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Analyzing Geography Questions in Social Studies, Science and Primary School Teaching Field Knowledge Tests According to Subject Distribution

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Abstract

Social Studies, Science and Primary School Teaching undergraduate programs have a multidisciplinary structure and geography is one of the disciplines serving as a source for these branches. In this regard, the Student Selection and Placement Center (SSPC) asks questions from geography subjects in the teaching field knowledge test exams of these branches. This research was conducted to determine the distribution of geography questions asked in the Social Studies, Science and Primary School Teaching field knowledge test exams conducted by SSPC between 2015-2021 years according to the subjects of geography. This study was carried out with a document analysis method of qualitative research design. According to the findings, it was determined that 161 questions were asked from geography subjects in the Social Studies, Science, and Primary School Teaching TFKT exams between 2015-2021. When the distribution of these questions according to branches and geography subjects is examined; 79 questions were asked in the Social Studies test in the TFKT exams, 45.6% of these questions were physical geography, 38% were human and economic geography, 5.1% were political geography, and 11.4% were geography of countries; in the Science test, 35 questions were asked, 61% of these questions were related to physical geography, 31.5% to human and economic geography, 6% to political geography; in the Primary School Teaching test, 47 questions were asked, 70.2% of these questions were related to physical geography, 25.5% to human and economic geography, and 4.3% to political geography.

Keywords: PPSE (Public Personnel Selection Exam), TFKT (Teaching Field Knowledge Test), geography, social studies, science, primary school teaching.

Introduction

The teaching profession, as one of the oldest professions in the history of mankind, is considered to be one of the most easily accessible professions in Türkiye. Analyzing quantitative data and values, it is seen that there has been overcrowding in the number of candidates in the teaching profession, as in many other professions, especially in the last 10 years. This situation is not unique to Türkiye but is also observed in countries with dense young populations. Due to reasons such as the high number of candidates and the selection of qualified personnel, many countries, including Austria, France, Spain, and the United States of America [USA], have different practices in teacher appointments. One of these practices is undoubtedly written evaluations (Gündoğdu, Çimen & Turan, 2008; Karadeniz, 2016; Yağcı & Kurşunlu, 2017). In this context, "large-scale achievement tests, which are believed to have high reliability and validity" appear as a different tool used in this assessment (Özkan, 2015).

From the perspective that countries will build their future through education, the selection of teachers to realize this education is of great importance (Safran, Kan, Üstündağ, Birbudak & Yıldırım, 2014). To select qualified candidates due to the increase in the number of candidates for employment, the appointment process based on a centralized exam called DMS (State civil service exam) was initiated for the first time in Türkiye in 1999; the name of this exam was changed to "Central Qualifying Examination for Institutions" [CQEI] in 2001. The selection exam was applied under the name of CQEI only in 2001 and was renamed as the Public Personnel Selection Examination [PPSE] in 2002 (Baysan, Ercan & Öztürk, 2011; Epçaçan, 2016; Gürgil 2019; Sezgin & Duran, 2011;). Since 2002, when it started to be implemented under the name PPSE, the selection of teachers to be appointed to public positions for the first time has also been carried out through this exam (Baştürk, 2008; Ekici & Kurt, 2012; Tösten, 2011; Karaçanta & Koç, 2015). Although the Public Personnel Selection Examination [PPSE], which includes questions on general culture and general ability, is considered sufficient to measure the qualified labor force in different professions, whether this exam is sufficient for the teaching profession has been a subject of debate for a long time.

Depending on the problems faced in making appointments in dozens of different branches according to a single exam result, different steps have been taken in the process. In this sense, to determine candidates in the teaching profession, which differs from many other professions due to its structure, execution, and nature, the “Teaching Field Knowledge Test”, which is called TFKT, has been put into practice in different branches (Turkish, Primary Mathematics, Science/Science and Technology, Social Sciences, Turkish Language and Literature, History, Geography, Mathematics (High School), Physics, Chemistry, Biology, Religious Culture and Moral Knowledge, Preschool, Classroom, Foreign Language (German, French, English) since 2013 (Elmacı, 2015; Şimşek & Akgün, 2014; Tarhan & Susar, 2015). In this way, the candidates, who are in a competition to be appointed as teachers, have tried to measure their competencies in their branches.

The number of questions in the TFKT exam increased from 50 in 2013 to 75 in 2019, and both the field knowledge and field education competencies of the candidates participating in the exam from the teaching group were tried to be measured. In this context, this exam was also applied to Social Sciences, Science, and Primary School Teaching candidates, which have a multidisciplinary structure. The content of the TFKT exam consisted of 40 questions on field knowledge and 10 questions on field education between 2013-2018 when the number of questions was 50. In the periods after 2019, the content of the exam, which consists of 75 questions, consists of 60 questions of field knowledge and 15 questions of field education in Social Sciences and Science, 45 questions of field knowledge, and 30 questions of field education Primary School Teaching.

When the literature is examined, many studies have been conducted on both PPSE and TFKT exams related to teacher appointments (Ablak & Kartal, 2019; Aküzüm, Demirkol, Ekici & Talu, 2015; Altun Yalçın, Özturan Sağırlı, Yalçın & Yalçın, 2012; Atav & Sönmez, 2013; Baştürk, 2008; Çelik, 2016; Çimen & Yılmaz, 2011; Diken, Öztürk, Uzel & Yılmaz, 2012; Dilekmen, Ercoşkun & Nalçacı, 2005; Ekici & Kurt, 2012; Elmacı, 2015; Erdem & Soylu, 2013; Gökçe, 2013; Güneş & Safran, 2016; Karaca, 2011; Karaer, Karaer & Kartal, 2018; Karaçanta & Koç, 2015; Karataş & Güleş, 2012; Kilmen, Kösterlioğlu & Kösterlioğlu, 2008; Kuran, 2012; Memduhoğlu & Kayan, 2017; Odabaş, 2010; Özkan & Pektaş, 2011; Sezgin & Duran, 2011; Şimşek & Akgün, 2014; Turan & Zengin, 2017; Üstündağ, Yalçın, Birbudak, Yiğit & Alev, 2015). These studies, mainly the opinions, attitudes, and perceptions of prospective teachers about PPSE and TFKT exams, examine the success scores of the candidates in the exams according to various variables, PPSE anxiety level, and examining the questions in the exams in terms of special field competence were investigated. It has been determined that there is no study on the distribution of questions according to the branches of science that are the source of these branches concerning branches with a multidisciplinary structure such as Social Studies, Science, and Primary School Teaching. Due to its multidisciplinary structure, questions from different disciplines are asked in the teaching field knowledge test exams of these branches organized by SSPC. One of these disciplines is geography.

