

EMPLOYMENT OF FACULTY OF EDUCATION STUDENTS: PUBLIC PERSONNEL SELECTION EXAMINATION (PPSE)

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Abstract

This study aims to identify the views of teacher candidates regarding PPSE. The research utilizes the survey model. The study is designed with case study method which is one of the qualitative research methods. In the study, the data was collected through semi-structured interview form developed by the researcher. Some of the findings obtained in the study were as follows: The participants believed that since there are more teachers trained than are required PPSE was necessary but they also believed that it was not the healthiest placement option. According to the views of the 65% of the participants, it was seen that the conditions of the present time makes it imperative for PPSE to be used but the type of placement method should be changed.

Key Words: PPSE, Theory of Human Capital, Planning of Manpower, Selection

Introduction

Any organization has to utilize the elements of labor, domain, capital, entrepreneurship and time in a coexistent and systematic manner in order to reach its goals. Among these resources, the most important is human capital, or 'labor' (Schultz, 1961). Education provides the means for utilizing human capital in the most productive manner (Aykaç, 1999) since the fundamental reasons of existence of education as an organization is its function of educating human labor for the economy (Ünal, 1996).

Human resources planning is considered as a means of utilizing the human resources of the organization rationally. It assists in the realization of the provision of the most appropriate and quality personnel in a specific time and location and the utilization of the present human resources in the organization in most suitable dimensions in terms of knowledge, ability and capabilities (Aykaç, 1999; Kaynak, 1996; Yüksel, 1998). The fundamental goal of manpower planning is the employment of human resources in order to receive the most benefit in the first place, and the provision of future manpower in terms of quality and quantity in the second (Canman, 2000. Cited in Argon & Eren, 2004; Schultz, 1961). Another goal of manpower planning is the prevention of the organization working with too few or too many personnel (Yüksel, 1998). It is a common assumption that educating manpower according to the need will be effective in both the development of a country and in increasing the productivity of individuals. Therefore, education and training, which provide both societal and personal gains, require and cause a close relationship between manpower planning and education planning. When individuals demand education and training, they consider the advantages and returns (Hartog, Ophem & Bajdechi, 2007) and they incline towards occupations with more advantages.

Unless there is planning in this regard, there will be accumulation in specific professions. Due to this reason, education planning will help achieve the goals of manpower planning in terms of provision and training of necessary human resources for the organization (Aykaç, 1999) since manpower planning is important not only for the future of the organization, but also for the rational use of the present resources in an organization (Aykaç, 1999). Individuals have different knowledge, abilities and attitudes. Transforming these differences into added values and eliciting the highest productivity mean 'the differences of the individuals in the human capital bring forth the differences in their productivity' (Guest, 1999; Jackson & Schuler, 1999; Ünal, 1996) according to the human capital theory (Wößmann, 2003). These differences in productivity may be caused by nature or by the education that the individuals have received.

The Turkish Ministry of National Education (MoNE) was responsible from the education, training and employment of teachers until 1983. In accordance with the law no. 2809 which went into effect in 1983, these responsibilities were transferred to universities (Bingöl, 2003).

When thought of in higher education standards, it is imperative to create a close relationship between the graduates and workforce markets in Turkey, where there is now no city without at least one university. The qualified manpower that the labor force needs are educated and trained in universities.

The fact that Turkey is a country with very young population, that Turkey is a 'social law state' (TBMM, 1982) as specified in the second article¹ of the Institution, and the high numbers of students who want to continue formal education create accumulation in entrances to secondary schools, higher education institutions and higher levels of education. Due to this accumulation, educational organizations are faced with the need for selecting among these students and this need brings forth the concept of 'placement test' (Tezbaşaran, 2004). Due to the reasons created by the concepts of a social state, the country educates teachers, engineers, economists etc. in levels that are higher than the actual need. Because of this, candidates who would like to become state employees are selected and assigned posts from time to time by way of placement tests. Due to the increase in the number of teacher candidates graduating from universities, teacher appointments began to be carried out through proficiency and competition exam in 1984 (Engeç, 1991). Student Selection And Placement Center (ÖSYM), which took over this task from Public Personnel Selection Examination (PPSE) in 1989, continued to give the test until 1991. In this period, the separation of the educating and appointing organizations led the assigning institutions to select the best candidates available (Yüksel, 2004). In addition to these, the establishments of new universities in 1992 caused an increase in the number of Faculties of Education. The rapid increase in the number of graduates has affected the supply-demand balance in the education markets. According to supply-demand estimates, when there is a surplus or shortage in supply, several precautions are taken. In the case of a surplus, working hours may be shortened, early retirement is encouraged, layoffs are organized or education and training for new posts are canceled (Bingöl, 2003)

