The relation between employment hope and emotional expression levels of music teacher candidates

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Abstract

The objective of this research is to present the relation between employment hope levels and emotional expressivity levels of music teacher candidates. A total of 226 music teacher candidates studying Music Education in Faculties of Fine Arts in Marmara University, Trakya University, Karadeniz Technical University and Necmettin Erbakan University in 2015-2016 academic year constituted the study group of the research. Employment Hope Scale, Berkeley Expressivity Scale and Personal Information Form were used as data collection tool. Data acquired through these scales were analyzed through Pearson's Product Moment Correlation Coefficient. In this study, a significantly relation was found between employment hope levels and emotional expressivity levels of music teacher candidates.

Keywords: hope; employment hope; emotion; emotional expressivity; music; music education

Introduction

Hope is seen as one of the factors which may affect the fulfilling of career development tasks of an individual and career related behavior and experiences. In recent years, it is emphasized that hope, especially the needs for career accordance in career environments with dynamic and uncertain conditions, psychological strength, hope and optimistic attitudes are demanded a lot (Kepir-Savoly, 2016). Hope is the expectation for the realization of a dream imagined for something considered to happen or the realization of a certain success aimed in life. Hope is the basic impulse giving meaning to the things an individual does and making his/her actions and strive constant (Navaro, 2014).

Ability to plan the ways to be followed to reach the targets aimed despite the obstacles and the motivation or attempt for using these ways are the two main constituents of hope. The combination of these two constituents is hope (Carr, 2016). The first component of hope is setting a target. Reachability of these targets, their openness to changes and their realization containing some degree of uncertainty are important factors. Hopeful targets can be grouped under four types; a. Those aiming the desired result, b. Those preventing negative results, c. Those aiming to maintain the present condition, d. Those aiming to make the present condition better (Korkut-Owen, 2016).

Employment hope has a two-dimensional structure: Psychological empowerment and goal-oriented pathway. Psychological empowerment represents the confidence of an individual in his/her abilities within the context of self-respect and self-sufficiency. Goal-oriented pathway means the opportunities available to reach the goal. Employment hope concept occurs when the self-sufficiency confidence and the ways which would help the individuals to reach their goals combine (Akın et al, 2013). Psychological empowerment dimension includes the decision of an individual for being capable of reaching his/her goals and making plans for this. Goal-oriented pathway dimension includes the confidence of the individual that s/he can find the desire and ways to reach these goals when s/he determines new goals based on past experiences (Kepir-Savoly, 2016).

Hope and optimism among the main constituents of positive psychology are significant determiners of satisfaction from life (Soyer and Satan, 2015). In the meta-analysis of more than hundred studies on the subject, psychological and physical wellness of unemployed individuals was detected lower than employed individuals (McKee-Ryan et al, 2005). There is also a connection between employment and happiness; while employed individuals are happier than unemployed, professionals and individuals working in qualified jobs are happier than unqualified ones (Argyle, 2001). Since career development lasts for the lifetime, hopefulness/hopelessness condition of an individual plays an important role in career decision stages (Kepir-Savoly, 2016).

Other interrelated constituents of hope are target-oriented motivation and target reaching ways (Korkut-Owen, 2016). Hope is defined as being determinative (activeness) and considering that there may be many ways to reach the targets. Activeness is the act of an individual to start and continue moving on a certain path towards a target. Thoughts on activeness motivate individuals while thoughts on ways constitute the adequacy of the individual in determining the ways to reach the target (Synder, 2002; as cited in Hefferon & Boniwell, 2014, p.108). According to Synder's (2000) theory of hope, hope containing target-oriented behavior in any condition with a valuable target is determined with the interactions of the following factors:

• Valuation degree for the target or result
• Thoughts on possible ways to reach the target and how effective these would be in reaching the result or target
• Thoughts on how effective these would be in individual mediation and following the ways leading to individual targets.

In the study by Tarhan and Bacanlı (2016) based on the ideas of university students, it was detected that hope includes positive expectations for the future, adds value to life, it is important to determine aims which have a possibility of realization, hoping is not a passive way of expecting, effort should certainly be made to reach aims and especially that the individual should keep on this effort by thrusting him/herself especially in case of difficulty. High hope level is related to better adaptation in interpersonal relations, health and psychological adaptation (Rand & Cheavens, 2009). Individuals with high personal characteristics are successful in building social support networks and continuing them and report a high degree of cognitive social support (Carr, 2016).

