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# Teacher Candidates' Opinions on the Threshold Score and Formation Training in the Department of Fine Arts Education

## ABSTRACT

In this research, the aim was to examine the opinions of teacher candidates in the Painting-Teaching Program of Education Faculties, Fine Arts Education Department, on the "Basic Competence Test" exam score requirement to enter the Painting-Teaching Program and formation training. This research was designed within the scope of qualitative research, and data was collected through face-to-face individual semi-structured interviews. In the data collection phase of the research, teacher candidates at different class levels studying in the Painting-Teaching program of the Fine Arts Education Department at a state university were selected as the study group through a non-random non-probability sampling method, convenience sampling. The data obtained from the interviews were analyzed using content analysis, and the findings are presented in tables. Participants' opinions were supported by direct quotations in the tables. The most striking finding of this study is that teacher candidates believe that the 800 thousand threshold should be applied. However, teacher candidates are opposed to formation training. Therefore, it is recommended that the requirement to enter the 800 thousand threshold should also be applied to candidates receiving formation training.

**Keywords:** Basic competence test threshold score, pedagogical formation education, fine arts education, teacher candidate.

## Introduction

When the concept of education is considered a word, it is seen that it has more than one definition. Education starts with birth and continues throughout life. The aim of education is to create behavioral changes in the desired direction. "Education is the learning work that enables a person to develop their abilities in line with their needs and the aims of society and all the methods and practices related to how to do this work. Education is a compulsory element of society and individual life. The need for education and learning is the most fundamental characteristic of human nature. For nations, education is an indispensable task for them to sustain their existence and ensure their development" (Kayıran, 1998, p. 781). In a way, education is to educate our personalities, our souls, our ears, our eyes, and many other aspects. This education continues throughout life. As Robertson (1923) stated, "Teaching ends in the classroom, but education only ends with life" (Milliyet, 2024). In this regard, education simultaneously educates intelligence and emotions rather than educating individuals. Emotion education can only be realized through art because education is an inevitable end. Art has existed since the existence of humanity and has been effective in every aspect of human life. While expressing their emotions, daily lives, or future goals,

people constantly interact with art, consciously or unconsciously (Balkaş, 2020). Güneşan and Ayrancıoğlu (2018, as cited in Demirel & Sözer, 2023, p. 29). For stated, "The development of a country in social, social, cultural, economic and technological fields can be achieved through an educational approach aimed at raising qualified people who can recognize themselves, shape their goals and objectives in line with their special talents, adequately comprehend the functions of art and adapt them to all areas of their lives" this reason, providing education related to art is very necessary in terms of revealing the individual's development in many areas, especially self-recognition and expression.

Art education is a reliable field in which creativity is at the forefront and can be developed in accordance with individual personal development. Its main aim is to make the individual a person who sees, seeks, and is not afraid of experimentation. Art education should be provided for every individual at every educational level and should not be interrupted. With art education, individuals are aimed at being creative individuals who can express themselves in artistic ways, have developed visual perception, recognize the culture in which they live, take responsibility for transferring it to future generations, and respect the world cultural heritage (Buyurgan & Buyurgan, 2020).

Art-related courses are offered at all educational levels, beginning with preschool. These courses are 'Art Activities' in preschools and 'Visual Arts' in primary, secondary, and high schools. In universities, courses related to art are included in elective or compulsory courses. In addition, some individuals choose the field of visual arts as a profession. Those who specialize in this field and perform their profession professionally include painters, artists, and teachers. Those who prefer this profession receive education in the faculties of fine arts and fine art education departments of universities and graduate as experts in their fields. Individuals who choose art as a profession are given different courses according to the field they specialize in. These departments take their students according to both the score they get from the university exam (Basic Proficiency Test score) and the result of the special aptitude exam.

Since the last four years, to be a student in Fine Arts Education Departments, the Basic Proficiency Test exam ranking must be within 800 thousand (Higher Education Council, 2020). In order to become a visual arts teacher, it is necessary to graduate from the Fine Arts Education Department of the Faculties of Education or to receive pedagogical formation training by graduating from units such as the Faculty of Fine Arts. In addition to the Basic Proficiency Test, the Painting Teacher Training Program conducts a special talent exam. Kavuran (2003) stated that different problems are encountered in student recruitment to Art Education programs. Today, the most important of these problems is the threshold of 800 thousand because of the Basic Proficiency Test exam that students take before the special aptitude exam.

