity and skills into consideration, can only be put into effect through modern and multidimensional curricula which involve art education as well.

According to San (2004: 25), art education teaches an individual to see, hear, touch and taste. An individual needs this to feel, perceive and shape her/his environment. “Seeing” instead of only looking, “listening” instead of only hearing, and “feeling” instead of only touching are the first phases for creativity. According to Anderson (2003: 59), enabling learners to understand themselves and the others through art is the basis of art education for life. Gençaydın (2002: 29) argues that insensitivity lies behind social collapse. Individuals whose feelings are shaped with aesthetics (beauty) become sensitive persons. In this respect, art education develops individuals’ system of values through enabling them to acquire the skills needed to

comprehend the meaning of events, objects or symbols around them. When considered from this point of view, art education complements general curricula (Mercin & Alakuş, 2007: 19; NAEA, 1994: 3).

Visual Arts, which is included in school curricula, is a field of art education. In Turkey, “Visual Arts” (Art-Craft) course started to be taught at schools in the middle of the 19th century. Therefore, it became more important to train teachers who can teach the “Visual Arts” course at schools. The artists who graduated from the Fine Arts Academy (*Sanayi Nefise Mektebi*), which was opened in 1883, worked as Visual Arts teachers in Turkey. Many Visual Arts teachers were trained with the opening of the “Art Department” at Gazi Secondary Teacher Training School in the early years of the Republic. Village Institutes, which were among the efficient education institutions of the Republican period, made a great contribution in this respect. Today many universities continue to train teachers in Visual Arts (Kırıçoğlu, 2002: 37).

It is thought that prospective Visual Arts teachers will encounter many problems in the profession. One of the prominent problems is wrong policies and unfair practices in the appointment and assignment of teachers. Many graduate Visual Arts teachers are not appointed on the grounds that there is not a sufficient number of teaching posts. The appointed teachers, on the other hand, are assigned to out-of-field teaching. Visual Arts teachers could not be distributed across Turkey in an efficient way. At schools which have no or an insufficient number of Visual Arts teachers, other field teachers teach Visual Arts courses and these courses are seen as resting courses (Sarı, 1997: 13-14). It is a significant problem that art courses are considered to be of secondary importance. Since more emphasis is placed on science and math courses for students who are preparing for university entrance examinations, the Visual Arts course becomes a spare time activity. Many schools do not have a place dedicated to the Visual Arts course because art courses are not given due importance. At schools with such a place, it can be easily turned into a classroom when necessary. In this respect, the teaching environment which the teacher wants to create and which enables students to feel the artistic atmosphere either cannot be created or is interrupted (Kırıçoğlu, 2002: 8). Another problem is that the time allocated to the Visual Arts course has been reduced significantly compared to that of the other courses. It is questionable to what extent the teacher can teach knowledge and skills to learners in such a short time. In addition, the number of Visual Arts teachers is kept low compared to these of the other field teachers on the grounds that the length of the Visual Arts course is short (Sarı, 1997: 14). Therefore, Visual Arts teachers are the victims of frequently changing education policies and governments.

## **METHOD**

The data sources of the research are 249+249=498 messages sent by Visual Arts teachers to the online discussion forums at the web address “<http://forum.memurlar.net>” over the periods of 2000-2007 and 2007-2012. The messages were determined randomly, and evaluated in terms of the problems encountered by Visual Arts teachers through the technique of “categorical data analysis” which is a type of content analysis.

“According to Arık (1992), content analysis is the classification and summarization of oral and written data in terms of a specific problem or for a specific purpose, and screening and categorization of this data to measure certain variables or concepts and to make sense out of this data.” (Tavşancıl & Aslan, 2001: 21)

Categorical analysis is in general the division of a certain message into its units and then grouping of these units in categories according to the pre-determined criteria. As it is known, various meaning elements are counted by use of the unit of coding which is determined according to data (Tavşancıl & Aslan, 2001: 90; Bilgin, 2006: 65). In the research, the content of each message was read, and the professional problems were examined as “themes”. According to the content of the “messages” which were selected as the unit of context, a “frequency analysis” was conducted by keeping a record of the frequencies of the types of professional problems mentioned in the messages.

### **Reliability**

In order to ensure reliability of coding in the research, 20 percent of the messages were coded by two researchers (the researcher and the second coder) separately, and the consistency between the two coders was determined. The following formula suggested by Miles and Huberman was used to test the consistency between the coders (cited in: Tavşancıl & Aslan, 2001: 81).

$$\text{Reliability} = \frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Disagreements}}$$

According to Hall and Houten, a consistency of at least 70 percent between the coders is required for the reliability of the research (as cited in Tavşancıl & Aslan, 2001: 81). As a result of the calculation, it is found that the consistency between the coders is 81 percent for the period of 2000-2007 and 76 percent for the period of 2007-2012.