The present research is of importance as it aims to examine the distribution of questions related to geography according to the subjects of geography in the SSPC exams applied to Social Studies, Science and Primary School preservice teachers between 2015-2021. Based on the aim of the research, answers to the following questions were sought:

- How is the distribution of the questions in the Public Personnel Selection Exam [PPSE] PPSE Social Studies Teaching Field Knowledge Exam [TFKE] between 2015-2021 according to geography subjects?

- How is the distribution of the geography questions in PPSE Science TFKE Exam between 2015-2021 according to geography subjects?

- How is the distribution of the geography questions in PPSE Classroom Teaching [TKFE] Exam between 2015-2021 according to geography subjects?

Method

Model Of the Research

This research aims to examine the distribution of geography-related questions in the TFKE exams applied to Social Studies, Science and Primary School preservice teachers between 2015-2021 according to the subjects of geography. Towards this aim, the questions in the teaching field knowledge test conducted by SSPC were analyzed in order to reveal the distribution of geography questions according to geography subjects in the relevant years. This research was conducted with document analysis, as one of the qualitative research designs. *"Qualitative research is a research method in which qualitative information collection methods such as observation, interview, and document analysis are used and a qualitative process is followed to reveal perceptions and events realistically and holistically in a natural environment"* (Yıldırım & Şimşek, 2006). The research data were collected through document analysis, one of the qualitative research methods. Document analysis, which can be used in both quantitative and qualitative research, can be defined as the collection and examination of written or visual materials (Sönmez & Alacapınar, 2019). On the other hand, document analysis in qualitative research enables the analysis of documents produced within a certain period about a research problem or documents produced by more than one source and at different intervals on the relevant subject based on a wide period. At this point, it is important to reach a synthesis by accessing and analyzing the documents on the subject to be researched (Yıldırım & Şimşek, 2006; Karasar, 2007).

Data Collection and Analysis

The data of the study consisted of a total of 161 questions related to geography in the Social Studies, Science, and Primary School Teaching TFKT (Teaching Field Knowledge Test) exams published by SSPC (Student Selection and Placement Center) on its web page between 2015-2021. Of these questions, 79 were asked in the Social Studies Teaching, 35 in the Science, and 47 in the Primary School Teaching TFKT exams. In the study, the geography questions that were asked in the TFKT exams of the aforementioned branches conducted by SSPC for prospective teachers between 2015-2021 were analyzed according to geography subjects. While analyzing the questions according to the subjects of geography based on the branch in the study, the questions related to geography asked in TFKT were determined in the first stage, and then it was determined which subjects of geography these questions were related to. The classification made by Doğanay and Sever (2011) for the science of geography was taken as a basis while associating the questions according to the subjects of geography.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the

actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Ethical committee approval is not required as no human or human data and organisms were used in the present study.

Findings

1. How is the Distribution of the Geography Questions in the PPSE (Public Personnel Selection Exam) Social Studies Teaching Field Knowledge Test (TFKT) Exam Between 2015-2021 According to Geography Subjects?

Between 2015-2021, a total of 79 questions were asked from geography subjects in Social Studies TFKT exams. Of these questions, 45.6% (36 questions) were about physical geography, 38% (30 questions) were about human and economic geography, 5.1% (4 questions) were about political geography and 11.3% (9 questions) were about the geography of countries or regional geography (Table and Figure 1).

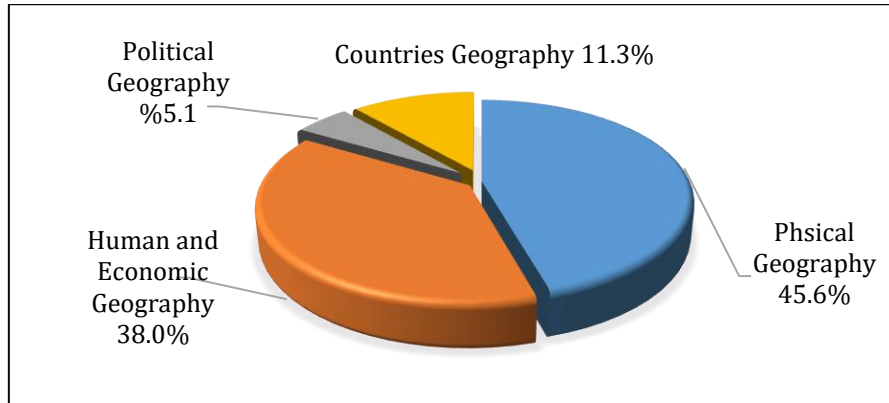


Figure 1. Distribution of questions in social studies TFKT exams between 2015 and 2021 according to geography subjects (%).

Most of the questions related to physical geography were about geomorphology (9 questions; % 1.9%) and the least (1 question; 2%) were about natural systems. Concerning human and economic geography, 19% (15 questions) of the questions were about population and settlement, and 19% (15 questions) were about economic geography. All of the questions in political geography were asked from geopolitics and all of the questions in the geography of countries were asked from country subjects (Table 1).

Table 1. Distribution of geography questions in social studies TFKT exams by subjects (2015-2021).

Subjects	PHYSICAL GEOGRAPHY							Total	
	Climate Knowledge	Geomorphology	Geology	Soil Geography	Plant Geography	Hydrography	Natural Systems		
Number of Question	4	9	7	7	6	2	1	36	
Percent (%)	5.1	11.4	8.9	8.9	7.6	2.5	1.3	45.6	
HUMAN AND ECONOMIC GEOGRAPHY									
Subjects	Population and Settlement				Economic Geography				
Number of Question	15				15				30
Percent (%)	19				19				38
POLITICAL GEOGRAPHY									
Subjects	Geopolitics								
Number of Question	4								4
Percent (%)	5.1								5,1
COUNTRIES GEOGRAPHY									
Subjects	Countries								
Number of Question	9								9
Percent (%)	11.4								11.3
Total Number of Questions								79	

In the Social Studies TFKT exams, most of the questions were asked from physical geography topics, and questions were asked from physical geography topics in all periods between 2015-2021. A total of four questions, two questions each in 2015 (questions 15 and 20) and 2016 (questions 16 and 20), were asked about climate, which is one of the physical geography topics, while no questions were asked about this topic in the other years. A total of 9 questions were asked on geomorphology, one question each in 2015 (question 16) and 2017 (question 20), three questions in 2019 (questions 23, 29, and 30), and two questions each in 2020 (questions 28 and 29) and 2021 (questions 28 and 31). A total of seven questions were asked on geology, two questions each in 2015 (questions 19 and 21) and 2018 (questions 15 and 19) and one question each in 2019 (question 24), 2020 (question 23), and 2021 (question 30). A total of 6 questions were asked on soil geography, one question each in 2016 (15th question), 2017 (15th question) 2018 (question 16) 2019 (question 22), 2020 (question 22), and 2021 (question 29). A total of 6 questions were asked on plant geography, one question in 2016 (question 19), two questions in 2017 (questions 16 and 19), one question each in 2019 (question 28), 2020 (question 24) and 2021 (question 33). While a total of two questions were asked on hydrography, one of the physical geography topics, in 2016 (question 23) and 2018 (question 20), only one question (question 23) was asked on natural systems in 2021 (Table 2).