While in 2019 and before, the Higher Education Institutions Examination stated that "the Basic Proficiency Test score must be 150 and above" at the application stage to the relevant teaching departments (Higher Education Council, 2019), this was changed in 2020 and after, and the condition of "having a minimum success ranking of 800,000 in the Basic Proficiency Test" was sought regardless of the score (Higher Education Council, 2020). In this regulation, which was made in order to increase the quality of education in departments that take students with special aptitude exams in our country, it is aimed that the general culture knowledge of the students should be at a sufficient level as well as their abilities. After this regulation, it has been observed that the number of students who prefer the Painting and Art Teaching Programme has gradually decreased. This regulation is thought to have a negative impact on the students studying at Fine Arts High School in addition to universities. Students studying at Fine Arts High Schools may not be able to enter the Painting and Design Teaching Programme because they do not have the desired

ranking as a result of the Basic Proficiency Test exam and may turn to different fields (Taşkesen, 2020). Since there is no requirement such as the 800 thousand threshold in these fields, students preferred these fields and then received the necessary formation from the faculties of education and obtained a teaching certificate.

As a fundamental part of the teacher training process, formation education is a program implemented to provide prospective teachers with pedagogical competence. Historically, formation education has its roots in the professionalization of teaching. In this process, it was emphasised that both theoretical and practical aspects of education should be handled in an integrated manner. Yılmaz and Altinkurt (2011) stated that formation education initially emerged as a right granted afterwards to individuals who did not pass teacher training programs in faculties of education. Although faculties of education were established to meet the need for teachers, formation education was introduced so that graduates of other faculties could become teachers by benefiting from this process.

In this context, one of the main justifications of formation education is to address teacher shortage and to afford graduates from different branches the opportunity to teach (Yılmaz & Altinkurt, 2011). However, this practice has been criticised over time. Dilmaç and Salman (2017) argue that the presentation of pedagogical formation education as an accelerated process creates a disadvantage for graduates of education faculties who take educational sciences courses for four years. In this study, it was determined that formation education received within a short period of one year did not provide sufficient equipment for the teaching profession.

In addition, Nartgün (2002) points out that formation education makes it difficult for graduates of education faculties to be employed. While graduates of education faculties prepare for the profession with comprehensive education they receive for four years, individuals who receive formation education compete with them by receiving a teaching diploma in a shorter period of time (Gurol et al., 2018). This situation has led to discussions on quality and equality of education opportunities.

After these regulations, it is observed that while the number of students in Fine Arts Faculties has increased, the number of students in the Painting and Business Teaching Program has decreased (Erdamar & Tengilimoğlu, 2021). When the basis of this problem is examined, it can be thought that the education given in Fine Arts High Schools, especially the low level of student success in general culture courses, and the negative effect of this situation on the university entrance exam success ranking (Dilekçi & Ece,

2012). Individuals who study at Fine Arts High Schools and whose aim is to have a profession in the field of art cannot achieve the desired success ranking within the scope of the Basic Proficiency Test because they cannot learn general culture courses sufficiently (Şen, 2018). These individuals prefer Fine Arts Faculties because they do not have the desired success ranking. The situation that creates a contradiction here is that individuals who study in these faculties obtain a teacher certificate by taking formation training without success ranking and different sanctions. Since these individuals do not have a basis in terms of general culture knowledge, they fail in the Public Personnel Selection Examination that they enter after graduation. As a result of all these, it can be observed that the number of students in the Fine Arts Education Department is gradually decreasing; the quotas are not fulfilled within the scope of many universities, and the department is in danger of closure. Therefore, this research is important in terms of examining prospective teachers' views on the subject, despite the current situation. In this regard, it emphasizes the importance of art education and address the problems faced by applicants who wish to receive such education. Mustafa Kemal Atatürk stated; "To succeed in Fine Arts means to succeed in all revolutions." Nations that do not succeed in the field of fine arts, unfortunately, will forever be deprived of occurring in the field of civilisation with the title of high humanity. When the literature is examined, there is no study in which the opinions of prospective teachers about the problems encountered in the admission of students to the Painting and Art Education program, the studies on the Basic Competence Test threshold and formation education, which have become one of the most important problems today, are taken and interpreted. In this context, it is thought that this research will significantly contribute to the relevant programs of universities that take students with special aptitude exams, teacher candidates, students, and the field since it is a new field of study. Based on these considerations, the aim of the research is to determine the problems in the Painting and Drawing Teacher Education Programme of a state university and to develop solution suggestions in line with the positive and negative opinions of the students, with a success ranking of 800,000.

