

Available online at www.sciencedirect.com

Procedia Social and Behavioral Sciences 15 (2011) 3571–3575

Procedia
Social and Behavioral Sciences

WCES-2011

Determining the Opinions of the Prospective (Candidate) Teachers About Public Personnel Selection Exam (KPSS)

Emine Hatun Diken^a, Gökşen Öztürk^{b*}, Nurcan Uzel^b, Mehmet Yılmaz^b^aGazi University, Faculty of Education, the Department of PSME, Ankara, 06500, Turkey^bGazi University, Faculty of Education, the Department of SSME, Ankara, 06500, Turkey

Abstract

The purpose of the study is to determine the views of the pre-service teachers enrolled at faculties of education at some universities in Turkey on the Selection Examination for Professional Posts in Public Organizations which they have to enter in order to be assigned as a teacher and get the required score. The study of group of the study was composed of 799 pre-service teachers who were at the senior class of faculties of education at Gazi University, Zonguldak Karaelmas University, Ahi Evran University and Kastamonu University in Turkey. These pre-service teachers were given three choices as the Selection Examination for Professional Posts in Public Organizations (KPSS), an examination that measure the Field + Teaching Profession knowledge proficiency level and other and they were asked why they preferred that choice. The written views of the pre-service teachers were read by the researcher and pre-determined and main problems and themes observed during the analysis were determined. When the findings of the study were examined, it was found that 207 pre-service teacher stated that KPSS was required in order to be assigned as a teacher, 540 pre-service teachers stated that they wanted to be assigned through an examination that measure Field + Teaching Profession Knowledge levels. When the views of the pre-service teachers on KPSS were examined, it was seen that most of the pre-service teachers wanted to be assigned through an examination that measure Field + Teaching Profession knowledge level and they listed the reasons for this as KPSS was a nonsense and unnecessary examination; the teachers that were assigned without measuring their knowledge on the field were not qualified and efficient; entering an exam including General Culture and General Ability parts which were unrelated to their fields might decrease the achievement; and they thought that KPSS could not measure the professional proficiency. It was also found that some of the 52 pre-service teachers that choose the other choice stated that some applications like personality test, interview, etc. should be implemented and some of them stated that there was no need for an examination in order to be assigned as a teacher.

© 2011 Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keywords: KPSS (The Selection Examination for Professional Posts in Public Organizations), Field + Teaching Profession Knowledge, Pre-Service Teachers

1. Introduction

Beginning from 2002, an examination entitled The Selection Examination for Professional Posts in Public Organizations (KPSS) has been held for pre-service teachers to carry out their professions. All pre-service teachers who want to be teacher are required to enter an examination called KPSS after they graduate from an undergraduate program at faculties of education in Turkey (OSYM, 2007). KPSS is composed of three parts as Educational Sciences, General Ability, General Culture.

*Emine Hatun Diken. Tel.: +90-312-2028292; fax: +90-312-210 7991.
E-mail address: ediken@gazi.edu.tr.

There are 120 questions in the Educational Sciences part of the examination and 60 questions in General Ability and General Culture parts (In General Ability part, 50% Turkish language, 50% Mathematics; in General Culture part, 30% Geography in Turkey, 40% Atatürk Principles and Revolutions, 15% Basic Citizenship Knowledge, 5% Turkish Culture and Civilizations; in Educational Sciences part, 50% Educational Psychology, 35% Educational Programs and Teaching, 15% Guidance) (Uçan, 2007). Teacher assignments are among the most important issues debated recently. KPSS is an examination that measures General Ability, General Culture skills and formation knowledge of pre-service teachers. Field knowledge which is among the features of a qualified teacher is not among the topics of this examination. How teacher assignments should be accomplished and whether KPSS could measure the teacher qualities adequately or not constitute the discussions about KPSS.