### **Data Source**

The data sources of the research are 249+249=498 messages sent by Visual Arts teachers to the online discussion forums at the web address “<http://forum.memurlar.net>” over the periods of 2000-2007 and 2007-2012. The researcher used the messages which were sent to the online discussion forums over the period between 2000 and September 2007 and which were analyzed in the research conducted by the researcher in 2007, and the messages sent to the online discussion forums over the period between September 2007 and September 2012. The number of messages for each period was kept equal for validity and reliability purposes.

### **Collection and Analysis of Data**

The discussion topics of the online discussion forums at the web address <http://forum.memurlar.net/> are shown below in Table 1 and Table 2.

**Table 1. Online discussion forums analyzed in the period of 2000-2007 and web addresses**

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1. “art teacher”(http://forum.memurlar.net/konu/197235)
2. “Art Teachers”(http://forum.memurlar.net/konu/211104)
3. “Art Teaching”(http://forum.memurlar.net/konu/286391)
4. “Art teachers will be able to teach Turkish courses as well” (http://forum.memurlar.net/konu/80240)
5. “Injustice done to prospective art teachers”(http://forum.memurlar.net/konu/39169)
6. “Prospective art-craft teachers are waited here”(http://forum.memurlar.net/konu/54487)
7. “Ability to draw the picture of education”(http://forum.memurlar.net/konu/87445)
8. “Is an hour sufficient for the visual arts course?”(http://forum.memurlar.net/konu/254587)
9. “Are art teachers stepchildren?”(http://forum.memurlar.net/konu/185025)
10. “Art teachers will be able to teach Turkish, math and computer courses as well...” (http://forum.memurlar.net/konu/80090)

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**Table 2. Online Discussion Forums Analyzed for the Period of 2007-2012 and Web Addresses**

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1. “To the teachers who meet their weekly course loads with the visual arts course: Do not teach our course!!!” (http://forum.memurlar.net/konu/996477)
2. “It is shameful that an hour is allocated to courses like music and art per week” (http://forum.memurlar.net/konu/1500413-1511800)
3. “Appoint technology designers to the visual arts course” (http://forum.memurlar.net/konu/1016752)
4. “End the suffering of the visual arts course. At least 500 posts. Support us!!!” (http://forum.memurlar.net/konu/1289173)
5. “Attitude of other field teachers towards the visual arts course” (http://forum.memurlar.net/konu/1443668)
6. “Ms. Minister will hopefully acknowledge the need for the visual arts course!!! Increase the numbers.(http://forum.memurlar.net/konu/655732)
7. “The place of the visual arts course in the new system. How efficient can a one-hour visual arts course be?(http://forum.memurlar.net/konu/1499002)
8. “What is going to happen to the visual arts course in the 4+4+4 system?” (http://forum.memurlar.net/konu/1511538)
9. “Art and Artist, 2000 posts to the visual arts course” (http://forum.memurlar.net/konu/1543634)
10. “Research, Education, Value Placed on Art, Art and Music Teachers” (http://forum.memurlar.net/konu/411283)
11. “Art-Craft/ Art/ Visual Arts Teaching 2002 Graduates”(http://forum.memurlar.net/konu/652688)
12. “We want 750 posts for Art-Craft Teaching and if you will not appoint don’t make us apply” (http://forum.memurlar.net/konu/395306)
13. “I never understand why posts are allocated for such unnecessary fields (art, music, PE, craft, home economics)”(http://forum.memurlar.net/konu/356440)
14. “Even minimum wage is much for these fields (art, PE, music, counselling, craft)” (http://forum.memurlar.net/konu/447276)
15. “Unemployed art teacher”(http://forum.memurlar.net/konu/570948)
16. “Art-craft teachers’ call for help...”(http://forum.memurlar.net/konu/1255592)
17. “I want field teachers to teach my child...”(http://forum.memurlar.net/konu/570512)
18. “The big mistake of MEB”(http://forum.memurlar.net/konu/737182)
19. “AKP Government, what is your problem with art-craft teachers? Do you give us a charity?” (http://forum.memurlar.net/konu/625762)
20. “Field teachers (PE, art, music) do something about your courses...” (http://forum.memurlar.net/konu/767225)
21. “News in the media”(http://forum.memurlar.net/konu/1657705)
22. “Art teachers”(http://forum.memurlar.net/konu/769330)

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## FINDINGS

The findings of the research demonstrate that Visual Arts teachers encounter many problems pertaining to their field during and after the appointment process. These problems may adversely affect their motivation and thus their professional efforts.

First of all, the comparison of the titles (topics) of the discussion forums, which constitute the data source of the research, will provide some hints about what kinds of findings have been obtained as a result of the research. When the two tables (Table 1 and Table 2) are examined, it is seen that Visual Arts teachers have determined the titles of the discussion forums in more general terms in the first table while the titles have been turned into problem statements in the second table. It is also observed that the number of titles has increased. In addition to the observations of the researcher, some criticisms have been made in the messages by Visual Arts teachers that too many titles are posted.