### **Purpose of the Study**

This study aimed to examine the opinions of prospective teachers regarding the requirement to enter the 800 thousand threshold with the score obtained from the Basic Competence Test exam applied in the entrance to the painting and art teaching programme of the fine arts education department of the faculties of education and formation education. To achieve the purpose of the research, answers were sought to the following questions:

- What are the participants' opinions on the 800 thousand threshold requirement in the Basic Competence Test exam?
- What are the participants' opinions on formation education given without the 800 thousand threshold?
- What are the suggestions of the participants to the authorities who make these decisions?

## **Method**

### **Research model**

In this study, a qualitative research method was used to determine the results of these situations and to develop suggestions for improvement by examining the opinions and thoughts of the prospective teachers of the Art and Art Education programme about the 800 thousand success ranking threshold and formation education they encountered in the entrance to the faculty of education. In this context, the case study method was preferred, and a holistic single-case design was adopted. "The most basic feature of qualitative research is that it tries to examine the events, phenomena, norms and values researched from the perspectives of the people being researched" (Ekiz, 2003, p. 27). This study was carried out using a case study, which is a qualitative research method. The case study method is frequently used, especially in the social sciences. The main feature of this method is that it focuses on analysing an event, situation, individual or group in depth and evaluates them in detail (Ekiz, 2013). A case, as defined by Gerring (2007), is a phenomenon observed at a specific time or period. According to Creswell (2007) described a case study as qualitative research in which the researcher examines a limited or more than one situation in depth and defines themes. According to Chmiliar (2010), a case study is defined as a way of obtaining systematic and detailed information about a phenomenon by using different data collection methods. Yin (1984) defines holistic single-case design as a design in which a single unit of analysis and unique situations are investigated. This design was used to test a determined theory. Due to the interpretative structure of the qualitative research method, this method was preferred to examine the effects of the threshold and formation education and to develop solutions for problem situations, if any. The qualitative dimension of the research was formed in line with the findings obtained through interviews. This study aimed to examine the reflections of high school graduates from and the culture courses taken by prospective teachers on the 800 thousand threshold required to enter the faculty of education and the results of the formation education of other candidates who do not study at the faculty of education. For this reason, open-ended questions were prepared for prospective teachers to answer. Open-ended questions are important for obtaining detailed information and facilitating the study.

## Participants

The sample group of this study consisted of 10 pre-service teachers studying at different grade levels in the Fine Arts Education Department Painting Education programme of a state university in 2023-2024. In the selection of prospective teachers to be interviewed, candidates were selected using a non-random convenience sampling method.

The participants consisted of 10 pre-service teachers studying at different grade levels in the art teaching programme. Participants were determined by considering the diversity of gender and high schools they graduated from. In the analysis, participants were coded from K1 to K10. Table 1 presents the demographic information about the participants.

**Table 1.**

*Demographic Information of the Participants*

Participant codes	Gender	Graduated High School
K1	Females	Fine Arts
K2	Females	Anatolian High School
K3	Females	Fine Arts
K4	Females	Anatolian High School
K5	Females	Anatolian High School
K6	Male	Fine Arts
K7	Male	Imam Hatip High School
K8	Females	Imam Hatip High School
K9	Male	Anatolian High School
K10	Females	Imam Hatip High School

When Table 1 is analysed, it is seen that the participants are 3 males (P6, P7, P9) and 7 females (P1, P2, P3, P4, P5, P8, P10). It was observed that 3 of the participants were graduates of Fine Arts (P1, P3, P6) and the rest of the participants were graduates of Anatolian High School, Imam Hatip High School.

## Data Collection Tool

The data were obtained through face-to-face interviews. The interview questions were prepared by the researchers and presented to two visual art experts and one is an expert in measurement? Necessary arrangements were made in line with the expert opinions, and a pilot study was conducted with a participant who was not included in the study. It was determined that there was no problem in understanding the questions. Prior to the application, consent forms were obtained from the participants, and the interviews were recorded within the framework of ethical principles. The recordings were dictated and provided to the participants as written documents. The participants were informed that they could add anything they wanted. The data collection tool consisted of semi-

structured questions. According to Stewart and Cash (1985), semi-structured interviews are interactive communication processes based on a question-answer format with a predetermined purpose (as cited in Yıldırım & Şimşek, 2005). This technique is more flexible than the structured interview technique because the researcher prepares pre-planned questions, but during the interview, depending on the flow of the interview, he/she can change the questions or add sub-questions to get more detailed answers from the respondent. According to Türnüklü (2000), "the main purpose of using interview techniques is not to test the hypothesis; on the contrary, understanding other people's experiences and how to use them is to try to understand what they mean" (p. 544).