Table 2. *Distribution of physical geography questions in social studies TFKT exams by subjects (2015-2021).*

Q.N	Year	Year	Year	Year
Q. 15	Climate Knowledge	Soil Geography	Soil Geography	Geology
Q. 16	Geomorphology	Climate Knowledge	Plant Geography	Soil Geography
Q. 19	Geology	Plant Geography	Plant Geography	Geology
Q. 20	Climate Knowledge	Climate Knowledge	Geomorphology	Hydrography
Q. 21	Geology			
Q. 23		Hydrography		
Q. 22	Soil Geography	Soil Geography	Natural Systems	
Q. 23	Geomorphology	Geology	Plant Geography	
Q. 24	Geology	Plant Geography	Soil Geography	
Q. 28	Plant Geography	Geomorphology	Geomorphology	
Q. 29	Geomorphology	Geomorphology	Soil Geography	
Q. 30	Geomorphology		Geology	
Q. 31			Geomorphology	
Total Number of Questions				36

According to these data, in the Social Studies TFKT exams, questions were asked about soil geography in all years subject to the research, while questions were asked about natural systems only in 2021. In the same exams, the most questions about physical geography between 2015-2021 were asked about geomorphology, and the least questions were asked about natural systems.

In the Social Studies TFKT exams conducted by PPSE between 2015 and 2021, 15 of the 30 questions asked concerning human and economic geography topics are related to population and settlement, and 15 of them are related to economic geography topics. A total of fifteen questions were asked on population and settlement, which is one of the subjects of human and economic geography, including one question in 2015 (question 17), three questions in 2016 (questions 17, 21, and 22), one question in 2017 (question 17) and 2018 (question 18), two questions in 2019 (questions 25 and 26), four questions in 2020 (questions 25, 26, 27 and 32) and three questions in 2021 (questions 25, 26 and 27) (Table 3). Accordingly, in all TFKT exams held between 2015 and 2021, although questions were asked from population and settlement topics, most questions in this field were asked in 2020 (4 questions).

Table 3. Distribution of human and economic geography questions in social studies TFKT exams by subjects (2015-2021).

Q.N	Year	Year	Year	Year
Q. 17		Population and Settlement	Population and Settlement	Population and Settlement
Q. 18	2015			Economic Geography (Energy Sources)
Q. 21			Population and Settlement	Economic Geography (Agriculture)
Q. 22		Economic Geography (Animal Husb)	Population and Settlement	Economic Geography (Industry)
Q. 25		Population and Settlement	Population and Settlement	Population and Settlement
Q. 26		Population and Settlement	Population and Settlement	Population and Settlement
Q. 27			Population and Settlement	Population and Settlement
Q. 30	2019		Economic Geography (Transportatio)	
Q. 31		Economic Geography (Mining)	Economic Geography (Mining)	
Q. 32		Economic Geography (Agriculture)	Population and Settlement	Economic Geography (Mining)
Q. 33		Economic Geography (Tourism)	Economic Geography (Agriculture)	Economic Geography (Mining)
Total Number of Questions				30

Among the topics of economic geography, which is another subject of human and economic geography, in 2015, one from animal husbandry (question 22), in 2017, one from energy resources (question 18), two from agriculture (questions 21 and 22), in 2018, one from energy resources (question 17), two from agriculture (questions 21 and 22), in 2019, one from mining (question 31), two from agriculture (questions 32 and 33), in 2020, transportation (question 30), mining (question 31) and agriculture (question 32). questions), one question from mining (question 31) and two questions from agriculture (questions 32 and 33) in 2019, one question each from transportation (question 30) mining (question 31), and agriculture (question 32) in 2020, and two questions from mining (questions 31 and 32) in 2021 (Table 3).

Accordingly, in all TFKT exams held between 2015 and 2021, although questions were asked from population and settlement topics, most questions in this field were asked in 2020 (4 questions).

Among the topics of economic geography, which is another subject of human and economic geography, in 2015, one from animal husbandry (question 22), in 2017, one from energy resources (question 18), two from agriculture (questions 21 and 22), in 2018, one from energy resources (question 17), two from agriculture (questions 21 and 22), in 2019, one from mining (question 31), two from agriculture (questions 32 and 33), in 2020, transportation (question 30), mining (question 31) and agriculture (question 32). questions), one question from mining (question 31) and two questions from agriculture (questions 32 and 33) in 2019, one question each from transportation (question 30) mining (question 31), and agriculture (question 32) in 2020, and two questions from mining (questions 31 and 32) in 2021 (Table 3). According to these data, in the Social Studies TFKT exam, the most questions were asked from economic geography subjects in 2017, 2018, 2019, and 2020 (3 questions), and the most questions were asked from agriculture (5 questions) and the least from animal husbandry (1 question).

In the Social Studies TFKT exams conducted by SSPC between 2015-2021, a total of 4 questions were asked from political geography subjects, one question each year between 2015-2018. All of the questions were related to geopolitics from political geography (Table 4).

Table 4. Distribution of political geography questions in social studies TFKT exams by subjects (2015-2021).

Q. N	Year	Year	Year	Year
Q. 23	2015	Geopolitics	2016	Geopolitics
Q. 24		Geopolitics		2017
Total Number of Questions				4

In the Social Studies TFKT exams conducted by SSPC between 2015-2021, a total of 9 questions were asked from the geography of countries in 2015 (questions 18 and 24) and 2019 (questions 27 and 34), two questions in 2015 and one question in the other years (Table 5).

Table 5. Distribution of countries geography questions in social studies TFKT exams by subjects (2015-2021)

Question Number	Year	Year	Year	Year
Q. 18	2015	Countries	2016	Countries
Q. 24		Countries		2017
Q. 27	2019	Countries	2020	2021
Q. 34		Countries		Countries
Total Number of Questions				9

2. How is the Distribution of the Geography Questions in PPSE Science TFKT Exam Between 2015-2021 According to Geography Subjects?

A total of 35 questions were asked from geography subjects in the Science TFKT exams conducted between 2015-2021. Of these questions, 62.9% (22 questions) covered physical geography, 31.4% (11 questions) covered human and economic geography, and 5.7% (2 questions) covered countries geography (Table 6 and Figure 2).