The Faculties of Education are responsible for teacher education and training in the Turkish National Education System (Yeşil, Korkmaz & Kaya, 2009). The students who are placed in universities according to the results of Student Selection Test (SST) receive education and training for 4-5 years in the Faculties of Education to become teachers. The students who have successfully completed this training take the Public Personnel Selection Examination (PPSE) since 2002 (which replaced the Public Professions Exam (PPE) in 2001) along with the other candidates in order to be appointed posts as teachers (Yüksel, 2004; Özoğlu, 2010). According to the results of this exam, the candidates are ranked for the placement quotas specified by the Ministry of National Education. The candidates who take place among the specified ranks are assigned to their posts (MEB, 2006). In this context, the Faculties of Education are expected to educate their students not only for the profession but for the PPSE. Public Personnel Selection Examination is given to teacher candidates in two sessions. The first session consists of a total of 120 questions. There are 60 questions in the first part of the exam for general ability. 50% of the questions are related to the Turkish language, whereas the remaining 50% are about mathematics. The other 60 questions in the first session are related to general knowledge. The second session consists of 120 questions. 50% of these questions are related to development and learning (a. developmental psychology: 10%, b. Psychology of learning: 25%, c. Assessment and evaluation: 15%); 35% are related to program development and learning (a. Program development: 10%; b. Teaching methods: 25%) and the remaining 15% is related to counseling (ÖSYM, 2008).

The graduate students are placed in the available teaching positions according to the results of this exam. However, there are not an equal number or teaching posts for each participant in PPSE and graduates of some branches have a chance of less than 1% in being assigned as a teacher. This fact affects most participants deeply and creates negative expectations and increased anxiety towards the future (Baştürk, 2007) since PPSE is of crucial importance for a 4th year teacher candidate. This study aims to identify the views of teacher candidates regarding PPSE. The questions below have been formulated to this aim:

¹ **ARTICLE 2.** – The Turkish Republic is a nationalistic, democratic, secular and social state, governed by the rule of law, based on human rights, Kemalist Nationalism and fundamental tenets set forth in the preamble (1982 Constitution).

1. Are you attending a course designed for preparation for PPSE? Or are you thinking of attending one? Why?
2. What do you associate PPSE with?
3. What are your views on PPSE?
4. Do you think there should be system for selection in teacher assignments?
5. What kind of a relationship can you think of between the education you have received in the university and PPSE?
6. What kind of a structure can you suggest other than PPSE?

Method

The research utilizes the survey model. The study is designed with case study method which is a qualitative research method. In case studies definition of unit analysis is related to the way the researcher has defined his/her initial research questions (Yin, 2002).

Study group: the study group is made of up the final year students who attended Abant İzzet Baysal University Faculty of Education during the first semester of the 2009-2010 educational year (n=167). The distribution of the teacher candidates who took part in the study are as follows: Classroom Teaching (n=22), Special Education (n=20), Turkish (n=18), English Language Teaching (n=23), Counseling and Psychological Guidance (n=20), Pre-school (n=18), Mathematics (n=10), Science (n= 16) and Social Studies (n=20). The participants were selected through convenience sampling, a purposeful sampling method.

Data collection: A semi-structured interview form was prepared by the researcher. In the semi-structured interview, the researcher prepares the interview questions beforehand but this method allows the reshaping and discussion of the pre-structured questions by providing partial flexibility for the individuals who are interviewed (Ekiz, 2003). There were 6 questions in the interview form to identify the views of teacher candidates regarding the PPSE.

Validity: The questions in the interview form were prepared after a literature survey and through consultation with 5 experts in the field. The interview forms were piloted before the final form was clarified which maintains the validity of the study.

Reliability: 10 final year students who were in a department outside the scope of the present study were interviewed in order to test the reliability of the interview form. The themes of the study were also created by another researcher and were determined with the consensus of both researchers.

Data analysis: The data were analyzed by content analysis. During the analysis, two researchers separately identified the themes on the same interview forms. Since items are given in categories in qualitative research, the current study utilized frequencies and percentages related to the items under each theme. Each teacher candidate was assigned a code during the analysis. The coding was done by the abbreviation of the name of the department followed by letter codes for students.