The ethical process in the study was as follows:

- Ethics committee approval was obtained from Recep Tayyip Erdoğan University Local Ethics Committee (Date: 10.01.2024, Number: 2024-11/003)
- Informed consent has been obtained from the participants.

## Validity Reliability

The interview questions were developed by the researchers based on Seidman's (1998) interview form development approach in accordance with the purpose of the study. The process was performed as follows:

1. Preparation of Interview Questions: The questions were developed in accordance with the purpose of the study and were clear and understandable. In the first stage, the questions were designed by considering three dimensions: context, process, and meaning.
2. Presentation to Expert Opinions: The questions were presented to the experts for evaluation in terms of their suitability for the purpose. The opinions of the three experts were obtained by ensuring that each question had an evaluation structure in the form of 'Appropriate- Not Appropriate'.

Pilot Implementation: The questions were tested in a pilot study before implementation. Necessary revisions were made according to the results of the pilot study.

1. Participant Interviews: The interviews with the participants were transcribed into written text and were given back to the participants and their confirmations were obtained regarding their accuracy. In addition, they were asked if there was anything they wanted to add or correct.
2. Describing the Data and Findings: The collected data and findings were analyzed in detail, and the context obtained was explained in detail.



## Data Analysis

Miles-Huberman (1994) model was used to analyze the data. The answers given by the pre-service teachers to the interview questions were separately analyzed by two researchers and a faculty member other than the researchers. Themes and subthemes were formed from the data obtained as a result of these analyses, and during the examination of the themes, the issues of 'consensus' and 'disagreement' between the evaluators were determined. The reliability calculation of the study, the reliability formula proposed by Miles and Huberman (1994) was used. Reliability is calculated as follows:  $\text{Reliability} = \text{Agreement} / (\text{Agreement} + \text{Disagreement})$ .

As a result of the calculation, the reliability value of the research was found to be approximately 89%.

According to Miles and Huberman (1994), for the reliability of the study to be acceptable, the consensus rate should be at least 70%. This limit was accepted as an indicator that the results of this study were reliable.

## Results

In this section, the findings obtained from the data of the research are given.

According to Table 2, the participants' views on the Basic Competence Test threshold scores were grouped into two main categories as positive and negative. A distinction was made between participants who expressed positive views (P4, P6, P10, P5, P7) and those who expressed negative views (P2, P3, P5). Positive opinions were generally focused on the theme of 'teacher competence', especially by P4, P6, P7 and P10 participants. On the other hand, negative opinions were generally focused on the theme of 'elimination of talented people', this theme was emphasised especially by P2, P3 and P5 participants.

**Table 2.**

*Participants' Opinions on the Application of Basic Competence Test Threshold Score*

Category	Theme	Participant codes	f
Positive Opinions	Teacher competence	K4, K6, K7, K10	4
	Elimination of competitors	K7, K5	2
	Elimination of talented people	K2, K3, K5	3
Negative Opinions	Exam-oriented studying kills creativity	K2	1

## Teacher Competence

Teacher competence includes a teacher's general culture, general ability and knowledge in his/her own field. A teacher's being equipped does not only mean having

knowledge in his/her own field, but also in other fields.

P10 states that "I think that we should have a certain knowledge and equipment because we are a faculty of education, so I find it right".

## Elimination of competitors

The situation of elimination of competitors includes the fact that students with high Basic Competence Test score and ranking gain the right to take the aptitude exam, while other candidates do not have the right to take this exam because they cannot pass the Basic Competence Test threshold. This situation is thought to give an advantage to candidates with high Basic Competence Test scores in the aptitude test. This situation allows them to compete with fewer competitors. P5, sharing his own experience, stated that when he applied to a course, only 2 people in the class were eligible to take the university's aptitude test. 'This is my second university, I wanted to enrol in a course and when I went to the course, it was as big as this hall and the walls were full of paintings and when I asked the teacher in charge there, he said that there were 20 people here and only 2 of them were allowed to take the university's aptitude test. Many people were eliminated because of this official thing you mentioned. In other words, many talented people were eliminated.' This statement emphasises that students could not take the exam because they were stuck in the threshold score.