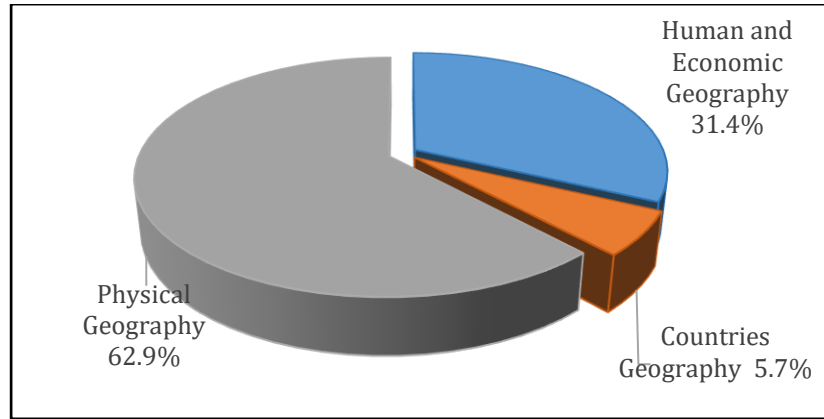


Figure 2. Distribution of questions in science TFKT exams between 2015 and 2021 by geography subjects (%).

In the Science TFKT exams conducted between 2015-2021, most of the questions related to physical geography subjects were asked from geology and soil geography (14.3%; 5 questions) and least from hydrography and natural systems (2.9%; 1 question). Concerning human and economic geography, 20% (7 questions) of the questions were about population and settlement, 11.4% (4 questions) were about economic geography. All of the questions (5.7%) related to the countries geography were asked from the topics of countries (Table 6).

Table 6. Distribution of geography questions in science TFKT exams by subjects (2015-2021).

PHYSICAL GEOGRAPHY									
Subjects	Climate Knowledge	Geomorphology	Geology	Soil Geography	Plant Geography	Hydrography	Natural Systems	Total	
Number of Question	2	4	5	5	4	1	1	22	
Percent (%)	5.7	11.4	14.3	14.3	11.4	2.9	2.9	62.9	
HUMAN AND ECONOMIC GEOGRAPHY									
Subjects	Population and Settlement			Economic Geography					
Number of Question	7			4				11	
Percent (%)	20			11.4				31.4	
COUNTRIES GEOGRAPHY									
Subjects	Countries								
Number of Question	2								2
Percent (%)	5.7								5.7
Total Number of Questions								35	

In all Science TFKT exams conducted by SSPC between 2015-2018, questions from physical geography topics were asked. While one question was asked in 2015 (question 13) and 2016 (question 14) on climate information, which is one of the subjects of physical geography, no question was asked on this subject in other years. A total of 4 questions were asked on geomorphology, one question each in 2015 (question 14), 2017 (question 15), 2019 (question 23), and 2021 (question 28). A total of 5 questions were asked on geology, one question (question 17) in 2015, two question (questions 13 and

17) in 2018, one each in 2019 (24th question) and 2020 (23rd question). A total of 5 questions were asked about soil geography, one question in 2016 (question 13), 2018 (question 14), 2019 (question 22), and two questions in 2020 (questions 22 and 27). A total of four questions were asked about plant geography, one question in 2016 (question 7), 2017 (question 14), and two questions in 2020 (questions 24 and 26). There was one question on hydrography in 2019 (question 20) and one question on natural systems in 2020 (question 25), and no questions were asked from these subjects in other years (Table 7).

Table 7. *Distribution of physical geography questions in science TFKT exams by subjects (2015-2021).*

Q.N	Yaer	Year	Year	Year	Year			
Q.13		Climate Knowledge		Soil Geography	Geology			
Q.14	2015	Geomorphology	2016	Climate Knowledge	2017	Plant Geography	2018	Soil Geography
Q.15						Geomorphology		
Q.17		Geology		Plant Geography				Geology
Q.20		Hydrography						
Q.22		Soil Geography		Soil Geography				
Q.23		Geomorphology		Geology				
Q.24		Geology		Plant Geography				
Q.25	2019		2020	Natural Systems	2021			
Q.26				Plant Geography				
Q.27				Soil Geography				
Q.28						Geomorphology		
Total Number of Questions								22

As can be seen in Table 7, the distribution of the questions related to physical geography in the Science TFKT exams between 2015 and 2022 according to years and subjects is not regular. The most questions in physical geography were asked in 2020 (6 questions) and the least in 2021 (1 question). As a subject, the most questions were asked from geology and soil geography (5 questions) and the least from hydrography and natural systems.

In the Science TFKT exams conducted by SSPC between 2015-2021, 11 questions were asked from human and economic geography subjects. A total of 8 questions were asked about population and settlement, which is one of the subjects of human and economic geography, one question each in 2015 (question 15), 2016 (question 15), 2018 (question 16), 2019 (question 25), and three questions in 2021 (questions 25, 26 and 27). Concerning economic geography, which is another subject of human and economic geography, a total of three questions were asked in 2017, one question each from energy resources (question 13), agriculture (question 16), and industry (question 17), while one question was asked from energy resources (question 15) in 2018 (Table 8).

Table 8. *Distribution of human and economic geography questions in Science TFKT exams by subjects (2015-2021).*

Question Number	Year	Year	Year	Year			
Q.13				Economic Geography (Energy Source)			
Q. 15	2015	Population and Settlement	2016	Population and Settlement	2017	2018	Economic Geography (Energy Source)
Q. 16				Economic Geography (Agriculture)			Population and Settlement
Q. 17				Economic Geography (Industry)			
Q. 22		Population and Settlement		Population and Settlement			
Q. 23	2019		2020		2021		Population and Settlement
Q. 24				Population and Settlement			
Total Number of Questions							11

According to these data, the distribution of the questions on human geography in the Science TFKT exams according to years is irregular, most questions were asked in 2017 and 2021 (3 questions), and the least questions were asked in 2015, 2016, and 2019 (1 question). In 2020, no questions were asked about human and economic geography topics (Table 8).

In the Science TFKT exams conducted by SSPC between 2015-2021, a total of two questions were asked about the geography of countries in 2015 (question 16) and 2016 (question 16), and no questions were asked in the other years (Table 9).

Table 9. *Distribution of countries geography questions in science TFKT exams according to subjects (2015-2021).*

Question Number	Yaer	Year	Year	Year
Q.16	2015	Countries	2016	Countries
Q.17				
Total Number of Questions				2

3. How is the Distribution of the Geography Questions in PPSE Classroom Teaching TKFT Exam Between 2015-2021 According to Geography Subjects?

In the Primary School Teaching TFKT exams conducted between 2015 and 2021, a total of 47 questions were asked from geography subjects, and 70.2% (33 questions) of these questions were related to physical geography, 25.5% (12 questions) to human and economic geography, and 4.3% (2 questions) to political geography (Figure 3, Table 10).