Finding and Discussion

This section provides the data obtained through students interviews, and the findings that were reached through data analysis and discussion:

1. Are you attending a course designed for preparation for PPSE? Or are you thinking of attending one? Why?

It was found that 47.9% of the participants were attending a preparatory course at the time of the data collection. The reasons for attending such a course were as follows: not being able to study on their own, desire to repeat the content that was studied for four years, completing the points that were lacking in their information, increasing the chances for appointment to a post, getting support for classes such as math, history and geography which would be necessary in the exam, but which were not taught in their departments ,and the fact that the format changes in pedagogical formation classes between school and the PPSS course. In the research undertaken by Eraslan (2004), 83% of the 250 teacher candidates emphasized the need for PPSE courses. Similar findings were observed in a study by Çoban, Gündoğdu and Zirek (2009) . The teacher candidates do not trust the knowledge they receive in their faculties and look for support programs in order to be successful in this exam. This finding supports the findings of the current study.

INSERT TABLE ONE HERE

The participants attended PPSE courses in order to be able to get into a profession, and the courses cost money and time. Examination of the pertinent literature shows that individuals invest in formal or informal programs in order to gain a profession in the primary markets. This type of education is not limited to the training/education that is received at schools. Individuals may prefer formal or informal training in order to develop themselves and these will have costs which may be in terms of money and in terms of time (Ünal, 1996). When the individuals think that the advantages will be high, they will not refrain from investing in education or training in the area (Psacharopoulos & Patrinos, 2004). 9.6% of the participants were found not to be attending any courses at the time of data collection, but were thinking of doing so, since the fact that their friends were attending a course increased their exam anxiety and they thought that PPSE courses provided more regular studying and increase motivation.

36.53% of the participants stated that they did not need to attend a course. The reasons can be listed as follows: in case of regular and organized studying, there was no need for course attendance, the knowledge obtained from school was sufficient in the field of educational sciences; the course fees were very high. According to the findings of Okçu and Çelik (2009) 69% of the participants did not attend PPSE courses, and this finding is in parallel with the findings of the present research. Moreover, according to the findings of the study by Ercoşkun and Nalçacı (2009), there was a positive relationship between the academic success scores of the teacher candidates and their PPSE scores. The teacher candidates who studied regularly and in an organized manner believed they would pass the PPSE.

2. What do you associate PPSE with?

25.1% of the participants stated that PPSE was the precondition for being a state official/public personnel. Respectively, the participants stated that PPSE was an unfair exam, an exam that proves the error in educational policies, an indicator that the state educates teachers in an unplanned manner, a source of stress and anxiety, a marathon and a huge barrier between the profession and the graduates (Table 2). Anxiety does not stem from the event itself that creates discomfort, but from the importance that the event carries for the life of the individual. Exam anxiety carries similar characteristics as well. A majority of the students think that their own personalities and self worth are evaluated along with the results. This type of thinking affects the cognitive skills in the direction of reasoning and abstract thinking which in turn creates high exam anxiety and results in failure in exams (Baştürk, 2007).

Student 'G' from the Social Sciences Teaching program defined PPSE as 'a screen that is formed to assess specific information and skills due to the fact that there are more graduates in universities than the personnel needs in the business field. Human capital theory also focuses on the sub disciplines of selection, training, judgment and rewards (Wright & Mahen, 1999).

INSERT TABLE TWO HERE

3. What are your views on PPSE?

27.6% of the participants thought that PPSE was a necessary exam because there were more teacher candidates trained than required. However, the participants had criticisms related to the content of the exam. The participants also stated that the exam did not assess the content knowledge related to the field of the participant and that only one exam was not sufficient for evaluation. The findings of Okçu & Çelik (2009) are parallel to findings of the present study.

The participants who found PPSE as unnecessary stated that the exam did not provide a healthy screening and did not assess knowledge related to the field of the participant. They believed that if the students could not be employed in the future, it would be much healthier to decrease the SST quotas and they also suggested that if screening was necessary, it should take the performances of students as a basis.

If education is a simple screening mechanism, the problem is the ineffective screening function of the system whose sole purpose is to screen individuals. However, educational organizations may act as dual filters. The primary filter is valid in the selection of students to several educational levels, and the secondary filter is used in success and failure in these levels. If the first filter works well, second filter is only necessary for some of the skill levels (Whithead, 1981. Cited in: Ünal, 1996) and this view is in accord with the present finding.