Emotions reflect the reactions showing how the individual perceives target oriented activities. Positive emotions are the product of the perception for a succeeded target while negative emotions are for an unaccomplished target. Individuals successfully following their targets under non-prevented or prevented conditions experience positive emotions and those prevented by the conditions experience negative emotions (Snyder, 2009). Positive and negative emotions are the by-product of target-oriented hopeful or hopeless thought (Carr, 2016). Goleman (2012) defines feeling as a sense and certain thoughts, psychological and biological conditions and a series of

77 behaviour tendency for this sense. Being able to experience, bear, symbolize and express a feeling
78 are the characteristics of a healthy individual (Greenberg, 2015). Individuals who have emotional
79 talent-who know and are able to manage their own feelings, to understand and effectively cope with
80 the feelings of others have advantage in every field of life. Individuals who have well-developed
81 emotional abilities can acquire mental habits to nourish their own productivity by leading their lives
82 more fully and efficiently and individuals who cannot control their emotional lives have inner
83 battles which would undermine their talents which provide them to focus on work and think clearly
84 (Goleman, 2012).

86 Emotions, thoughts and behaviours of humans are interconnected (Dökmen, 2015). Emotional
87 expression is the statement of the emotional experiences of an individual in a clear and observable
88 way through verbal and non-verbal methods (Kring, Smith Neale, 1994). Gross and John (2003)
89 defined emotional expression as the behavioural changes accompanying the feeling (hand
90 movement, facial expressions and voice). Emotion is reflected to the body first and the emotion
91 dominates the body before the individual knows it is there. Reflection of emotions on the body is
92 quicker than their reflection on thought. Emotions show their presence in the body before going
93 up to conscience. Even the smallest emotional fluctuations are reflected on the facial expression
94 (Baltaş, 2013).

96 The mind has a tendency for opening or widening when the individual experiences one of the basic
97 positive emotions and the individual can think in an unusual way. The experience of positive
98 emotions gathered through the effect of broadening has the ability to build individual sources
99 which may be examined when needed. These include intellectual sources (problem solving, being
100 open to learning), physical sources (cardiovascular health, coordination), social sources (ability to
101 continue relations and build new ones) and psychological sources (psychological strength,
102 optimism, identity, target orientation) Hefferon & Boniwell, 2014).

104 **Purpose**

106 Music and emotions have common characteristics as the universal language of expressions. Music
107 provides emotional awareness and ability to express their emotions for the individuals. Musical
108 education is one of the most important tools for improving these emotional abilities. Individuals
109 trained as the music educators of the future in fine arts education department music education
110 branches can have different occupational targets in education phases and beliefs and motivation
111 levels for these targets. The education these music educators of the future take contribute to their
112 musical knowledge and skills. But their own emotional improvement and skills in addition to their
113 ability to express and convey their feelings play an important role for their musical knowledge and
114 skills. Emotions are also regarded as the product of perceptions for the targets and thoughts on
115 hope in this direction. So this research was made in order to determine the relation between
116 employment hope levels and emotional expression levels of music teacher candidates.

118 Sub-aims of the research are mentioned below:
119 1. Is there a significant correlation between employment hope "psychological empowerment" sub-
120 dimension score and emotional expression total score for music teacher candidates?
121 2. Is there a significant correlation between employment hope "goal-oriented pathway" sub-
122 dimension score and emotional expression total score for music teacher candidates?
123 3. Is there a significant correlation between emotional expression "positive expression" sub-
124 dimension score and employment hope total score for music teacher candidates?
125 4. Is there a significant correlation between emotional expression "negative expression" sub-
126 dimension score and employment hope total score for music teacher candidates?