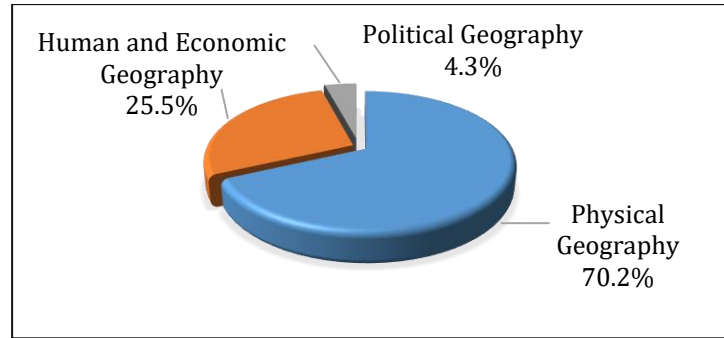


Figure 3. Distribution of questions in the 2015-2021 primary teaching TFKT exams on geography subjects (%).

In the Primary School Teaching TFKT exams, most of the questions related to physical geography were related to climate knowledge (25,5%; 12 questions), and the last questions were related to geology and soil geography (2,1%; 1 question). Of the questions related to general human and economic geography, 17% (9 questions) were related to economic geography, and 8.5% (4 questions) were related to population and settlement. All of the questions related to political geography were related to geopolitics (Table 10).

Table 10. Distribution of geography subjects in primary teacher education TFKT exams (2015-2021).

PHYSICAL GEOGRAPHY										
Subjects	Climate Knowledge	Geomorphology	Geology	Soil Geography	Plant Geography	Hydrography	Natural Systems	Map Knowledge	Total	
Number of Question	12	4	1	1	4	4	4	3	33	
Percent (%)	25.5	8.5	2.1	2.1	8.5	8.5	8.5	6.4	70.2	
HUMAN AND ECONOMIC GEOGRAPHY										
Subjects	Population and Settlement				Economic Geography					
Number of Question	4				8					12
Percent (%)	8.5				17.0					25.5
POLITICAL GEOGRAPHY										
Subjects	Geopolitics									
Number of Question	2									2
Percent (%)	4.3									4.3
Total Number of Questions									47	

In the Primary School Teaching TFKT exams conducted by SSPC, questions from physical geography subjects were asked in all years between 2015-2021, but the distribution of questions according to years and subjects of physical geography varies. A total of twelve questions were asked on climate knowledge, which is one of the subjects of physical geography, including one question in 2015 (question 34) and 2016 (question 40), three questions in 2017 (questions 35, 36, and 38), one question in 2018 (question 34) and 2019 (question 40), two questions in 2020 (questions 40 and 41), and three questions in 2021 (questions 40, 41, and 44). A total of four questions were asked on geomorphology, three in 2018 (questions 36, 37, and 39) and one in 2021 (question 43), and no questions were asked on this subject in other years. Only one question was asked on geology in 2018 (question 38) and one

question on soil geography in 2016 (question 37). A total of 4 questions were asked on plant geography, one in 2015 (question 36), two in 2016 (questions 36 and 39), and one in 2020 (question 43). A total of four questions were asked on hydrography in 2016 (question 38), 2017 (question 39), 2018 (question 36), and 2019 (question 39), and one question on natural systems in 2015 (question 35), 2016 (question 35), 2019 (question 42) and 2020 (question 42). A total of three questions were asked about map knowledge, one question each in 2016 (question 34), 2019 (question 41), and 2021 (question 42) (Table 11).

Table 11. *Distribution of physical geography questions in primary teacher teaching tftk exams by subjects (2015-2021).*

Q.N	Year	Year	Year	Year
Q.34		Climate Knowledge	Map Knowledge	Climate Knowledge
Q.35		Natural Systems	Natural Systems	Climate Knowledge
Q.36		Soil Geography	Plant Geography	Climate Knowledge
Q.37	2015		Soil Geography	2017
Q.38			Hydrography	2018
Q.39			Plant Geography	Climate Knowledge
Q.40			Climate Knowledge	Hydrography
Q.40		Climate Knowledge	Climate Knowledge	Climate Knowledge
Q.41	2019	Map Knowledge	Climate Knowledge	2021
Q.42		Natural Systems	Natural Systems	Map Knowledge
Q.43		Hydrography	Plant Geography	Geomorphology
Q.44				Climate Knowledge
Total Number of Questions				33

As seen in Table 11, the most questions from physical geography subjects were asked in 2016 (7 questions) and the least in 2015 (3 questions). As a subject, the most questions were asked from climate information (12 questions) and the least from geology and soil geography (1 question).

In the Primary Teacher Teaching TFKT exams conducted by SSPC between 2015-2021, a total of 12 questions were asked concerning human and economic geography. A total of four questions, one question each in 2015 (question 37), 2017 (question 37), 2019 (question 44), and 2020 (question 44), were asked about population and settlement, which is one of the subjects of human and economic geography. Concerning economic geography, which is another subject of human and economic geography, a total of two questions were asked in 2015, one question each from energy resources (question 38) and agriculture (question 40). In 2017, two questions (questions 34 and 40) were asked, all on the subject of energy resources, while one question was asked about mining (question 40) in 2018, energy resources (question 40) in 2019, industry (question 40) in 2020, and tourism (question 40) in 2021 (Table 12). According to these data, the highest number of questions from the human and

economic geography topics in the Primary Teacher Training ÖSYM conducted between 2015 and 2021 were asked in 2017 (4 questions), while the least number of questions were asked in 2018 and 2021 (1 question). In 2016, no questions were asked about general human and economic geography topics. As a subject, most questions (4 questions) were asked on the subject of energy resources.

Table 12. *Distribution of human and economic geography questions in primary teacher teaching TFKT exams by subjects (2015-2021).*

Question Number	Year	Year	Year	Year		
Q.34				Economic Geography (Energy Resources)		
Q.37	2015	Population and Settlement.	2016	2017	Population and Settlement	2018
Q.38		Economic Geography (Energy Resources)				
Q.40		Economic Geography (Agriculture)			Economic Geography (Energy Resources)	Economic Geography (Mining)
Q.44	2019	Population and Settlement.	2020	Population and Settlement	2021	
Q.45		Economic Geography (Energy Resources)		Economic Geography (Industry)		Economic Geography (Tourism)
Total Number of Questions						12

In the Primary Teacher Teaching TFKT exams conducted by SSPC between 2015 and 2021, a total of two questions were asked from political geography topics, one question each in 2015 and 2018. Both of the questions were related to geopolitics, one of the political geography topics (Table 13).