INSERT TABLE THREE HERE

Some of the students expressed their views in the following sentences: 'the teaching profession should not be assigned with the results of only one test, the exam is unnecessary, people are continuously raced like horses'.

When we consider teacher employment, we see that the government holds monopoly. It does not differentiate among its employees; and for this reason, the last employee it has appointed will provide an example to future employees (Ünal, 1996). Thus, a screening or an exam is necessary for employee selection. The participants in the research undertaken by Gündoğdu, Çimen and Turan (2008) stated that they saw PPSE as important, but they did not hold positive views related to the system. The findings also show similarities with the findings of the present research.

4. Do you think there should be a system for selection in teacher appointments?

The participants who believed that there should be a kind of screening in teacher assignments expressed their views as given below: There are too many teacher candidates (16.2%); it is necessary for employment (0.6%). They also suggested that screening could also be done by assessing the competence in the field of study (12%); by taking means or using interviews (5.4%) and by considering school and city preferences (0.6%). The participants who thought that screening was unnecessary stated that they had already been screened prior to university (10.2%); that graduation should be sufficient to become a teacher (3.6%), and they even mentioned that the government does not trust the capacity of the teachers it selects and educates itself.

INSERT TABLE FOUR HERE

Baştürk (2007a) found a high correlation between the f SST and PPSE scores, meaning that if a candidate teacher is successful in SST, he/she is likely to be successful in PPSE as well. Baştürk (2008) suggested that the reason for this correlation is the fact that the content of both exams are similar. These findings are consistent with and support the ideas of the participants who stated that they had been already screened prior to PPSE.

5. What kind of a relationship can you think of between the education you have received in the university and PPSE?

62.4% of the participants thought that there was a connection between PPSE and pedagogical formation courses, whereas 37.6% of the participants did not think so. A majority of the participants who claimed that there was no connection between PPSE and pedagogical formation courses stated that university training was geared towards application; whereas PPSE relied on memorization; and that although field subjects were learned, the examination questions did not cover them. Salas-Velasco (2006) emphasized that academic acquisition and retention are important, and the academic qualities of the individuals play an important role in determining the professions that they may have in the future. According to the participants, PPSE was seen as an exam which does not assess academic acquisition. According to the research findings of Gürol and Sevindik (2009) and Eraslan (2004), teacher candidates stated that the general knowledge and general skills sections of PPSE were not at the level to assess them. These results are also consistent with the findings of the present study.

6. What kind of a structure can you suggest other than PPSE?

INSERT TABLE SIX HERE

The participants offered suggestions such as a written exam to test the field knowledge (32.3%) and /or interviews with objective juries (24%) instead of the application of PPSE. Participants also emphasized decreasing the quotas of universities instead of the exam, application of a practical exam (12%); the need for manpower planning (9%), the possibility of a wider scoped assessment in the internship phase to determine the assignment process (5.4%). RDP student 'İ' stated that 'Individuals who do not carry the qualities of teaching can become teachers through the PPSE placement test'. According to the research results of Okçu and Çelik (2009), 23% of the participants expressed their beliefs that the appointments should be done according to the Grade Point Averages (GPAs). The present study is consistent with the studies that display findings related to the requests of various teacher candidates for a different selection and assignment criteria.

Participants believed that PPSE at the least prevents favoritism to play a role in teacher assignments (1.8%). There are some advantages to the exam that is given centrally. The most apparent advantage is the fact that the most qualified candidates can be selected among the others in a reliable manner. Unless there is a central exam, the assignments would have to be done either by drawing of lots or by taking means of university scores. The method of drawing lots would not make it possible for MoNE to select the most qualified candidates. In the case of using means for assignment, the differences among the teacher training faculties and the reliability and validity of scores would be open to discussion and the teaching faculty will be under a lot of psychological stress to give students high scores. In the light of all these drawbacks, the necessity for a central exam outweighs the other options (Yüksel, 2004).