The opinions regarding the negative comments are listed below:

## Elimination of talented people

Talented students cannot enter the 800,000 threshold because their performance in theoretical courses is weaker and they cannot apply for the Art and Crafts teaching program talent exam. K2 stated, "There are many students who have talent but cannot enter the exam, and now they fall into this separation."

## Exam-oriented studying kills creativity

According to the student opinion that studying focused on exams weakens creativity, students attach more importance to the Basic Competence Test exam because they cannot enter the university talent exam without passing the 800,000 threshold with their Basic Competence Test score. This situation indicates that while focusing on theoretical courses, drawing skills and creativity remain in the background and weaken. K2 stated, "I focused more on the exam in the field of drawing this time. I think our studying and interpretation skills have decreased. Since the exam is focused on test-solving skills, I think our creativity has died a little."

When Table 2 is examined, it is seen that the participants have two different main views. The participants' views are stated under the themes of positive and negative. The

majority (K4, K6, K7, K10) expressed positive views under the theme of "teacher competence". The participants in this group may have placed more emphasis on teacher competence because they graduated from Anatolian high schools (except K6). For example, K1, a fine arts graduate, stated that the 800,000 threshold indicates that their appointments will be more difficult. Anatolian high school graduates may have a better command of the Basic Competence Test exam content compared to students studying fine arts, because they may have taken more Turkish and mathematics courses. Fine arts high school graduates may be at a disadvantage in the Basic Competence Test exam because they spend less time on theoretical courses due to workshop and art courses.

K2 confirmed this situation and stated that the exam was eliminatory. He stated that talented students who could not take the exam could not be evaluated and therefore the Art and Crafts Teaching program tended to be filled with students with intermediate level art skills who were interested in Turkish and mathematics. This situation emphasizes that a teacher should have theoretical knowledge but also be an expert in his/her field.

**Table 3.**  
*Opinions on Formation Training*

Category	Theme	Participant codes	f
<b>Positive Opinions</b>	In terms of formation areas	K5, K7, K8	3
	Appointment barrier	K1, K4, K5, K7, K8	5
<b>Negative Opinions</b>	The inadequacy of the education they received	K4, K5, K9, K10	4
	Injustice	K2, K3, K6, K7	4

When Table 3 is examined, it is seen that the participants' views on formation training are gathered in two categories. These categories are divided into those who think formation training should be provided and those who do not think it should be provided. While 3 of the participants have a positive perspective on formation training (K5, K7, K8), the majority (K1, K2, K3, K4, K5, K6, K7, K8, K9, K10) have a negative perspective. Participants who expressed a positive view also shared negative views. Participants with a positive viewpoint were gathered under the theme of "in terms of formation training recipients" (K5, K7, K8). Participants with a negative viewpoint were divided into three main themes. The most emphasized theme among these themes was the "appointment barrier" theme (K1, K4, K5, K7, K8).

#### **In terms of formation areas**

Formation training includes comprehensive education science courses given to teacher candidates in education faculties for 4 years, spread over all years. Some

departments of fine arts faculties can receive formation training in one year in order to gain the right to become a teacher. K5 stated, "Now, if I think about the example I gave earlier, if those people are left idle or if they cannot pass the 800 thousand threshold and receive formation training after the faculty of fine arts, here one has to choose between two choices. I think formation is good for those people."

#### **Appointment barrier**

Candidates studying in the art teaching program, in order to enter this department, work to pass the 800 thousand threshold by studying for the Basic Competence Test exam in addition to the aptitude test. However, candidates who graduated from other institutions and faculties gain the right to participate in the KPSS exam with the same rights as teacher candidates by receiving formation training. This situation has a negative effect by causing the rankings of candidates who graduated from the art teaching program to decline and facing more competitors in the KPSS exam. Participant K5 expressed his opinion on the subject as "I will have more competitors in the KPSS exam, it is not nice in this respect", and K1 expressed his opinion as "The other party will be able to get a job more easily by getting a training."

#### **Injustice**

While candidates studying in the art teaching program make extra efforts to enter this department, others can choose different departments and receive formation training; this situation creates an unfair situation for art teacher candidates. K3 expressed his opinion as follows: "I mean, depending on who you ask, I definitely think that the problem is injustice in itself. We made an effort and came with a threshold, took the talent exams and despite that result, we came here, while others received formation training, it is unfair that they are given such a thing despite our skills."