2. Method

The purpose of the study is to determine the views of the pre-service teachers enrolled at faculties of education at some universities in Turkey on the Selection Examination for Professional Posts in Public Organizations. The study of group of the study was composed of 799 pre-service teachers who were at the senior class of faculties of education at Gazi University, Zonguldak Karaelmas University, Ahi Evran University and Kastamonu University in Turkey. These pre-service teachers were asked to write their views on KPSS in one-hour course. The written views of the pre-service teachers were read by the researcher and pre-determined and main problems and themes observed during the analysis were determined by means of descriptive and inferential codes (Miles & Huberman, 1984). The results of the data analysis and the views of pre-service teachers on KPSS were rechecked by three expert researchers using “researcher triangulation technique” (Johnson & Christensen, 2004) and an agreement was reached. Moreover, through which examination type the pre-service teachers wanted to be assigned and the frequencies of the reasons for this were presented in tables.

3. Results

The following tables were created for the findings obtained in the study which was carried out to determine the views of pre-service teachers on KPSS.

Table 1. The frequency table for the universities of pre-service teachers

University	Gazi University	Giresun University	Zonguldak Karaelmas University	Ahi Evran University	Kastamonu University	Total
f	396	96	88	80	139	799

Table 2. The frequency table for the examination type through which pre-service teachers wanted to be assigned

	KPSS	Field + Teaching Profession Knowledge	Both Examinations	No Examination Should be Held	Other (interview, psychological test, etc.)
f	207	540	17	17	18

Table 3. The reasons of pre-service teachers for their demand to be assigned through an examination including Field + Teaching Profession Knowledge and the frequency table for these reasons according to the universities

FIELD + TEACHING PROFESSION KNOWLEDGE						
Because;	Gazi University	Giresun University	Zonguldak Karaelmas University	Ahi Evran University	Kastamonu University	Total
Being asked question about the fields like Turkish, History, Mathematics, Citizenship is unnecessary.	74	38	18	12		138
I would like to enter an examination about my own field.	62				31	93
KPSS is not an evaluator.	42	16	20	4		82
Educators who are professionals, know the job and are qualified and trained.	30	18	14	18		80
I need both academic and teaching profession knowledge where I am assigned.	7				17	24
Our future should be limited with three hours.		2	6	2		10
It could be a more fair examination.	7					7
KPSS is a nonsense and stressful examination.		4				4
I do not want to go to a private course.	4					4
The civil servant label on us is removed.	2					2
Enrolling at different departments but entering a common examination is illogical.	2					2
A distinction could be made between the one who studies and who does not.	2					2
Who is good at memorization is assigned through KPSS. This is unfair.	2					2
Entering an examination once more is nonsense.	2					2

Table 4. The reasons of pre-service teacher for their demand to be assigned through KPSS and the frequency table for these reasons according to the universities

KPSS						
Because;	Gazi University	Giresun University	Zonguldak Karaelmas University	Ahi Evran University	Kastamonu University	Total
A fair examination, there is no favor.	26	2	10		3	41
A qualified teacher should also be knowledgeable in the fields like History, Geography, Citizenship, etc.	18	8	4	8		38
This is the current system / It is a mandatory case.	19			2	15	36
An established examination.	2	10	10	6		28
Working at public organizations is guaranteed.	8				18	26
We could only complete our gaps in General Culture and Education through KPSS.	14				10	24
It is an easy examination.	3				2	5
A sudden change may finish me.	4					4
I believe that I can.	2					2

Table 5. The reasons of pre-service teacher for their demanding to be assigned without any examination and the frequency table for these reasons according to the universities

NO EXAMINATION SHOULD BE HELD TO BE ASSIGNED						
Because;	Gazi University	Giresun University	Zonguldak Karaelmas University	Ahi Evran University	Kastamonu University	Total
We have already come here through an examination.	14	10	10	12	5	51
The government does not approve of the teachers it trained.	6		2		2	10
The departments at which the employment is not available and not needed should be closed.	2	2				4
Private course sector should be removed.	2					2

Table 6. The frequency table for the implementations besides the examination measuring Teaching Profession + Field Knowledge and KPSS according to the universities