The number of problems and problem types are 342 and 13 respectively for the period of 2000-2007 since some Visual Arts teachers expressed more than one problem in their messages. On the other hand, the number of problems and problem types are 370 and 19 respectively for the period of 2007-2012. No problem is determined in 32 out of 498 messages.

The problem categories determined based on the content analysis of the messages sent by Visual Arts teachers to the online discussion forums over the period of 2000-2007 are shown in Table 3.

**Table 3. Problems encountered by visual arts teachers in the period of 2000-2007**

Problem Types	<i>f</i>	%
1. Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers	190	55.6
2. (Role Conflict) Substitution of other field teachers for Visual Arts teachers and assignment of Visual Arts teachers to out-of-field teaching	37	10.8
3. Neglect of Visual Arts teachers by the Government	28	8.2
4. Insensitivity among some Visual Arts teachers or prospective teachers to the problems encountered	23	6.7
5. Lack of communication among MEB, ÖSYM and universities	20	5.8
6. Problems experienced about student assessment in the Visual Arts course	12	3.5
7. Insufficient number of additional hours for Visual Arts teachers	9	2.6
8. Lack of support from school administration	8	2.3
9. The feeling among Visual Arts teachers that their work is not appreciated or valued by other field teachers	6	1.8
10. Tendency among Visual Arts teacher to stop drawing for various reasons	4	1.2
11. Insufficient number of hours allocated to the Visual Arts course	2	0.6
12. Crowded classes	2	0.6
13. The belief that the Civil Servant Selection Examination (KPSS) is unfair, and difficulty of the exam	1	0.3
TOTAL	342	100

The problem categories of the messages sent by Visual Arts teachers to the online discussion forums within the period of 2007-2012 are shown in Table 4.

**Table 4. Problems encountered by visual arts teachers in the period of 2007-2012**

<b>Problem Types</b>	<b>f</b>	<b>%</b>
1. The belief among Visual Arts teachers who could not be appointed that an injustice was done to them, their efforts to claim their rights, and their weariness	81	21.8
2. Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers	50	13.5
3. Disregard for the value and necessity of the Visual Arts course	34	9.1
4. Substitution of other field teacher for Visual Arts teachers	32	8.6
5. Insufficient number of hours allocated to the Visual Arts course	31	8.3
6. Insufficient number of posts (quota) foreseen by the Government	25	6.7
7. Neglect of Visual Arts teachers by the Government	24	6.4
8. Insensitivity among some Visual Arts teachers or prospective teachers to the problems encountered	24	6.4
9. The feeling among Visual Arts teachers that their work is not supported or valued by other field teachers	17	4.5
10. Lack of support from school administration	12	3.2
11. Requirement for more Visual Arts teachers	11	2.9
12. Neglect of the Visual Arts course in the 4+4+4 education system and uncertainties about the course and teachers	8	2.1
13. The belief that the Civil Servant Selection Examination (KPSS) is unfair, and difficulty of the exam	8	2.1
14. The concern about the removal of the Visual Arts course from the primary and secondary education curricula	4	1
15. Lack of an art education policy of the Government	3	0.8
16. Tendency among Visual Arts teachers who could not be appointed to search for or work in other professions	3	0.8
17. Limited number of appointments for Visual Arts teachers compared to high number of universities and departments	1	0.2
18. The belief that the Visual Arts curriculum is not functional	1	0.2
19. The problem that whether Visual Arts teachers will be appointed or not depends on the election policy of the Government	1	0.2
<b>TOTAL</b>	<b>370</b>	<b>100</b>

It is seen that the top three problem types in the period of 2000-2007 are (1) Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers (55.6 %), (2) (Role Conflict) Substitution of other field teachers for Visual Arts teachers and assignment of Visual Arts teachers to out-of-field teaching (10.8 %), and (3) Neglect of Visual Arts teachers by the Government (8.2 %) while those in the period of 2007-2012 are (1) The belief among Visual Arts teachers who could not be appointed that an injustice was done to them, their efforts to claim their rights, and their weariness (21.8 %), (2) Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers (13.5 %), and (3) Disregard for the value and necessity of the Visual Arts course (9.1 %).