Table 13. *Distribution of political geography questions in primary teacher training TFKT exams by subjects (2015-2021).*

Question Number	Year	Year	Year	Year		
Q.35						
Q.38	2015	Geopolitics	2016	2017	2018	Geopolitics
Total Number of Questions						2

Discussion and Conclusion

Today, SSPC has been subjecting teacher candidates to exams to recruit teachers in many branches. In this context, to make the field knowledge of teacher candidates more determinative in the exam system, TFKT (Teaching Field Knowledge Test) exam has been introduced to most disciplines as of 2013. The number of questions in the TFKT exams held between 2013 and 2018 was 50, while this number has been increased to 75 since 2019. The TFKT exam, which was conducted in 13 branches in its first year (İltuş, 2019), was applied in a total of 18 branches in 2021 with the additions made. In the present study, the distribution of geography questions asked in the Social Studies, Science and Primary

School Teaching TFKT exams held between 2015-2021 to measure both field knowledge and field education levels of prospective teachers was examined according to years and geography subjects and the following findings were reached:

In the Social Studies TFKT exams conducted between 2015-2021, a total of 79 questions were asked from geography subjects. Coşkun & Kartal (2022) found that the geography questions asked in the Social Studies Teaching TKFE exams were close to this value. Of these questions, 36 (45.6%) were related to physical geography, 30 to human and economic geography, 9 (11.4%) to geography of countries and 4 (5.1%) to political geography. Questions were asked from physical geography and human and economic geography in all periods, and the most questions related to physical geography (9 questions; 11,9%) were asked from geomorphology and the least questions (1 question; 2%) were asked from natural systems. In relation to human geography, an equal number of questions (15 questions each; 19%) were asked about population and settlement and economic geography. All of the questions asked in political geography were related to geopolitics.

A total of 35 questions were asked from geography subjects in the Science TFKT exams held between 2015-2021. Of these questions, 22 (62.9%) were related to physical geography, 11 (31.4%) to human and economic geography, and 2 (5.7%) to geography of countries. Questions were asked from physical geography topics in all periods, the most questions (5 questions: 14.3%) were asked from geology and soil geography, and the least questions (1 question; 2.9%) were asked from hydrography and natural systems. In human and economic geography, questions were asked from all periods except 2020, and the most questions (7 questions; 20%) were asked from topics related to population and settlement. Questions from the geography of countries were asked only in 2015 and 2016.

In the Primary Teacher Teaching TFKT exams held between 2015-2021, 47 questions were asked from geography subjects. Of these questions, 33 (70.2%) were related to physical geography, 12 (25.5%) to human and economic geography, and 2 (4.3%) to political geography. Questions were asked from physical geography topics in all periods, the most questions (12 questions; 25,5%) were asked about climate, and the least questions (1 question; 2,1%) were asked about geology and soil. Questions were asked from human and economic geography topics in all years except 2016, and the most questions (8 questions; 17.0%) were asked from economic geography topics. Questions were asked from political geography in the TFKT exams conducted in 2015 and 2018, and all of the questions were asked from geopolitics. Akar & Göz Balbağ (2017) found in their study that there were questions related to geography subjects in the Classroom Teaching TKFE exam.

In conclusion, it is a controversial issue whether the number of geography questions asked in the TKFE exams of the branches subject to the study is sufficient or not, but it is very important to prepare these questions to match the geography subjects in the undergraduate programs. Şimşek & Akgün (2014) concluded in their study that a significant portion of pre-service social studies teachers want the content of school courses to be oriented towards the field exam. In the same study, it was also stated that the number of pre-service teachers who stated that they did not have a definite decision about the distribution of geography subjects was quite high.

Recommendations

In line with the findings;

- Although questions from physical geography subjects are asked in all of the branches subject to this research in all exams between 2015-2021, since few questions are asked from all three branches on map knowledge, which is the essence of geography, the number of questions in these branches should be increased.
- Distribution of the geography questions asked in the TFKT exam according to the geography subjects included in the Social Studies, Science and Primary Education undergraduate programs
- It is suggested to increase the number of questions asked from geography subjects in TFKT exams in order for the science of geography to gain the value it deserves and for those who perform an important profession such as teaching to have sufficient knowledge about geography in general and the geography of Türkiye in particular.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 100%

Conflict Statement

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.

The present study was prepared in accordance with all the rules in the Scientific Research and Publication Ethics Directive of Higher Education Institutions and without any of the "Actions Contrary to Scientific Research and Publication Ethics" in the second part of the directive.



Genişletilmiş Türkçe Özet

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Sosyal Bilgiler, Fen Bilimleri ve Sınıf Öğretmenliği Öğretmenliği Alan Bilgisi Sınavlarındaki Coğrafya Sorularının Konu Dağılımlarına Göre İncelenmesi

Giriş

Ülkelerin geleceğinin inşasında önemli rol oynayan öğretmenlerin seçimi büyük önem taşımaktadır (Safran, Kan, Üstündağ, Birbudak, & Yıldırım, 2014). Günümüzde içlerinde Avusturya, Fransa, İspanya ve ABD gibi ülkelerin de yer aldığı birçok ülkede öğretmen atamalarında farklı uygulamalara rastlanılmaktadır. Bu uygulamaların başında ise yazılı değerlendirmeler gelmektedir (Gündoğdu, Çimen, & Turan, 2008; Karadeniz, 2016; Yağcı & Kurşunlu, 2017). Bu kapsamda “güvenirliğinin ve geçerliliğinin yüksek olduğuna inanılan geniş ölçekli başarı testleri” ölçmede kullanılan araçlar olarak karşımıza çıkmaktadır (Özkan, 2015). Türkiye’de de nitelikli adayların tespiti amacıyla ilk defa 1999 yılında DMS (Devlet Memurluk Sınavı) adı altında yapılan merkezi sınava dayalı atama süreci başlatılmış; 2001 yılında bu sınavın adı “Kurumlar İçin Merkezi Eleme Sınavı” (KMS) olarak değiştirilmiştir. KMS adı altında sadece 2001 yılında uygulanan bu sınav 2002 yılında Kamu Personel Seçme Sınavı (KPSS) adını almıştır (Baysan, Ercan & Öztürk, 2011; Epçaçan, 2016; Gürgil 2019; Sezgin & Duran, 2011). KPSS adı altında uygulanmaya başlandığı 2002 yılından itibaren kamu görevlerine ilk defa atanacak öğretmenlerin seçimleri de bu sınav aracılığıyla gerçekleştirilmiştir (Baştürk, 2008; Ekici & Kurt, 2012; Karaçanta & Koç, 2015; Tösten, 2011;).

Zaman içerisinde ihtiyaçlar doğrultusunda KPSS sınavlarıyla ilgili olarak bir takım adımlar atılmıştır. Bu adımlarında biri de öğretmenlik mesleğinde aday belirlemeye yönelik olarak 2013 yılından itibaren farklı branşlarda ÖABT (Öğretmenlik Alan Bilgisi Testi) sınavınının uygulamaya konulmasıdır (Şimşek & Akgün, 2014; Tarhan & Susar, 2015; Elmacı, 2015). Bu sınav ile sınava katılan adayların hem alan bilgileri hem de alan eğitimi yeterlilikleri ölçülmeye çalışılmıştır.

