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Investigation of Relative Opinions of Teacher Candidates in Pedagogical Formation Education

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Abstract: Public institutions staff recruitment exam center in Turkey for the first time in 1999 Typewriting State Examination (DMS) has been tested with an exam. The name of this exam was later changed to the Public Personnel Selection Examination (KPSS). This examination was used as a criterion in the teacher appointments of the Ministry of National Education as in other public institutions. In 2013, it was decided that KPSS exam should not be sufficient in the purchase of teachers and it was decided that the students should take the exam in some branches of Teaching Area Knowledge (ÖABS) tests. This study was carried out in order to determine the opinions of physical education teacher candidates who received pedagogical formation training about menı KPSS eđitim exam. The open-ended questions developed by the researcher as a data collection tool were presented to the candidates of physical education teachers who received pedagogical formation training. Using the interview method which is one of the qualitative research methods, the data obtained from physical education teacher candidates who received 50 pedagogical formation education from different universities were analyzed by content analysis method. As a result of the study, it was concluded that the majority of physical education teacher candidates who received pedagogical formation education did not have enough created by “KPSS” exam for teacher assignment and selection; It has been reached.

Keywords: Pedagogical Formation, Teacher Candidate, Kpss Exam

Introduction

Teacher assignments are different in every country. In Turkey, teachers are selected by Public Personnel Selection Exam which is organised by an institution called Student Selection and Placement Center. There is also a similar system in sme countries such as Germany, Austria, France, Spain, Luxemborg and in some states of United States. These exams are usually paper based but sometimes they may be orally in some countries such as Belgium, Greece, Netherlands and Portugal. (Semerci and Özer, 2006). When we look at the statistics, there are researches about this exam, anxities of candidates, views of teacher candidates in recent years. (Karataş and Güleş, 2013; Toker Gökçe, 2012; Tösten et all., 2012; Döş and Sađır, 2012; Çimen and Yılmaz, 2011; Karaca, 2011; Nartgun, 2011; Sezgin and Duran, 2011; Yılmaz and Altinkurt, 2011; Gündođdu et all., 2008; Baştürk, 2007; Eraslan, 2004). These researches are usually practised to those who are still in faculties or attending to the courses. Different datas from different groups are thought to help to find out different perspectives. Public Personnel Selection Exam is very important in the candidates’ lives. In this study, we aim the views of candidates about this exam. The present situation of this exam on these candidates is the main objective of this study. Qualified education can be obtained by only qualified teachers. Therefore, teachers should believe themselves first and should be full educated and should have positive behaviours towards their jobs.

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In this study, it was prepared to determine the opinions of prospective teachers who took pedagogical formation about "KPSS". For this purpose, answers to the following questions were sought.

Pre-service teachers receiving pedagogical formation;

1. What are their general thoughts about Public Personnel Selection Exam?
2. Do they think that this exam will make a role in their jobs for the future?
3. What are their expectations from this exam ?

Method

In the research, case study, which is one of the qualitative methods, was used. Qualitative methods are more flexible and offers different approaches than quantitative methods. (Gay et al., 2006). Case study searches the case in its own life and situation frame and when there are more than one evidence. (Yin, 1984; Yıldırım & Şimşek, 2006).

Research Group

The open-ended question form, which was prepared to determine the opinions of the teacher candidates who took pedagogical formation about "KPSS", was applied to 50 teacher candidates who graduated from different universities. The data about the research group are given in Table 1.

Table 1. Personal characteristics of the research group (N = 50)

Variables	Groups	n	%
Gender	Male	30	60
	Woman	20	40

When we look at the gender of the pre-service teachers participating in the research in Table 1, it is seen that 30 (60%) pre-service teachers are male and 20 (40%) pre-service teachers are female.

Preparation and Application of the Open-Ended Questionnaire

To prepare the interview forms, 100 teacher candidates we asked to write a composition about their thoughts for Public Personnel Selection Exam. After checking out these compositions, the interview forms were drafted. One of the logical ways to test the measuring instrument is to refer to the expert opinion.(Büyüköztürk, 2006) After the experts checked and made the necessary regulations on the interview forms, 1 questions to determine the personality features and 3 open-ended questions were asked. These questions are below.

According to the Physical Education Teaching Graduates:

1. What are their general thoughts about Public Personnel Selection Exam?
2. Do they think that this exam will make a role in their jobs for the future?
3. What are their expectations from this exam ?

Analysis of Data

The datas obtained from the interview form were analyzed via content analysis method. Content analysis is used in qualitative researches when there are subthemes. (Yıldırım & Şimşek, 2006). The data were saved separately and coded as groups. These groups and codes were presented to experts and then given the final shape and get ready for analysis. Themes were shaped and measured their frequencies and percentages and made charts from them. Descriptive analysis was used while making data analysis. Finally, reports were made and the findings were presented.

Findings and Interpretation

In this section, the findings obtained as a result of the interviews with the teacher candidates in order to determine the opinions of the teacher candidates who received pedagogical formation training on "KPSS" are included.