When Table 3 and Table 4 are examined, it is seen that one of the problems which is among the top three in both tables is “Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers”. It is seen that this problem ranks first with 55.6 percent in the period of 2000- 2007 and it ranks second with 13.5 percent in the period of 2007-2012. However, it should not be thought that the

problem has been resolved to a great extent based on the figures above. When the two tables are examined, it is seen that the number of problem types has increased to 19 in the period of 2007-2012 from 13 in the period of 2000-2007. In addition, the problem of “The belief among Visual Arts teachers who could not be appointed that an injustice was done to them, their efforts to claim their rights, and their weariness”, the most stated problem with 21.8 percent in the period of 2000-2007, is a problem type resulting from the problem of “Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers”. Hence, the first two problems in Table 4 can be considered together. In this respect, the percentages for the period of 2000-2007 resembles to those for the period of 2007-2012 in terms of problem types. When the two tables are compared, it is understood from not only the percentages but also the content of the messages that the problem of “Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers” has turned into an effort to claim rights for some teachers and to weariness for the others. The fact that this problem type is not reflected in Table 3 while it ranks first in Table 4 can be interpreted as a consequence of the increase in the number of Visual Arts teachers who cannot be appointed as a result of the examinations (Civil Servant Examination (DMS), Central Examination for Public Institutions (KMS) and Civil Servant Selection Examination) which have been administered since 1999 and thus the increasing reflection of the problem to the public and to social networking sites, especially during appointment periods.

When Table 3 and Table 4 are compared, it is seen that five problem types determined in the period of 2000-2007 are not involved in table for the period of 2007-2012. These problems are as follows respectively: (5) Lack of communication among MEB, ÖSYM and universities (5.8 %), (6) Problems experienced about student assessment in the Visual Arts course (3.5 %), (7) Insufficient number of additional hours for Visual Arts teachers (2.6 %), (10) Tendency among Visual Arts teacher to stop drawing for various reasons (1.2 %), (12) Crowded classes (0.6 %).

This situation does not mean that these problems have been resolved. However, it is observed that only one message has been sent about the content, student assessment and teaching environment in the Visual Arts course in the period of 2007-2012. In recent years, the messages sent to the online discussion forums have centred on teacher appointments, the belief that the Visual Arts course is unnecessary, and the insufficient number of hours allocated to the Visual Arts course.

The comparison of the two tables demonstrates that new problem types have emerged in the period of 2007-2012. It is seen that the frequent change of ministers and their policies have been discussed in the messages which put forward new problem types. These problems are as follows respectively: (1) The belief among Visual Arts teachers who could not be appointed that an injustice was done to them, their efforts to claim their rights, and their weariness (21.8 %), (3) Disregard for the value and necessity of the Visual Arts course (9.1 %), (6) Insufficient number of posts (quota) foreseen by the Government (6.7 %), (11) Requirement for more Visual Arts teachers (2.9), (12) Neglect of the Visual Arts course in the 4+4+4 education system and uncertainties about the course and teachers (2.1 %), (14) The concern about the removal of the Visual Arts course from the primary and secondary



education curricula (1 %), (15) Lack of an art education policy of the Government (0.8 %), (16) Tendency among Visual Arts teachers who could not be appointed to search for or work in other professions (0.8 %), (17) Limited number of appointments for Visual Arts teachers compared to high number of universities and departments (0.2 %), (18) The belief that the Visual Arts curriculum is not functional (0.2 %), and (19) The problem that whether Visual Arts teachers will be appointed or not depends on the election policy of the Government (0.2 %).

When the two tables are compared, it is seen that some problems, which have been experienced since 2000, are still being experienced today, but their frequencies have changed:

**Table 5. Increase or decrease in the problems encountered by visual arts teachers in the period of 2000-2012**

Problem Types	2000-2007		2007-2012	
	<i>f</i>	%	<i>f</i>	%
1. Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers	190	55.6	50	13.5
2. (Role Conflict) Substitution of other field teachers for Visual Arts teachers and assignment of Visual Arts teachers to out-of-field teaching	37	10.8	32	8.6
3. Neglect of Visual Arts teachers by the Government	28	8.2	24	6.4
4. Insensitivity among some Visual Arts teachers or prospective teachers to the problems encountered	23	6.7	24	6.4
5. Lack of support from school administration	8	2.3	24	6.4
6. The feeling among Visual Arts teachers that their work is not appreciated or valued by other field teachers	6	1.8	17	4.5
7. Insufficient number of hours allocated to the Visual Arts course	2	0.6	31	8.3
8. The belief that the Civil Servant Selection Examination (KPSS) is unfair, and difficulty of the exam	1	0.3	8	2.1

As it is emphasized above, the problem of “The belief among Visual Arts teachers who could not be appointed that an injustice was done to them, their efforts to claim their rights, and their weariness” is a problem type resulting from the problem of “Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers”. Hence, these two problems should be considered together. According to the table above, there is a decline of about 2 percent for the second and third problems, and the percentage of the fourth problem has declined due to the increase in the number of problem types although its frequency is higher. A remarkable increase is observed for the remaining four problems. In particular, the frequency of the problem “Insufficient number of hours allocated to the Visual Arts course” has increased strikingly.

When the primary school curricula for Visual Arts (Art-Craft<sup>1</sup>) course are examined chronologically, it is realized that the hours allocated to the Visual Arts course have been gradually decreased and become insufficient.