Conclusion and Recommendations

The results obtained from the study were as follows:

1. 53.89% of the participants attended a preparatory course. Some of the reasons for attending such a course were the desire to repeat the content that was studied for four years, completing the points that were lacking in their information, pedagogical formation classes that were taught in the PPSE format in the courses.
2. 36.53% of the participants did not attend a course. Some of the reasons for not attending were being able to study in a regular and organized manner on their own, sufficiency of the knowledge obtained from school, the highness of the course fees and the time needed for the courses.
3. It was found that 9.6% of the participants did not attend courses, but were thinking of doing at some time in the future.
4. 25.1% of the participants stated that PPSE was the precondition for becoming a state official/public personnel. It was found that PPSE was associated with the error in educational policies, an indicator of the government's teacher training without manpower planning, and of stress and anxiety.
5. It was found that 27.6% of the participants believed PPSE was necessary, whereas 72.4% found it as unnecessary. The participants believed that since there are more teachers trained than are required PPSE was necessary, but they also believed that it was not the healthiest placement option.
6. According to the views of the 65% of the participants, it was seen that the conditions of the present time made it imperative for PPSE to be used, but the type of placement method should be changed.
7. According to 62.4% of the participants, there was a connection between PPSE and pedagogical subjects, but there is no connection between PPSE and field subjects.
8. The participants offered suggestions such as a written exam to test the field knowledge and interviews with objective juries instead of the application of PPSE. There were also suggestions requiring manpower planning to be undertaken and decreasing the university entrance quotas.

In line with all the findings, PPSE was found to be fair, but it was criticized for not assessing the teacher competencies and field subjects. The related literature also mentions the fact that there are no questions that can assess professional field topics in the exam; that the present structure of PPSE is ineffective in selecting the qualified teacher candidates; and that the situation not only negatively affects the teacher candidates, but also Turkish educational system as a whole (Kablan & Turan, 2006; Tümkeya, Aybek & Çelik, 2007). The difficulty in selecting qualified teachers is also related to the nature of the profession. It is emphasized that due to the nature of teaching, it is more difficult and complex to form a process of selection and the effects of a negative placement process produce different results. According to Odione (1979. Cited in Eraslan, 2004), the 4 negative results of this process were: advanced level of weakness and failure in management and organization, unveiling of many problems that can bring an individual to personal devastation and depression, the loss of trust in the candidates towards the process of selection and placement, dismissal of the individual when his/her inadequacy has been realized after the process.

Both the findings of the research and the findings in the literature prove that the errors in the selection of individuals who will become teachers will result in various damages not only in terms of children's education and training but also in terms of the organization that they will work for. Because of this reason, manpower planning and implantation initiatives should start as soon as possible. In order to provide the healthy implementation of the present method and in order to select the most qualified candidates, ameliorations should be undertaken in the structure of the PPSE exam. There are some recommendations in this context:

1. the content of the PPSE exam and the pedagogical classes should be adapted to each other,
2. The quotas of the Faculties of Education should be redesigned according to quotas that will allow employability,
3. PPSE exam should be redesigned to test the quality of teaching more than the other topics.

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Table1. Percentage of participants' attendance to PPSE and reasons

Causes		f	%
Yes	• completing the points that were lacking in their information	5	2.9
	• More systematic and planned work	39	23.4
	• More than resolve the question	4	2.4
	• provide a more relaxed working environment	6	3.6
	• support the insufficient education received from faculties	4	2.4
	• motivation of students by the atmosphere in the examination courses	6	3.6
	• to be able to revise the undergraduate course taken over the past 4 years	7	4.2
	• to be able to get a head start in the competition in which many graduates compete for few places	8	4.8
	• getting support for classes such as math. history and geography which will be necessary in the exam	1	0.6
	• the courses given at the faculty do not match with the PPSE format	2	1.2
No	• Not required	7	4.2
	• it is unnecessary to attend a private course when one works systematically	4	2.4
	• the general ability and general knowledge questions resemble those of the university entrance examination, and the knowledge about educational sciences received from the faculty are sufficient	34	20.4
	• taking private lessons and exams to enter the examination are more useful	8	4.8
	• the PPSE is a test that requires knowledge	1	0.6
	• Course fees are too high and it takes a long time	3	1.8
	• Pre-school teachers are much in demand and do not remain unemployed, even if not by the MoNE	9	5.4
No. but I am considering it	• it is necessary for the mathematics and science lessons	3	1.8
	• Planned work to increase motivation	4	2.4
	• it serves to revise learned and forgotten knowledge	1	0.6
	• it is not possible to pass the PPSE without support 1	3	1.8
	• The high speed courses given in the second semester are enough	3	1.8
	• The fact that other students are enrolled on PPSE courses increases examination anxiety	1	0.6
	• There is no one to explain what we lack	1	0.6