Literatür incelendiğinde öğretmen atamalarına ilişkin gerek KPSS gerekse ÖABT sınavıyla ilgili olarak birçok çalışma yapılmıştır (Ablak & Kartal, 2019; Aküzüm, Demirkol, Ekici & Talu, 2015; Altun Yalçın, Özturan Sağırılı, Yalçın & Yalçın, 2012; Atav & Sönmez, 2013; Baştürk, 2008; Çelik, 2016; Çimen & Yılmaz, 2011; Diken, Öztürk, Uzel & Yılmaz, 2012; Dilekmen, Ercoşkun & Nalçacı, 2005; Ekici & Kurt, 2012; Elmacı, 2015; Erdem & Soylu, 2013; Gökçe, 2013; Güneş & Safran, 2016; Karaca, 2011; Karaer, Karaer & Kartal, 2018; Karaçanta & Koç, 2015; Karataş & Güleş, 2012; Kilmen, Kösterlioğlu & Kösterlioğlu, 2008; Kuran, 2012; Memduhoğlu & Kayan, 2017; Odabaş, 2010; Özkan & Pektaş, 2011; Sezgin & Duran, 2011; Şimşek & Akgün, 2014; Turan & Zengin, 2017; Üstündağ, Yalçın, Birbudak, Yiğit & Alev, 2015). Yapılan bu çalışmalarda ağırlıklı olarak öğretmen adaylarının KPSS ve ÖABT sınavına ilişkin görüşleri, tutumları, algıları, adayların sınavlardaki başarı puanlarının çeşitli değişkenlere göre incelenmesi, KPSS kaygı düzeyi, sınavlarda çıkmış soruların özel alan yeterliliği açısından incelenmesi gibi konular araştırılmıştır. Sosyal bilgiler, fen bilimleri, sınıf öğretmenliği gibi çok disiplinli yapıya sahip branşlarla ilgili olarak soruların bu branşlara kaynaklık eden bilim dallarına göre dağılımı ile ilgili bir çalışmanın olmadığı tespit edilmiştir. Çalışma Sosyal bilgiler, fen bilgisi ve sınıf öğretmenliği adaylarına uygulanan ÖABT sınavlarındaki coğrafya ile ilişkili soruların coğrafyanın konularına göre dağılımının incelemesi açısından önem taşımaktadır. Araştırmanın amacı doğrultusunda aşağıdaki sorulara cevap aranmıştır:

- 2015-2021 yılları arasında KPSS Sosyal Bilgiler ÖABT Sınavında çıkmış coğrafya sorularının coğrafya konularına göre dağılımı nasıldır?
- 2015-2021 yılları arasında KPSS Fen Bilimleri ÖABT Sınavında çıkmış coğrafya sorularının coğrafya konularına göre dağılımı nasıldır?
- 2015-2021 yılları arasında KPSS Sınıf Öğretmenliği ÖABT Sınavında çıkmış coğrafya sorularının coğrafya konularına göre dağılımı nasıldır?

Yöntem

Bu çalışmada 2015-2021 yılları arasında Sosyal bilgiler, fen bilgisi ve sınıf öğretmenliği adaylarına uygulanan ÖABT sınavlarındaki coğrafya ile ilişkili soruların coğrafyanın konularına göre dağılımının incelenmesi oluşturmaktadır. Bu amaç doğrultusunda ilgili yıllarda çıkmış coğrafya sorularının coğrafya konularına göre dağılımını ortaya koymak amacıyla ÖSYM tarafından yapılan öğretmenlik alan bilgisi testinde çıkmış sorular analiz edilmiştir. Bu nedenle araştırma nitel araştırma desenlerinden doküman analizi ile yapılmıştır. *“Nitel araştırma; gözlem, görüşme ve doküman analizi gibi nitel bilgi toplama yöntemlerinin kullanıldığı, alguların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma metodudur”* (Yıldırım & Şimşek, 2006). Hem nicel hem de nitel çalışmalarda kullanılabilen doküman analizi ise yazılı veya görsel malzemelerin toplanıp incelenmesi şeklinde tanımlanabilir (Sönmez & Alacapınar, 2019).

Bulgular

ÖSYM tarafından gerçekleştirilen 2015-2021 yılları arasındaki KPSS Sosyal bilgiler, fen bilimleri ve sınıf öğretmenliği ÖABT (Öğretmenlik Alan Bilgisi Testi) sınavlarında coğrafya ile ilişkili toplam 161 soru tespit edilmiştir. Bu soruların 79 tanesi sosyal bilgiler öğretmenliği, 35 tanesi fen bilimleri ve 47 tanesi de sınıf öğretmenliği ÖABT sınavlarında sorulmuştur.

KPSS Sosyal Bilgiler ÖABT sınavlarında sorulan 79 tane coğrafya sorusunun 36 tanesi (% 45.6) fiziki coğrafya, 30 tanesi (%38) beşeri ve ekonomik coğrafya, 9 tanesi (%%11.4) ülkeler coğrafyası veya

diğer adıyla bölgesel coğrafya ve 4 tanesi (%5.1) de siyasi coğrafya konuları ile ilişkilidir. Fiziki coğrafya konularından iklim bilgisinden 2015 ve 2016 yıllarında 2'şer soru olmak üzere toplam 4 soru; jeomorfoloji konusunda 2015 ve 2017 yıllarında 1, 2019 yılında 3, 2020 ve 2021 yıllarında ise 2'şer soru olmak üzere toplam 9 soru; jeoloji konusunda 2015 ve 2018 yıllarında 2, 2019, 2020 ile 2021 yıllarında 1'er soru olmak üzere toplam 7 soru; toprak coğrafyası konusunda 2016 ile 2021 yılları arasında her yıl birer soru olmak üzere toplam 7 soru; bitki coğrafyası konusunda 2016 yılında 1, 2017 yılında 2, 2019, 2020 ile 2021 yıllarında 1'er soru olmak üzere toplam 6 soru; hidrografya konusunda 2016 ve 2018 yıllarında 1'er soru olmak üzere toplam 2 soru sorulurken, doğal sistemler konusunda ise sadece 2021 yılında 1 soru sorulmuştur. Beşeri ve ekonomik coğrafya konularından olan nüfus ve yerleşme konusunda 2015 yılında 1, 2016 yılında 3, 2017 ve 2018 yıllarında 1'er soru, 2019 yılında 2 soru, 2020 yılında 4 soru ve 2021 yılında 3 soru olmak üzere toplam 15 soru; ekonomik coğrafya konularından ise 2015 yılında 1 soru, 2017, 2018, 2019 ve 2020 yıllarında 3'er soru, 2021 yılında 2 soru olmak üzere toplam 15 soru sorulmuştur. Siyasi coğrafya konularından ise 2015-2018 yılları arasında her yıl 1 soru sorulmuş olup, soruların tamamı siyasi coğrafya konularından jeopolitik konusuyla ilgilidir. Ülkeler coğrafyası konularından 2015 ve 2019 yıllarında 2'şer, diğer yıllarda ise 1'er soru olmak üzere toplam 9 soru sorulmuştur.