Okvuran and Metinnam emphasized the decline in the weight of the art-craft course at primary schools over the period between 1926 and 2012 in their studies

<sup>1</sup> Art-Craft: The Visual Arts course was referred to as the Art-Craft course in the curricula until 2005.

entitled “Relation between Art and Education: Art Education at Primary Schools in Turkey”. According to this study, 4-4-4-2-2 hours were allocated respectively from the first to the fifth grade for the art-craft course in the 1926 primary school curriculum. In the 1936, 1948 and 1968 curricula, some changes were made to the content of the art-craft course, but it maintained to have a weighted place in the curricula. It is significant that the weight of the art-craft course in the sense of art education has been preserved within the Turkish educational system for a long time. The weight of the art-craft course within those curricula stood at 12.3 percent.

In the 1974/75 school year, the total number of hours in the weekly course schedule was increased to 35 from 26 and the number of hours for the art-craft course was decreased to “3” from “4” for the first stage and kept as “2” for the second stage. The weight of the art-craft course in that curriculum stood at 7.4 percent.

In the 1975/76 school year, the number of hours in the weekly course schedule for the art-craft course was decreased to “1” from the first to the third grade and kept as “2” for the fourth and fifth grades. The weight of the course was 5.6 percent. In the 1986/87 weekly course schedule for the primary schools, the weight of the art-craft course was 5.0 percent. In the 1997/98 weekly course schedule, its weight was 4.6 percent.

The “Art-Craft” course started to be referred to as “Visual Arts” as of 2005. The number of hours (2 hours for each grade) allocated to the Visual Arts course for the first three grades remained the same. Similarly, the number of hours (1 hour for each grade) for the sixth, seventh and eighth grades did not change. However, the number of hours was decreased to “1” from “2” for the fourth and fifth grades.

Within the framework of the 4+4+4 system in the 2012/13 school year, “1” hour is allocated to the Visual Arts course at primary and secondary schools. With the 4+4+4 system, the weight of the compulsory “Visual Arts” course within the weekly course schedule stands at 3.4 percent. The Visual Arts course (2/4 hours for 5-8th grades) is among the elective courses. It is seen that the Visual Arts course is being abandoned with a weight of 3 percent today which was decreased from 12 percent in 1926 (Okvuran & Metinnam, 2012<sup>1</sup>).

A Visual Arts teacher has expressed that the hours allocated to the Visual Arts course is insufficient in the following statement:

“We are not different from music, physical education, and religion courses.. but each time they showed an antipathy against us.. They are playing with our course hours.. it is a shame, they do not know that the visual arts course is one of the basic courses which expand pupils’ horizons. They do not know that the seats that they sit on in the parliament or the suits that they wear did not drop out of the sky. Someone must draw and design them. If children do not receive art education at a basic level how can they be architects or engineers. how could they think that this course is unnecessary when everything around us is a product of design, everything is based on drawing. This course does not deserve to be substituted by other field teachers and to be abandoned like that..

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<sup>1</sup> It is cited from an oral presentation made at the Public Education Symposium organized by Ankara University Institute of Educational Sciences to commemorate its 20th anniversary.

do you ever think why children could not write a composition in the Turkish course?? because insufficient hours allocated to the visual arts course limit their imagination.. please be sensitive.. the limitation of our course hours means the limitation of children's imagination.. this country needs creative and imaginative minds.. that is why we should do something about the course hours and visual arts teachers.." (23 January 2012, 08.13 p.m. / Message 84)

According to the comparative content analysis, "Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers" is one of the most stated problems of Visual Arts teachers. Within the framework of the new 4+4+4 system, the Ministry of National Education clearly stated that field teachers shall not teach the Visual Arts course in the fourth grade in Article 64 of the Regulation on the Amendment to the Regulation on Primary Schools published in the Official Gazette no. 28360 of 21 July 2012 (Official Gazette, 2012).

**ARTICLE 64:** Courses shall be taught by class teachers in primary schools and field teachers in lower secondary schools and *imam hatip* lower secondary schools.

Teachers shall be responsible for planning and teaching the courses of the classes or groups that they are assigned to in accordance with the principles set out in the relevant curriculum; performing related practices and experiments; efficiently participating in educational, instructional or administrative activities at school; and fulfilling the duties identified in pertaining laws, regulations and orders.

At primary schools, class teachers shall continue to teach the class that they have taught in one school year in the following school year. However, they shall be allowed to teach another class as well in the event that their demand is approved by the school administration. Teachers who perform well in any class shall be allowed to teach the same class in the event that their demand is approved by the school administration.

It is essential that foreign language, and religion and ethics courses are taught by field teachers at primary schools. However, these courses shall be taught by class teachers who have a bachelor's degree or an in-service training certificate in the relevant field by way of course exchange in the event that the need for the courses cannot be met by field teachers. When this is not possible either, class teachers shall be allowed to teach these courses.