OTHER						
	Gazi University	Giresun University	Zonguldak Karaelmas University	Ahi Evran University	Kastamonu University	Total
Interview should be made	17	2	16	6	2	43
An assignment based on GPA should be made.	26				1	27
There should be tests that determine the personal features.	2	2	12	2	1	19
There should be a practical exam.	8					8
The teachers who were assigned once and who are not graduates of faculties of education should be forced to retire.			2			2

When the results of the study were examined, 540 pre-service teachers out of 799 pre-service teachers participating into the study stated that an examination that measured Field + Teaching Profession Knowledge level was required while 207 of them stated that KPSS was required. Besides this, 17 pre-service teachers stated that both examinations should be held and 17 pre-service teachers stated that there should not be any examination to be a teacher. In addition to this, 18 pre-service teachers stated that there should be some steps like a practical examination based on course teaching evaluation, applications that evaluated the personal features of the teachers and oral interviews. When the reasons of pre-service teachers demanding to be a teacher through an examination that measured Field + Teaching Profession Knowledge level were taken into account, it could be seen that 82 of them stated that KPSS was not an evaluator exam, 138 of them stated that being asked out-of-field questions was unnecessary and nonsense, and 80 of them stated that professional and qualified educators would be trained through an examination measuring Field + Teaching Profession Knowledge levels. When the reasons of pre-service teachers demanding to be a teacher through KPSS were taken into account, it could be seen that 41 pre-service teachers stated that KPSS was a fair examination, 38 of them stated that a qualified teacher should be equipped in General Culture in addition to his/her own field and 24 of them stated that they could only complete their gaps in General Culture and Educational Sciences through KPSS. Some pre-service teachers did not want any examination to be assigned and 51 of these pre-service teachers stated that they had already been placed into the universities through an examination and thus there was no need for another examination to be a teacher. In addition to this, it was also found that 43 pre-service teachers wanted oral interviews, 27 pre-service teachers stated that there should be assignment based on GPA, 19 of them stated that there should be applications like tests that determined the personal features of the teachers and 8 of them stated that there should be a practical exam based on course teaching evaluations. It could be inferred from this study that KPSS was not an adequate examination to assign the teachers while an examination measuring Field + Teaching Profession Knowledge level could be more appropriate and in addition to this various implementations should also be carried out in order to select qualified and equipped teachers.

4. Conclusion

At the end of the studies, it was found that KPSS could not measure the teacher competence adequately. The most important lack of this examination is that the general ability and general culture topics which are not covered at programs at faculties of education are asked very densely. On the other hand, there is no question about the field knowledge teaching which is focused at programs at faculties of education. Moreover, the questions in Educational Sciences part do not cover teaching profession knowledge courses completely. The findings of the study revealed that the efficacy of KPSS in measuring the required teaching qualities of pre-service teachers is debatable (Yüksel, 2004; Güdek, 2007; Ergün, 2005).

References

- Ergün, M. (2005), The study of achievement levels of primary school pre-service teacher in terms of some variables. *Kastamonu Journal of Education*, 13(2), 311-326.
- Güdek, B. (2007). *The tendency of 1st and 4th class students attending to department of musical sciences concerning being music teacher by considering their different changeable attitudes*. Unpublished PhD Dissertation, Gazi University Institute of Educational Sciences, Ankara.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches* (2nd ed.). NY: Pearson/Allyn & Bacon.
- Miles, M.B. & Huberman, A.M. (1984). *Qualitative data analysis: A sourcebook of new methods*. CA: Sage.
- OSYM, (2007). Homepage <http://www.osym.gov.tr>.
- Semerci, N. & Özer, B. (2005). *The perceptions of senior class students and MA students towards KPSS*. Proceeding presented orally at XIV. Congress of Educational Sciences. Pamukkale University, September, 28-30, 2005, Denizli.
- Uçan, A. (17 May 2007). The history of teaching profession in Turkey. http://www.ogretmen.info/ogretmenlik_tarihce_.asp.
- Yüksel, S. (2004), *The evaluation of central examination applications in teacher assignments*. XIII. National Educational Sciences Conference. Malatya.