#### **The inadequacy of the education they received**

Candidates studying in the art teaching program comprehensively absorb and study educational sciences courses for four years. However, candidates who become teachers with formation education take educational sciences courses in one year. This situation reveals that there is very little time to absorb many subjects such as how to approach students, developmental stages of students, teaching principles and methods in one year. K10 expressed his opinion as follows: "I really do not agree with this because we take hours of lessons in the field of education for four years, including teaching principles and methods, designing many activities, and more than our own field in the field of education, and I never think that they are equivalent to the formation education they receive for one

or two terms. First of all, we come across formation students a few times, we are never equal in terms of both knowledge and the methods we will apply, and thinking that we will be in the same class under the same conditions, I think there is no point in being in this faculty of education.”

Examining Table 3, the participants' opinions about formation training fell into two categories. These categories are divided into those who believe that formation training should be and those who do not. While 3 of the participants have a positive perspective on formation training (K5, K7, K8), the majority (K1, K2, K3, K4, K5, K6, K7, K8, K9, K10) had a negative perspective. Participants who expressed positive opinions also shared negative opinions. Participants with a positive perspective were gathered under the theme "in terms of formation areas" (K5, K7, K8). Participants with negative perspectives were divided into three main themes. Among these themes, the most emphasised theme was the "appointment barrier" theme (K1, K4, K5, K7, K8).

**Table 4.**  
*Recommendations Regarding the Decisions Taken*

Category	Theme	Participant codes	f
Those who do not express an opinion	-	K4, K5, K6, K7, K8, K9	6
	Must be changed	K2, K3	2
Negative Opinions	Wrong decision	K1	1
	A pilot application should be carried out	K10	1

When Table 4 is examined, it is seen that the minority of the participants expressed negative views on the decision taken, while the majority did not want to comment. It was observed that the participants generally avoided talking about this question. K6 answered this question as “I want to say a lot but I cannot”. The participants with a negative perspective were divided into 3 main themes. The theme titles were “A wrong decision, it should be changed, Pilot application should be done”. The most emphasized theme among these themes was “Changing the decision”.

### Changing the decision taken

It has been stated that the current threshold ranking and formation training practices should be rearranged and changed. These changes aim to prevent teacher candidates from being evaluated based solely on their exam results and to take their general competencies and pedagogical skills into consideration more comprehensively. These improvements in the education system can increase the quality of the teaching profession and better reflect the qualifications of the candidates. K3 stated, “I would like the decisions to be changed and for rights, law, justice, equality, and these to be taken into consideration in more

detail.”

### Wrong decision

Regarding the issue, K1 thinks that the dam ranking and formation training practices are wrong practices.

### Pilot application

The system to be implemented is the process of putting it into effect after working on an experimental group and looking at the results. K10 stated, “Well, I think this pilot application needs to be tried, I don't know if this has been tried. What is the difference between this formation and why it was put in, research needs to be examined, it should not be like this, it is removed, something is done, there should be a clear decision in my opinion.”

## Discussion

In 2019, the Council of Higher Education (YÖK) introduced a success rank restriction for students to be admitted to teaching programs with a special talent exam. Candidates must be ranked at least 800,000th in the Basic Proficiency Test, which is the first session of the Higher Education Institutions Exam. Based on the data obtained in this study, it was stated that positive results were obtained with the Basic Competence Test threshold being 800,000. This finding of the research overlaps with the findings of the study conducted by Üçer, Gürer, Yılmaz, and Sonsel (2023). The reasons for these positive thoughts were "teacher competence and elimination of competitors". In addition to those who think positively, there is also a group of students who think negatively. The common explanation of the students who think negatively was the thought that students with high talent levels from Fine Arts could not apply to the university exam because they could not enter the 800,000 threshold ranking. When the high schools from which the students graduated are also taken into consideration, it is observed that the students who graduated from high schools other than Fine Arts expressed a positive opinion about the 800 thousand threshold.

Some students stated that they have a positive approach to the 800 thousand threshold. It is thought that the reason why students who graduated from other Fine Arts High Schools gave a positive response is because they have different curricula than Fine Arts High Schools. Fine Arts High Schools take Patterns, Imaginative Painting, Basic Art Education, Aesthetics, History of Turkish Islamic Art, Analysis of Artworks, Two-Dimensional Art Workshops, Three-Dimensional Art Workshops, Graphic Design, Museum Education, Basic Patterns, Pattern Studies, Digital Graphics and Photography courses, while in other high school types, only the Visual Arts course is an elective (Ministry of National Education, 2023). This shows that they can reach the 800 thousand threshold more easily. This situation has been evaluated as an advantage for students

in other high school types.