Class teachers shall fulfil educational and instructional duties assigned by the school administration during the courses taught by field teachers.

Teachers shall fulfil duties and procedures pertaining to the activities assigned to them at the e-School system in due time."

As it is stated in Article 64, it is essential that the Foreign Language Course and the Religion and Ethics Course are taught by field teachers at primary schools. Therefore, it is clearly stated that these two courses shall be taught by field teachers in the fourth grade in primary education. However, there exists no article which states that the Visual Arts course shall be taught by field teachers such as it is the case for music or physical education courses. In the answer to the 60<sup>th</sup> question in the *MEB Question and Answer Guideline on 12-Year Compulsory Education*, the following statement was set out: "Class teachers shall teach courses during the first stage (first four years) and field teachers shall teach courses during the second and third stages within the scope of permanent teaching posts. On the other hand, all courses shall be taught by field teachers at lower secondary schools" (MEB, 2012: 27). In this respect, the Visual Arts Course will be taught by primary school teachers.

While it is necessary that field teachers teach field courses at primary schools, the fact that Visual Arts teachers who possess the required competencies and who can teach the Visual Arts course are not appointed and limited number of Visual Arts teachers have been appointed in the previous years demonstrates the existence of such a problem. It is obvious that the Visual Arts course and teachers are not given due importance since it is one of the fields in which least number of teachers are appointed. It is known that many problems are faced when teachers are assigned to out-of-field teaching. It is observed that class teachers who do not have sufficient knowledge, skills and experience in Visual Arts education have problems in finding appropriate topics, materials, techniques and methods, and they teach the course without a certain principle and purpose and in an indecisive and negative mood (Öztürk, 1995).

It should be acknowledged that art plays an importance role in cognitive, affective and artistic development of an individual, and thus it should be ensured that field teachers teach Visual Arts courses in the first years of primary education which corresponds to the development period of children. When the Visual Arts course and teachers are not given due importance, the personality development of children who are members of the society they live in and adults of the future will be hindered.

A Visual Arts teacher has clearly expressed the “Role Conflict” in the following statement:

“... If you work at my school you can teach any course you like, indeed you can suddenly realize that they make you teach lots and lots of courses even if you don’t want. so you don’t have any problems about course loads :)” (20 April 2001, 01.20 p.m. / Message 25).

Disbelief in art and art education is the main reason behind these problems. As Gençaydın (1990: 48) stated:

“It is unquestionable that experts and administrators should not have the right to give an important place to art in teaching plans unless they consider art courses as the most efficient instruments for acquiring knowledge and experience and they believe that productive thinking cannot be activated in any field without a visual competence.”

As Gençaydın being an artist and art educator emphasized, firstly administrators and experts should believe in the benefits of art and art education. That is the only way to give due importance to the Visual Arts course and teachers.

Two Visual Arts teachers who have underlined this problem have written the following statements about the problems of “Neglect of Visual Arts teachers by the government” and “Wrong policies and unfair practices in the appointment and assignment of Visual Arts teachers”:

“The 4+4+4 system was supposedly going to bridge the gap in field courses. How could it be possible that there is no need for visual arts teachers in the capital city? I can’t understand. Our courses are still neglected...” (23 August 2012, 01.32 p.m. / Message 80).

“My friends, we don’t have any option other than the technology design course! When I heard the number 40,000 I also hoped that the number for us would be higher but you

saw what happened in February! Even though there was nobody to appoint and they saw that the posts allocated to religion and ethics and technology design courses remained vacant, they continued to allocate more posts to these fields and then the minister said that they appointed 17,000 teachers. We can't be sure that the same thing will not happen this time..." (14 June 2012, 02:20 a.m. / Message 79).

Some Visual Arts teachers have expressed their problems about "The belief among Visual Arts teachers who could not be appointed that an injustice was done to them, their efforts to claim their rights, and their weariness" as follows:

"The contracted teachers who were appointed with a grade of 69 will be transferred to the permanent posts at their schools. Even those who were appointed in the second appointment in 2009 can't be transferred to permanent posts, and we still wait for our turn. If things go like this, our turn will not come forever, let alone this February.

The Minister of National Education said "we will transfer the contracted teachers to the permanent posts because they were appointed with a grade of 80 and now how can I appoint someone with a grade of 75?" He said "This would be unfair". And now I am waiting with a grade of 72 and a contracted teacher with a grade of 69 was appointed to a permanent post. Is not this unfair?" (30 November 2009, 09:35 p.m. / Message 203).

"... this appointment problem worries us every day... I think of the posts continuously. It is unfair... I am tired of it, each district has only one art teacher, but they do not appoint us. Is the situation that bad?" (1 December 2009, 12:48 a.m. / Message 228).

"friends, I graduated from an art education department, I could not be appointed, where can I work apart from the public institutions? I am about to get crazy please heeeeeeeeeelp!" (11 December 2008, 07:03 p.m. / Message 142).