Table2. What the participants associated PPSE with

Opinions about what PPSS is	f	%
• Stress	23	13.8
• A precondition for being a state employee	42	25.1
• Alternative	1	0.6
• A marathon race	10	6
• Being able to stand on one's own two feet	2	1.2
• Appointment	6	3.6
• Anxiety about the future	5	3
• An unfair examination	30	18
• Ambition	2	1.2
• Obligation	3	1.8
• Study	1	0.6
• A target which is hard to reach	1	0.6
• Selection	1	0.6
• The inefficiency of YÖK	3	1.8
• A huge obstacle between graduate and work	6	3.6
• 15 years of education being dependent on one examination	3	1.8
• A sign of wrong educational policies and the state's unplanned teacher preparation	28	16.8

Table 3. Participants' thoughts about the PPSE

Reasons	f	%
Necessary	• There are a lot of graduates waiting for appointment	1 9
		5
	• Elimination examination	3 1.8
	• But it should measure the candidate's field knowledge	1 6
		0
	• An alternative to gain a profession	4 2.4
	• But at the end of 4 years, we are not appointed if we do not get scores in the PPSE	4 2.4
	• It is not a suitable examination to select teachers	4 2.4
	• One examination is not enough	2 1.2
	• It is a difficult examination	4 2.4
Unnecessar y	• We enter university by passing an examination	2 1.2
	• PPSE does not select well	5 35.4
		9
	• If graduates are not going to be employed, the SSE's contingents should be reduced	2 12
	• Not trusting the capacity of the teachers you have educated	0 3
	• An examination conducted to act as an obstacle	1 6
		0
	• Appointments should be made according to university performance, not an examination	1 0.6
• Higher education gives sufficient outcomes in terms of the eaching profession	2 12	
	0	

Table 4. Participants' opinions on the necessity of screening in the appointment of teachers

Reasons		f	%
Yes. it is necessary	• But not PPSE. Screening should involve measuring competence in the field and diction.	20	12
	• There are too many candidate teachers.	7	16.2
	• Screening should be conducted using means or interviews.	9	5.4
	• Screening should be in accordance with the profession (teaching, interpersonal relations).	3	1.8
	• It is necessary for employment.	1	0.6
	• Competencies need to be determined. PPSE does not measure teaching competency.	4	2.4
	• Screening should be used for school and city preferences.	1	0.6
	• We are screened anyway to enter university.	7	10.2
	• The state does not trust the capacity of the teachers it has selected and educated.	10	6
	No. it is unnecessary	• Instead of opening new universities, the quality of education should be increased.	7
• The examination does not parallel the teaching field.		8	10.2
• The examination is not a good screening system.		10	6
• Graduation should be sufficient to become a teacher.		6	3.6

Table 5. Participants' opinions on the relationship between university education and PPSE

Reasons		f	%
No relation	• University should be for transmitting knowledge and doing research.	33	19.8
	• University education is geared toward practice. PPSE requires memorization.	15	9
	• The content is different. There are no field questions.	4	2.4
	• While field courses are emphasized at university, they do not appear in the exam.	4	2.4
	• University education should be combined with PPSE content.	2	1.2
	• Students only study to pass the exam.	1	0.6
	• The relationship resembles that between high school education and SST, i.e. it is non-existent.	1	0.6
	• Concentrating on PPSE results in forgetting field knowledge since it is not covered in the exam content.	1	0.6
	• PPSE requires speed and solving more questions.	1	0.6
Relation	• It is related to the pedagogic courses. <ol style="list-style-type: none"> 1. However, the course hours are insufficient. 2. PPSE requires extra work. 3. University is not a place for test preparation. 4. The knowledge is forgotten up until the exam. 5. The knowledge given at university parallels that of the exam. 6. However, the general knowledge and general ability sections are separate from education. 	104	62.4

Table 6. Participants' views on alternative screening to PPSE

Suggestion	f	%
• An exam that measures field knowledge.	54	32.3
• University placement quotas should be reduced and graduates should be screened via interviews.	40	24.0
• The quality of the education system should be raised.	4	2.4
• There should be a wide-ranging evaluation during teacher internship.	9	5.4
• The general knowledge and general ability sections of PPSE should be cancelled.	3	1.8
• PPSE and GPA should be taken into consideration.	6	3.6
• All graduates should be employed.	2	1.2
• There should be manpower planning.	15	9
• It is necessary because of the large number of graduates. At least there is no favoritism.	13	7.8
• The Public Personnel Language Exam (PPLE) or the Inter-University Language Exam (IULS) could be required for foreign languages.	1	0.6
• There should be a practical exam.	20	12