With the 800 thousand threshold application, it was observed that the quotas of students who registered for the Art Teaching Programs of the Education Faculties were not filled in many universities and there was a decrease in the number of students. This situation affected the student admission to the faculties and was negatively affected, especially when students from Fine Arts High Schools who aimed to study in the Art Teaching Programs could not meet the Basic Competence Test threshold requirements (Demirel & Sözer, 2023).

In many countries, minimum score applications for university entrance are seen as a way of measuring students' academic competence. According to Zwick (2007), although applying a certain threshold score in university entrance exams is a traditional way of measuring student success, this system can create negative pressure on some students and limit their access to educational opportunities.

It is necessary to make the 800 thousand success rank threshold decision accessible to students. If students cannot reach it after the necessary measures, it is recommended to review the quality of the education provided. It is observed that in the state school where the study group studied, the class size increased to 50 people before the 800 thousand threshold came, but after the threshold came, the class size decreased to 10-15 people. This situation is the same not only in the university where the research was conducted but also in other universities. In the study conducted by Başbuğ and Kaya (2022), the findings regarding how much the number of students decreased were also presented with numerical values. It is thought that the 800 thousand threshold application reduces the number of Art Teaching Program graduates. This situation shows that candidates who will study Art Teaching Program should give importance to theoretical solving skills rather than painting talent. As a result, it is predicted that the graduates of the Department of Art Teaching will be teacher candidates who have general culture but low art talent. According to Çetin (2000), the fact that teachers have a general culture is an important factor in communicating with students and it is emphasized that teachers who are trained in accordance with the needs of the age play an important role in increasing the welfare level of the society (Yetim, 2004). However, due to reasons such as the fact that the curriculum is art-oriented, students state that their talents have dulled because they have to focus on Basic Competence Test subjects and that this situation causes anxiety, stress and loss of motivation in students.

## Conclusion and Recommendations

As a result, it shows that there is a positive tendency towards the Basic Competence Test threshold application and a general negative tendency towards formation training. The basis of these negative views are factors such as the obstacle to appointment, injustice, easier profession acquisition and inadequate education. Fine Arts High School students think that the situation of "putting talented students ahead" of students coming from other high schools depending on the courses they take causes injustice in departments accepting students with the talent exam of the Basic Competence Test threshold (Demirel & Sözer, 2023). There are concerns, especially among art teaching graduates, that formation training increases competition in the KPSS exam, creates injustice and makes it difficult to have a profession.

The basis of positive views on the Basic Competence Test threshold is based on "teacher competence and elimination of competitors". Participants; They supported that a teacher should also be at a sufficient level in the field of general culture. At the same time, they stated that candidates who could not exceed 800 thousand in the Basic Competence Test exam provided an advantage for them. In the study of Gül and Mercan (2022) regarding the threshold score; academics mostly stated that they were not in favor of removing the threshold scores. Because they stated that the quality of education would decrease, students who were unsuccessful in the field of general talent would come to universities, and the unqualified student profile would increase.

Teaching is one of the fundamental building blocks of society. A teacher is not only a figure who transmits knowledge but also plays a key role in shaping the future. He contributes to the development of students' character by teaching them not only course content but also values, a sense of responsibility and social skills. The impact of a teacher on students is evident not only in the classroom but also as a source of guidance and inspiration throughout their lives. The teaching profession is critical to the progress of society and the transfer of knowledge between generations.

However, it is seen that current practices are inadequate in training qualified teachers. Although there were practices such as village institutes in the past, unfortunately, there is no tradition of training teachers today and it is observed that frequent interventions are made in the teacher training system. However, these interventions are usually practices that take the system backwards instead of improving it (Yılmaz & Altinkurt, 2011). One of the biggest examples of this is formation training. Formation training is considered as a right granted later to individuals who were



not qualified to enter the education faculties of the relevant universities at the time. Although the Education Faculties exist to meet the need for teachers, graduates of other faculties who have employment problems due to unplanned growth have also been seen as potential teacher candidates and this has been tried to be justified with the logic of "those who know teach". This situation basically brings up an important manpower planning problem (Yılmaz & Altinkurt, 2011).