"I don't want to support anymore... I am tired of those who continuously wrote that our course is unnecessary." (7 October 2009, 05:02 p.m. / Message 174).

All of these problems which are reflected as messages to the forums are persistent problems which continue to be faced in the Turkish education system and which should be resolved. Some suggestions are made in the Conclusions and Recommendations part to solve the abovementioned professional problems of Visual Arts teachers who are appointed and not appointed.

## **CONCLUSIONS AND RECOMMENDATIONS**

The data obtained during the research reveals that Visual Arts teachers face such a big problem as the appointment problem before they start to work in the profession. In the society in which education only means "examination", the attitude towards the Visual Arts course and teachers has changed year by year in a negative way, and the Visual Arts course and teachers has begun to be considered unnecessary. These problems may adversely affect the motivation of Visual Arts teachers, and thus their professional efforts. Therefore, they inevitably lose faith in their profession.

Assignment of other field teachers, who are in no way connected to Visual Arts, to the Visual Arts course leads to the loss of faith in and respect for the Visual Arts course and teachers. Therefore, regulations should be put into effect to prevent assignment of teachers to out-of-field teaching.

“1” hour is allocated to the Visual Arts course which is taught as a compulsory course in primary and lower secondary education in the 4+4+4 system. A course of “1” hour is not sufficient for any of the objectives required to be reached by students. In addition, the insufficient number of hours leads to the belief that Visual Arts teachers are unnecessary, and indeed it is used as a justification for low post quotas in teacher appointments. In this respect, more hours should be allocated to the Visual Arts course. The Visual Arts course should not be left to its fate as an elective course and excluded from compulsory courses with the statement of “it is optional to take this course for 2/4 hours”.

A Visual Arts curriculum should be prepared for each stage of the 4+4+4 education system, and field teachers should teach this course at each stage. The curriculum should meet the requirements of the period. Therefore, the commission responsible for the development of the curriculum should be composed of specialists in the fields of curriculum development, measurement and evaluation, educational technologies, educational psychology, educational sociology, and art education.

Prospective teachers who are going to work at primary schools enrol in undergraduate programmes for class teaching without having a sufficient art education. The *Visual Arts Education Course*, which is taught within the scope of these programmes and limited to 14 weeks, is not sufficient to train teachers who are able to create adequate art education processes. Therefore, art education should be regarded as a field with peculiar principles and class teachers should not teach the Visual Arts course. The Visual Arts course should undoubtedly be taught by teachers who are competent in this field for the cultivation of sensitive and creative individuals who can communicate with themselves and their environment in the early period (pre-school/primary school education).

In recent years, Departments of Visual Arts Education have been established at universities, and the number of graduates has been continuously increasing. Hence, the number of prospective Visual Arts teachers who enter the Civil Servant Selection Examination has been increasing year by year. The Ministry of National Education (MEB), the Student Selection and Placement Centre (ÖSYM) and universities should be in communication with each other, and design their programmes in accordance with the need for teachers. Lack of an art education policy of the Government can be considered as the main reason for these problems. In this respect, the most important expectation and requirement is that the Government sets and adopts an art education policy which can resolve the problems concerning art education and Visual Arts teachers in Turkey.

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## Ataması Yapılan ve Yapılmayan Görsel Sanatlar Öğretmenlerinin Mesleki Sorunları: Karşılaştırmalı İçerik Çözümlemesi\*

### Özet

**Problem Durumu:** Görsel sanatlar öğretmenlerinin atanma sürecinde ya da mesleklerini yaparken ne tür sorunlar yaşadığı sorusu bu çalışmanın problemi oluşturmaktadır.

**Araştırmanın Amacı:** Çalışmanın amacı, 2007-2012 “Görsel Sanatlar” öğretmenlerinin atanma sürecinde ya da atandıktan sonra ne tür sorunlar yaşadığını ortaya koymak ve bu sonuçları, araştırmacının Eylül 2007 yılında (16. Ulusal Eğitim Bilimleri Kongresi-Tokat) aynı konu üzerinde (2000-2007 yılları için) yaptığı çalışmanın bulguları ve sonuçlarıyla karşılaştırmaktır.

**Yöntem:** Tarama modeline dayalı bu çalışmanın veri kaynağını “2000-2007 ve 2007-2012 yılları arasında Görsel Sanatlar” öğretmenlerinin, “<http://forum.memurlar.net>” adlı internet adresindeki çevrimiçi tartışma forumlarına gönderdikleri 249+249=498 ileti oluşturmaktadır. İletiler random (rastgele) yöntemine göre belirlenmiş ve bu alanda çalışan ya da çalışmayı bekleyen öğretmenlerin yaşadıkları sorunlar açısından içerik çözümleme yönteminin bir türü olan “kategorisel analiz” tekniğiyle değerlendirilmiştir. Çalışmada her bir iletinin içeriği okunarak mesleğe ilişkin ne tür sorunlardan söz edildiği “tema” olarak incelenmiştir. Daha sonra, bağlam birimi olarak seçilen “ileti”lerin içeriğine göre, ne tür mesleki sorun(lar)dan söz edildiğine ilişkin sıklık kayıtları tutularak “frekans analizi” yapılmıştır.