KPSS Fen Bilimleri ÖABT sınavlarında sorulan 35 tane coğrafya sorununun 22 tanesi (% 62.9) fiziki coğrafya, 11 tanesi (% 31.4) beşeri ve ekonomik coğrafya, 2 tanesi (% 5.7) ise ülkeler coğrafyası konularını kapsamaktadır. Fiziki coğrafya konularından olan iklim bilgisi konusunda sadece 2015 ve 2016 yıllarında 1 soru sorulmuştur. Jeomorfoloji konusunda 2015, 2017, 2019 ve 2021 yıllarında 1'er soru olmak üzere toplam 4 soru; jeoloji konusunda 2015 yılında 1 soru, 2018 yılında 2 soru, 2019 ve 2020 yıllarında 1'er soru olmak üzere toplam 5 soru; toprak coğrafyası konusunda 2016, 2018 ve 2019 yıllarında 1, 2020 yılında ise 2 soru olmak üzere toplam 5 soru; bitki coğrafyası konusunda 2016, 2017 yıllarında 1'er ve 2020 yılında 2 soru olmak toplam 4 soru; hidrografya konusunda sadece 2019 yılında, doğal sistemler konusunda ise sadece 2020 yılında 1 soru sorulmuştur. Beşeri ve ekonomik coğrafya konularından olan nüfus ve yerleşme konusunda 2015, 2016, 2018 ve 2019 yıllarında 1'er soru, 2021 yılında ise 3 soru olmak üzere toplam 7 soru sorulmuştur. Beşeri ve ekonomik coğrafyanın bir diğer konusu olan ekonomik coğrafya ile ilişkili olarak 2017 yılında 3 soru, 2018 yılında 1 bir soru olmak üzere toplam 4 soru sorulmuştur. Ülkeler coğrafyasından ise sadece 2015 ve 2016 yıllarında 1'er soru olmak üzere toplam 2 soru sorulmuştur.

KPSS Sınıf Öğretmenliği ÖABT sınavlarında sorulan 47 tane coğrafya sorusunun 33 tanesi (% 70.2) fiziki coğrafya, 12 tanesi (% 25.5) beşeri ve ekonomik coğrafya, 2 tanesi (% 4.3) ise siyasi coğrafya konularıyla ilgilidir. Fiziki coğrafya konularından olan iklim bilgisi konusunda 2015 ve 2016 yıllarında 1, 2017 yılında 3, 2018 ve 2019 yıllarında 1, 2020 yılında 2, 2021 yılında ise 3 soru olmak üzere toplam 12 soru; jeomorfoloji konusunda 2018 yılında 3, 2021 yılında ise 1 soru olmak üzere toplam 4 soru; jeoloji konusunda sadece 2018 yılında, toprak coğrafyası konusunda ise sadece 2016 yılında 1 soru; bitki coğrafyası konusunda 2015 yılında 1, 2016 yılında 2 ve 2020 yılında 1 soru olmak üzere toplam 4 soru; hidrografya konusunda 2016, 2017, 2018 ve 2019 yıllarında, doğal sistemler konusunda ise 2015, 2016, 2019 ve 2020 yıllarında 1'er soru olmak üzere toplam 4 soru sorulmuştur. Harita bilgisi konusunda ise 2016, 2019 ve 2021 yıllarında 1'er soru olmak üzere toplam 3 soru sorulmuştur. Beşeri ve ekonomik coğrafyanın konularından biri olan nüfus ve yerleşme konusunda 2015, 2017, 2019 ve 2020 yıllarında 1'er soru olmak üzere toplam 4 soru sorulmuştur. Beşeri ve ekonomik coğrafyanın bir diğer konusu olan ekonomik coğrafya ile ilişkili olarak 2015 ve 2017 yıllarında 2 soru, 2018, 2019, 2020 ve 2021 yıllarında

ise 1'er soru sorulmuştur. Siyasi coğrafya konularından ise jeopolitik ile ilişkili 2015 ve 2018 yıllarında birer soru olmak üzere toplam iki soru sorulmuştur.

Tartışma ve Sonuç

ÖSYM tarafından gerçekleştirilen 2015-2021 yılları arasında KPSS Sosyal Bilgiler, Fen Bilimleri ve Sınıf Öğretmenliği ÖABT sınavlarında coğrafya ile ilişkili 161 soru sorulmuştur. Tüm branşlarda sorulan coğrafya soruları en fazla fiziki coğrafya konuları ile ilişkilidir. Fiziki coğrafyadan sonra ise en fazla beşeri ve ekonomik coğrafya konularıyla ilişkili sorular sorulmuştur. Fiziki coğrafya konularında en fazla soru KPSS Sosyal Bilgiler ÖABT sınavlarında jeomorfoloji, KPSS Fen Bilimleri ÖABT sınavlarında jeoloji ve toprak coğrafyası, KPSS Sınıf Öğretmenliği ÖABT sınavlarında ise iklim bilgisi konularından sorulmuştur. Beşeri ve ekonomik coğrafya konularından ise KPSS Sosyal Bilgiler ve Fen Bilimleri ÖABT sınavlarında en fazla soru nüfus ve yerleşme, Sınıf Öğretmenliği ÖABT sınavlarında ise ekonomik coğrafya konularından sorulmuştur. Çalışmaya konu olan branşların ÖABT sınavlarında sorulan coğrafya sorularının sayısının yeterli olup olmadığı tartışmalı bir konu olmakla birlikte bu soruların lisans programlarında yer alan coğrafya konuları ile örtüşecek şekilde hazırlanması oldukça önem arz etmektedir. Şimşek ve Akgün (2014) yapmış olduğu çalışmada sosyal bilgiler öğretmen adaylarının önemli bir kısmının okul derslerinin içeriğinin alan sınavına yönelik olmasını istedikleri sonucuna ulaşmıştır. Yine aynı çalışmada coğrafya konularının dağılımı ile ilgili kesin bir kararlarının olmadığını ifade eden öğretmen adayları sayısının oldukça fazla olduğu da belirtilmiştir.

Öneriler

Ulaşılan bulgular doğrultusunda;

- Bu araştırmaya konu olan branşların hepsinde coğrafya biliminin özü olan harita bilgisi konularında az sayıda soru sorulduğundan bu branşlarda soru sayısının arttırılması
- ÖABT sınavında sorulan coğrafya sorularının konulara göre dağılımının Sosyal Bilgiler, Fen Bilimleri ve Sınıf Öğretmenliği lisans programında yer alan coğrafya konularına göre yapılması
- Coğrafya biliminin hak ettiği değeri kazanması ve öğretmenlik gibi önemli bir mesleği icra edenlerin genelde coğrafya özelde ise Türkiye coğrafyası hakkında yeterli bilgiye sahip olması adına ÖABT sınavlarında coğrafya konularından sorulan soru sayısının arttırılması önerilmektedir.