Darling-Hammond (2010) states in his study that short-term certification programs (including formation training) are inadequate in developing teachers' classroom activities and pedagogical skills. It is emphasized that such programs generally lack practical training and that this situation prevents the development of critical teaching skills, especially classroom management and student relations. According to Darling-Hammond, formation training based solely on theoretical knowledge cannot adequately prepare teacher candidates to deal with real problems they will encounter in the classroom environment.

The results of the research also show that all participants have a negative view of fine arts faculties receiving a teaching diploma by taking formation training. The reasons for the participants' negative views are gathered under three main headings. The reasons for these negative thoughts are "obstacles to appointment, injustice and inadequate education". The participants' negative views are mostly gathered under the heading of "obstacle to appointment". In addition to negative views, there are also those who have a positive view of formation training. Those who have a positive view have evaluated this situation "in terms of those who receive formation training".

Since individuals who receive formation training are granted the right to become teachers, these candidates become competitors to education faculty graduates by taking the KPSS exam. In this case, this situation is reflected as an obstacle to appointment for education faculty graduate teacher candidates. When the relevant literature is scanned, Nartgün's study in 2002 confirms that individuals who receive formation training later block the path of education faculty graduate teacher candidates.

One of the criticisms made on formation training in Turkey is that the content of the programs is inadequate and the application periods are short. Kaya (2014) argues that formation training is particularly inadequate in providing teacher candidates with pedagogical competence. According to Kaya, candidates who receive formation training start teaching without having sufficient experience, which can lead to a decrease in the quality of education. This short-term training provided to graduates from non-education faculties is considered as a practice that weakens

the professionalization of the teaching profession.

Since teacher candidates who graduated from the faculty of education receive formation training by internalizing it for four years, they graduate equipped in every way. However, candidates who receive formation training in an accelerated manner within one year without internalizing it compete with education faculty graduates by graduating with insufficient knowledge and skills. Literature sources show that formation training is insufficient for the teaching profession. According to the study conducted by Dilmaç and Salman (2017), it was observed that visual arts teacher candidates who received pedagogical formation training were generally insufficient for the teaching profession. This shows that formation training given in one year and educational sciences courses taken by internalizing for four years do not create the same effect.

Another study with similar results, Cochran-Smith and Villegas (2015), states that short-term formation and certification programs teach basic teaching skills superficially instead of providing in-depth pedagogical knowledge to prospective teachers. This approach can lead to negative results in the quality of education in the long term by simplifying the complexity of the teaching profession and pedagogical knowledge. According to them, this situation can also negatively affect students' academic success.

Individuals who want to enter the art teaching program of education faculties prepare for both culture courses and special talent exams in order to meet the 800 thousand ranking requirement. Individuals who want to go to the faculty of fine arts focus only on the special talent exam. As a result, students of the faculty of fine arts can have the right to become teachers by taking formation training without meeting the 800 thousand threshold requirement, which creates an unfair situation for individuals who graduate from the faculty of education. According to the data obtained, granting formation rights to other faculties while there are already faculties of education to train teachers creates an unfair system. Formation training creates a backlog in the number of teachers waiting for appointment.

Since individuals who receive formation training do not need to meet the 800 thousand threshold requirement, they can find a profession much more easily.

These views point to the current problems in the education system and appointment processes. Reforms and improvements can alleviate these concerns and provide a more equitable balance between education fields.

When these results are compared with the studies conducted in the relevant literature, it is seen that there are similar results. Before changing the examination systems,

pilot applications can be carried out and the effects of the system to be implemented can be evaluated (Atik & Kasapoğlu-Tankutay, 2023).

The 800 thousand threshold required in the Basic Competence Test exam should also be sought in individuals receiving formation training or the practice should be removed from every department. Otherwise, candidates who are not subject to the 800 thousand threshold when entering the university will take formation training and be in an equivalent position to candidates who are subject to the 800 thousand threshold. The injustice in formation training should be eliminated and a fair system should be created so that individuals who have the chance to become teachers by taking formation training are not more advantageous than graduates of the art-crafts teaching program. This should include a review of the appointment processes and the conditions that differ in the KPSS exam.

If the reason for the application of a threshold score for university entrance is to train qualified teachers, the same threshold score should be applied to those who want to receive formation training, and the existing unfair situation should be eliminated.

For future studies on this subject,

Further studies can be conducted with teacher candidates studying at different universities, and the study group can be expanded.

Further studies can also be conducted in different art education institutions such as fine arts high schools, education faculty fine arts education departments, fine arts faculties and conservatories, and comparative studies can be conducted.

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