

## ÖĞRETMEN ADAYLARININ KPSS, MÜLAKAT VE ATANMA SÜRECİNE İLİŞKİN ALGILARININ BELİRLENMESİ

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### Özet

Öğretmen adayları mesleğe başlama sürecinde bir takım sınavlara girmektedir. Uzun yıllar KPSS ile atamalar yapılırken 2016 yılı itibari ile KPSS'nin yanı sıra sözlü olarak yapılan mülakat sınavı da atamalarda bir ölçüt olmuş ve öğretmen adayları iki basamaklı bir sınav sistemi ile mesleğe atanmaya başlamışlardır. Bu çalışmada öğretmen adaylarının KPSS, mülakat ve atanma sürecine ilişkin algılarını tespit etmek amaçlanmıştır. İlişkisel tarama modelinin kullanıldığı çalışmada örneklemi belirlemede amaçlı örnekleme modeli kullanılmıştır. Birinci ve dördüncü sınıfta eğitim gören 200 öğretmen adayı araştırmanın örneklemini oluşturmaktadır. Çalışmada verilerin toplanmasında Yurdakal ve Çakıroğlu (2018) tarafından geliştirilen "Öğretmen Adaylarının KPSS, Mülakat ve Atanma Sürecine İlişkin Algılarını Tespit Ölçeği" kullanılmıştır. Çalışma kapsamında öğretmen adaylarının KPSS, atanma ve mülakata yönelik algıları ve bu algıların cinsiyet ile sınıf düzeyine göre farklılaşma düzeyleri incelenmiştir. Çalışma bulgularına bakıldığında öğretmen adaylarının KPSS, mülakat ve atanma sürecine ilişkin algıları orta düzeyde çıkmıştır. Bu algılar cinsiyete göre anlamlı bir farklılık arz etmez iken sınıf düzeyine göre anlamlı bir farklılık tespit edilmiştir. Birinci sınıfta okuyan öğretmen adaylarının algıları dördüncü sınıfta okuyan adaylardan anlamlı düzeyde yüksek çıkmıştır.

Anahtar kelimeler: Öğretmen, atama, KPSS, mülakat, nicel araştırma.

## DETERMINATION OF THE PERCEPTIONS OF PRE-SERVICE TEACHERS ABOUT PPSE, INTERVIEW, AND RECRUITMENT PROCESS

### Abstract:

The pre-service teachers take some exams during the process of starting their profession. Whereas the recruitment process were carried out through the public personnel selection exam (PPSE) for many years, the verbal interview exam has become a criterion in the recruitment process since PPSE in 2016, and the pre-service teachers started to be assigned to the profession through a two-step examination system. In this study, it was aimed to determine the perceptions of pre-service teachers about the process of PPSE, interview, and recruitment process. In the research, in which correlational survey model was used, a purposeful sampling model was conducted so as to determine the sample. The sample of the research consists of 200 pre-service teachers who are studying at first and fourth grades. "Determination Scale of the Perceptions of Pre-Service Teachers about the Process of PPSE, Interview, and Assignment" generated by Yurdakal & Çakıroğlu (2018) was used in collecting data within the scope of the research. The perceptions of pre-service teachers about PPSE, interview, and recruitment process and the variation levels of these perceptions according to gender and grade were examined within the scope of the study. When the findings obtained in the research are examined, it is seen that the perceptions of pre-service teachers about the process of PPSE, interview, and recruitment process are at moderate level. Whereas these perceptions did not show a significant difference in term of gender, there was a significant difference as regard grade. The perceptions of the pre-service teachers studying at the first grade were significantly higher than the perceptions of the fourth-grade pre-service teachers.