127 5. Is there a significant correlation between expressivity "impulse intensity" sub-dimension score
128 and employment hope total score for music teacher candidates?
129 6. Is there a significant correlation between employment hope total score and expressivity total
130 score for music teacher candidates?
131
132 **Method and Material**
133
134 Correlational model was used in this research in order to determine the relation between
135 employment hope levels and expressivity levels of music teacher candidates. Correlational model is
136 the research model aiming to determine the presence of change and/or degree among two or more
137 variables (Karasar, 2005). Correlations are strong tools which show us the direction of a relation
138 (Salkind, 2015).
139
140 Sample
141
142 A total of 236 music teacher candidates educated in Marmara, Trakya, Karadeniz Technical and
143 Necmettin Erbakan Universities Faculties of Education Fine Arts Education Department Music
144 Education Branches in 2015-2016 education year constituted the study group of the research.
145 These students were reached through a suitable sampling type. 65.9% of the study group were
146 female and 34.1% were male students and 48.2% were between the ages of 18-20, 38.9% between
147 21-23 and 12.9% were 24 years old or older. 20.4% of the study group were 1st grade, 31.4% were
148 2nd grade, 30.1% 3rd grade and 18.1% were 4th grade students. Individual instrument distribution
149 was as follows in the study group: 32.3% violin, 18.1% flute, 11.1% guitar, 8.4% baglama, 7.5%
150 violoncello, 6.2% oud, 5.3% viola, 4.9% vocal training, 2.7% qanun, 2.2% clarinet, 1.3% double
151 bass.
152
153 Data Collection Tools
154
155 Personal Data Form, "Employment Hope Scale" and "Berkeley Expressivity Scale" was used for
156 collecting research data. "Employment Hope Scale" was developed by Hong, Polanin and Pigott
157 (2012) and was adapted to Turkish by Akın, Hamedoğlu, Kaya and Sarıçam (2013). The scale has
158 14 items and two sub-scales: Psychological empowerment (4 items) and goal-oriented pathway (10
159 items). Cronbach alpha inner consistency coefficients were found as .93 for the whole scale, .85 for
160 psychological empowerment sub-dimension and .90 for goal-oriented pathway sub-dimension.
161 "Berkeley Expressivity Scale" was developed by Gross and John (1995) and was adapted to Turkish
162 by Akın (2011). The scale has 16 items and three sub-dimensions: Positive expression (4 items) and
163 negative expression (6 items) and impulse intensity (6 items). Cronbach alpha inner consistency
164 coefficients were found as .88 for the whole scale, .74 for positive expression sub-dimension, .82
165 for negative expression sub-dimension and .87 for impulse intensity sub-dimension.
166
167 Data Analysis
168 SPSS 20 package program was used for data evaluation. Kolmogorov-Smirnov test was used to
169 examine normality assumption. After Kolmogorov-Smirnov Test, employment hope was calculated
170 as p = .20 and expressivity as p = 10 (p > 0.05). Kolmogorov-Smirnov normality test analysis
171 results prove that dependent variables have a normal distribution and p value over 0.05 means the
172 provision of normality (Can, 2016). So the relation between employment hope and expressivity
173 levels of music teacher candidates was found with Pearson Product-Moment Correlation
174 Coefficient analyses.
175
176
177

178 **Results**
179
180 Results of Pearson Correlation coefficient test made to determine the relation between the scores
181 music teacher candidates took in Employment Hope Scale sub-dimensions and the total
182 Expressivity Scale score is given in Table 1.
183
184 Table 1. Pearson Correlation Values between Employment Hope Scale Sub Dimension Scores and
185 Expressivity Levels of Music Teacher Candidates (n=226)

			EMOTIONAL EXPRESSION TOTAL
Employment Hope		Psychological empowerment	r=.286**
		Goal-oriented way	r=-.022

186 **p<0.01
187
188 Pearson Product-Moment Correlation operation made to present whether there is a relation
189 between employment hope sub-dimension scores and expressivity total scores of music teacher
190 candidates shows the presence of a positive and significant level of relation between employment
191 hope psychological strengthening sub-dimension and expressivity total score (r=*.286, p <0.01). A
192 significant relation was not found among employment hope goal-oriented pathway sub-dimension
193 and expressivity total score (r=0.22, p>.05). According to this result acquired, we can say that there
194 is a significant relation between expressivity and psychological strengthening scores expressing the
195 confidence of music teacher candidates within the context of self-esteem and self-efficacy on their
196 abilities. But the presence of a relation cannot be mentioned between goal-oriented pathway scores
197 expressing music teacher candidates' thrust on being able to finds ways to reach the goals and their
198 willingness to reach the goals.
199
200 Results of Pearson Correlation coefficient test made to determine the relation between the scores
201 music teacher candidates took in Expressivity Scale sub-dimensions and the total Employment
202 Hope Scale score is given in Table 2.
203
204 Table 2. Pearson Correlation Values between Expressivity Scale Sub-Dimension Scores and
205 Employment Hope Levels of Music Teacher Candidates (n=226)

			EMPLOYMENT HOPE TOTAL
Emotional Expression		Positive Expression	r=.424**
		Negative Expression	r=.154*
		Impulse Intensity	r=.253**

206 **p<0.01
207 *p<0.05
208
209 Pearson Product-Moment Correlation operation made to present whether there is a relation
210 between expressivity sub-dimension scores and employment hope total scores of music teacher
211 candidates shows the presence of a positive and significant level of relation between positive
212 expressivity sub-dimension of expressivity and employment hope total score (r=0.424, p <0.01).
213 There is a positive and significant level of relation between the negative expressivity sub-dimension
214 of expressivity and employment hope total score (r=0.154, p<0.05). There is a positive and
215 significant level of relation between the impulse intensity sub-dimension and employment hope