**Bulgular:** 2000-2007 yılları arası için belirlenen sorun sayısı 342, sorun türü ise 13’tür. 2007-2012 yılları arası için sorun sayısı 370, sorun türü ise 19 olarak bulgulanmıştır. İncelenen 498 iletinin 32’sinde hiçbir soruna rastlanmamıştır.

Görsel Sanatlar öğretmenlerinin 2000-2007 yılları arasında çevrimiçi tartışma forumlarına gönderdikleri iletilerin içerik çözümlemesine dayalı olarak belirlenen ve en sık yaşanan ilk üç sorun yüzdeleriyle birlikte sırasıyla; (1) Öğretmen Atama ve Görevlendirmelerdeki Yanlış Politikalar ve Haksız Uygulamalar (%55,6), (2) (Rol Çatışması) Diğer Alan Öğretmenleri Tarafından Görsel Sanatlar Dersi Açığının Doldurulması ve Görsel Sanatlar Öğretmenlerinin Alanı Dışındaki Derslere Girmeleri (%10,8), (3) Hükümet Tarafından Önemsizleme (%8,2) sorunudur.

2007-2012 yılları arasında görsel sanatlar öğretmenlerinin yaşadığı ilk üç sorun ise sırasıyla; (1) Atanamayan Görsel Sanatlar Öğretmenlerinin Haksızlığa Uğradığını

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\* Bu makale, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü’nün 4-6 Ekim 2012 tarihinde gerçekleştirdiği Kamusal Eğitim Sempozyum’unda sözlü bildiri olarak sunulmuştur.



Düşünmesi, Hak Arama Çabaları ve Yılgınlıkları (%21,8), (2) Öğretmen Atama ve Görevlendirmelerdeki Yanlış Politikalar ve Haksız Uygulamalar (%13,5), (3) Görsel Sanatlar Dersinin Değerinin Kavranamaması ve Gereksiz Görülmesi (%9,1) sorunudur.

2000-2007 ve 2007-2012 yılları arasındaki iletilerden ulaşılan veriler karşılaştırıldığında, ilk sıralarda yer alan sorunların hala ilk sıralarda devam ettiği bulgulanmıştır. Bazı sorun türlerinin yüzdelerinde düşük düzeyde azalmaların, bazılarının yüzdelerinde ise anlamlı yükselişlerin olduğu saptanmıştır. 2000-2007 yılları arasındaki verilerde 13 adet sorun türü belirlenmiş ve 2007-2012 yılları arasında sorun türünün çeşitlendiği ve iletilerde 6 yeni sorun türünün daha ortaya konulduğu görülmüştür. Ayrıca, görsel sanatlar öğretmenleri <http://forum.memurlar.net/> çevrimiçi tartışma forumunda, tartışma başlıklarını 2000-2007 yılları arasında daha genel bir çerçevede belirlemişken, 2007-2012 yılları arasında başlıklar birer sorun tümcesi haline dönüşmüş ve onu başlıklarının sayısında da artış olduğu saptanmıştır.

**Sonuç ve Öneriler:** Yapılan içerik çözümlemesinde, görsel sanatlar öğretmenlerinin atanma sürecinde ve mesleklerini uygularken alanlarına özgü pek çok sorunla karşı karşıya kaldıkları sonucuna varılmıştır. Bu sorunlar, öğretmenlerin güdülenmelerini olumsuz yönde etkileyerek mesleki çabalarının azalmasına neden olabilmektedir. Tespit edilen sorunlar doğrultusunda bu çalışma, öğretmen atama ve görevlendirmelerdeki politikaların ve uygulamaların düzenlenmesi, öğretmen yetiştirme programlarının ve sayısının gözden geçirilmesi, görsel sanatlar dersine ve öğretmenlerine gereken değerin verilmesi konusuna ilişkin MEB/ÖSYM, Üniversiteler ve Hükümet tarafından birbirleriyle iletişim içinde olarak yasal düzenlemelerin yapılması sırasında işe yarayabilecek bilgiler sağlayabilir. Yaşanan sorunların çözülebilmesi ve sorunların ötesinde okullarda iyi bir sanat eğitimi verilmesini sağlayabilmek için mevcut iktidarın kendisine ciddi bir sanat eğitim politikası oluşturması önerilmektedir.

**Anahtar Sözcükler:** Mesleki sorunlar, “Görsel Sanatlar” (Resim-iş) öğretmenleri, <http://forum.memurlar.net.>