Table 2. Distribution of the opinions of the research group about the kpss exam

Themes	n	%
Unnecessary Exam	16	31.4
Not very qualitative Exam	8	15.7
Not a very Systematic Exam	7	13.8
Necessary Exam	6	11.8
Study-based Exam	4	7.8
Difficult Exam	4	7.8
Annoying Exam for Teacher Candidates	2	3.9
Frightening Exam	2	3.9
Should be More Field-based	2	3.9
Total	51	100

In Table 2, We see that distribution of views about Public Personnel Selection Exam. There are 9 themes. We see that participants have views about more than one theme. When we look at the percentages, we see that %31.4 think that it is an unnecessary exam. %15.7 think that it is not a qualitative exam. %13.8 think that it is not a systematic exam. %11.8 think that it is a necessary exam. %7.8 think that they should study a lot to pass it. %7.8 think that it is a difficult exam. %7.8 think that it is an annoying exam. %3.9 think that it is a frightening exam. %3.9 think that it should be a more Field-based exam.

Table 3. Distribution of the opinions of the research group on how this exam will play a role in their profession in the future

Themes	N	%
No, it will not make any contribution.	34	63
Yes, it will make a big contribution.	13	24
It will make a contribution to a certain degree.	7	13
Total	54	100

In Table 3, the percentages of the opinions of the research group on the contribution of Public Personnel Selection Exam on teaching profession are shown. Three opinions of the research group on the contribution of Public Personnel Selection Exam on teaching profession have been obtained. These themes are: 'No, it will not make any contribution.' (%63), 'Yes, it will make a big contribution.' (%24), 'It will make a contribution to a certain degree.' (%13).

Table 4. The percentages of the opinions of the research group on what they expect from Public Personnel Selection Exam

Temalar	N	%
I want to be appointed as a teacher.	25	45.5
I don't have any expectation.	13	23.7
The exam must be fair and reliable.	5	9.1
There should be no exam.	4	7.2
The exam system should be changed.	3	5.5
It should be knowledge-based exam.	2	3.6
The exam is efficient enough to test our knowledge.	2	3.6
The questions should be easier.	1	1.8
Toplam	55	100

In Table 4, the percentages of the opinions of the research group on what they expect from Public Personnel Selection Exam are shown. Eight opinions of the research group on what they expect from Public Personnel Selection Exam have been obtained. The research group has stated more than one opinion. These themes are: 'I want to be appointed as a teacher.' (%45.5), 'I don't have any expectation.' (%23.7), 'The exam must be fair and reliable.' (%9.1), 'There should be no exam.' (%7.2), 'The exam system should be changed.' (%5.5), 'It

should be knowledge-based exam.’ (%3.6), ‘The exam is efficient enough to test our knowledge.’ (%3.6), ‘The questions should be easier.’ (%1.8).

Results and Discussion

When we have a look at the opinions of the research group on Public Personnel Selection Exam, we can easily see that the majority of them think this exam is not efficient enough to test our knowledge, and its system should be changed. Furthermore the research group believe that Public Personnel Selection Exam is required, hard, and creates anxiety and fear among teacher candidates. Considering this fact, the efficiency of holding such an examination to assign candidates as teachers is a matter of debate, and it can be said that this exam is a must to assign candidates as teachers for the first time. We can also say that it creates fear and anxiety among teacher candidates. In a study conducted by Tösten et al., (2012) in order to learn the opinions of teachers on Public Personnel Selection Exam it was conducted that teachers think this exam is not capable of choosing the right candidates in keeping with the principles of Ministry of National Education. On the other hand, in a study conducted by (Şimşek and Akgün, 2014) on the views of Social Studies teacher candidates about the field information part (ÖABS) in Public Personnel Selection Exam they concluded that Public Personnel Selection Exam alone is not enough to assign candidates as teachers for the first time. The study conducted by Semerci and Özer (2006) found out that teacher candidates doesn't think Public Personnel Selection Exam is fair and required. Therefore, both of these studies have a lot in common with our findings.

When asked about the contribution of Public Personnel Selection Exam to teaching profession, majority of the research group stated that it will not make any contribution at all. However, a few teacher candidates stated Public Personnel Selection Exam will make a big or partial contribution to teaching profession. As a matter of course, we can say that Public Personnel Selection Exam will not make any contribution to teaching profession. When asked about what they expect from Public Personnel Selection Exam, majority of the research group stated that they want to be appointed as teachers. Furthermore, some of them stated that the exam must be fair and reliable, there should be no exam, the exam system should be changed, and it should be knowledge-based exam. From these points of views, we can say that teacher candidates just want to be appointed as teachers. In a study by Ensari and Deniz (1992) to find out Faculty of Education students' job-related expectations, majority of the students told that they believed they could find a job in their fields after they graduate. Considering these, anxiety and stress teacher candidates feel while preparing for Public Personnel Selection Exam have a negative effect on their attitude towards teaching profession. The results of these researches support our findings.

Conclusion

As a result of the study, it was concluded that the majority of physical education teacher candidates who received pedagogical formation education did not have enough created by “KPSS” exam for teacher assignment and selection; It has been reached.
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Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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