216 total score (r=0.253, p<0.01). According to this result acquired, a positive and significant relation
217 can be mentioned in all sub-dimensions of expressivity and employment hope levels for music
218 teacher candidates.
219
220 Results of Pearson Correlation coefficient test done to determine the relation between employment
221 hope levels and expressivity levels of music teacher candidates is given in Table 3.
222
223 Table 3. Correlation Coefficient of Employment Hope Total Scores and Expressivity Total Scores
224 of Music Teacher Candidates (n=226)

	EMOTIONAL EXPRESSION TOTAL SCORE
EMPLOYMENT HOPE TOTAL SCORE	$r=.355^{**}$

225 $**p<0.01$
226
227 A positive and significant relation was found between employment hope total scores and
228 expressivity total scores of music teacher candidates (r=0,355, *p*<0.01). According to this result
229 acquired, it can be stated that expressivity levels increase with employment hope level of music
230 teacher candidates and employment hope is related to the expressivity of the individual.
231

Discussion
232
233
234 In their study, Sarı and Tunç (2016) examined the relation between psychological wellbeing and
235 hope levels of university students and detected that hope levels also increased when the
236 psychological wellbeing level of the individuals increased. Uzun Özer and Tezer (2008) examined
237 the relation between hope level and positive-negative emotions and detected the effect of hope on
238 positive feelings. In their study examining how psychological strength and hopelessness levels of
239 teacher candidates effected their life satisfaction, Çelik, Sanberk and Deveci (2017) detected a
240 positive significant relation between life satisfaction and psychological strength and a negative
241 significant relation between life satisfaction and despair. Cote et al. (2006; ref. Kümbül Güler, 2012)
242 reached the conclusion that the minds of the individuals who have a positive mood were more clear
243 during job search in cognitive terms and this positively affected their job searching behaviour in the
244 study they made on university students and they stated that positive emotions are more effective
245 than negative emotions in job search. But it was also stated that negative emotions such as fear,
246 anger and sadness which constitute an important mood determiner sometimes increase the
247 motivation of the individual during job search. So it is stated that negative emotions have a double-
248 sided role as they both decrease job searching success of the individual by negatively affecting the
249 motivation of the individual and making job finding easier for the individuals by keeping the
250 occupational expectation of job searchers at a low level (Crossley and Stanton, 2005, ref. Kümbül
251 Güler, 2012). Işık, Deniz and Ulubey (2015) examined the potential relations between emotional
252 intelligence and career decision competence expectation in their study and concluded that
253 emotional intelligence is an important determiner for career decision competence expectation. A
254 positive significant relation was found between all sub-dimensions of Career Decision Competence
255 Expectation scale (Correct Self-Evaluation, Gathering Information on Occupations, Target
256 Determining, Planning, Problem Solving) and all sub-dimension of Emotional Intelligence
257 Characteristic scale (Subjective wellbeing, Self-control, Sensibility, Sociability) in the study. It can be
258 stated that all these studies support the findings of the present research.
259
260

261 **Conclusion and Recommendations**
262
263 The relation between employment hope levels and expressivity levels of music teacher candidates
264 was examined in this research. A positive and significant level of relation was found between
265 psychological empowerment sub-dimension of employment hope and expressivity total score
266 according to the research but no significant relation was found between goal-oriented pathway sub-
267 dimension of employment hope and expressivity total score. A positive and significant relation was
268 found between all sub-dimensions of expressivity and hope employment levels. A positive and
269 significant relation was found between employment hope total scores and expressivity total scores
270 of music teacher candidates. According to this, it can be stated that expressivity levels increase with
271 employment hope level of music teacher candidates and employment hope is related to the
272 expressivity of the individual.
273
274 In the study by Küpana (2017), it was stated that there was a significant difference in employment
275 hope scores for psychological empowerment according to variables such as age, department, class
276 and educational environment encouraging to study and employment hope scores for goal-oriented
277 pathway had a significant difference according to variables such as department, individual
278 instrument and educational environment encouraging to study. So covering the relation between
279 employment hope levels and expressivity levels of music teacher candidates through different
280 variables seems advantageous for this reason. It is recommended to examine this study considering
281 different variables such as gender, class, age, academic success, individual instrument, musical
282 performance, motivation and anxiety. It is recommended to investigate the subject with a wider
283 sampling, to cover similar subjects so that other university students being educated in music and
284 fine arts fields are also covered and to consider school type variable in this direction.
285
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