**Keywords:** Teacher, recruitment process, PPSE, interview, quantitative research.

## 1. Introduction

Education has been an important phenomenon throughout human history. The main reason for the importance of education can be attributed to its role in the personal, mental, and social development of the individuals. Studies carried out on the most ideal education phenomenon throughout the history show that the changes in the interests, needs, and targets of the individuals affect the education phenomenon. The transformation of the phenomenon of education has been accelerated by not only the change in the individual but also the changes in society and the power of management in many contexts. Education should be clearly defined in order to establish the discourse related to education on a solid ground. Definitions on the education in terms of positive and negative perspectives are important in the literature. Deacon (2006) defines education as a fact that contributes to the mental and physical development of the child and develops his/her moral values and behaviors. According to MoNE (2017, p. 3), education is a process involving the acquisition of behaviors such as talents, skills, attitudes, aesthetic sensitivity, especially the national, spiritual and cultural values in which the individual is born. According to another commonly used definition, education is the process of creating an intentional change in the behavior of the individual through his/her own life (Erturk, 1972). As seen above, whereas some researchers consider the education as the process contributing to the development of the child in all areas, developing values and behaviors, and acquiring the appropriate behaviors, some other researchers think that the education includes negative nuance. Foucault (1977) defines the education as a phenomenon that is put into practice in accordance with certain rules imposed by the management power and that controls the thoughts, behaviors, and lifestyles of the individuals. When the definition of Foucault is examined in detail, it is comprehended that it includes a negative nuance about education. According to this understanding, in the medieval age, the management power killed the individuals who did not comply with the rules and rituals they put in their own ways, and killed them with different methods, and made the community get afraid by doing this in front of them. The main purpose of this practice can be interpreted as the punishment for “the failure to comply with the rules”. As a result of the capitalist system, when the idea of loss of labor and work force emerged as a result of the murder of the individuals for punishment, the prisons were produced, and the punishment and discipline practices were maintained together, and after these two practices, participation in the labor force was provided, so two birds were killed with one stone by the management power. The management powers adapted this situation, which includes negative nuance, to a more positive nuance; namely, they adapted this to “education”. Likewise, in all countries, the management powers try to create the profile of their citizens (voters) they desire through the education. In this context, we should re-emphasize the statement of Ghazi Mustafa Kemal Atatürk that “It is the education that either liberates a nation as a free, independent, glorious, high community, or leaves them in captivity and misery.”

In order to understand the education correctly, it is necessary to identify the basic elements. According to Sisman (1996), school principals, teachers, students, school programs, education process, school culture and setting, school environment, and parents are the main elements of the school and thus the education. School administrators are responsible for the co-ordination of in-school and out-of-school elements for an effective teaching process and for the implementation of targeted training processes. School administrators are responsible for the implementation of the education policies of the states and the general and specific educational objectives determined by the competent bodies in accordance with these policies (Kaya, 1979). The effectiveness of the school administrator is important since it will ensure that the other elements of the school will be proceeded in cooperation and within a single goal. The school management is also responsible for the success of the school. Heck (1992) argues that there is a relation between the quality of the school administrator and the success of the school. It is possible for the schools to fulfill their vital roles for societies only if they are effectively managed (Gumuseli, 1996). Celep (2004) emphasizes that the primary task of school principals is to create an environment in which the teachers can implement more effective teaching and learning activities.

Another element of the school is the student. The students are the reason for the existence of the school and therefore the education services. In the information age, what is expected from students is similar to what the students expect from education. In the information age, as a result of the increase in the importance of information, the skills of acquiring knowledge also has gained importance. In addition to this, using the information correctly in case of need is complementary to the ability to obtain information. The students who can think analytically analyze and synthesize their skills, question them and think creatively and critically, can be defined as the ideal students. Horton (2001) describes the ideal student as an individual who is open to learning, has self-regulation skills, studies in a planned way, likes to study alone, has good

writing skills and computer skills, has positive thoughts against the use of technology in trade and education, is prone to acquire new information, feels comfortable against technical problems and copes with them, and has a specific purpose (Avci & Durmuscelebi, 2014, p. 25).

The school programs are the short texts prepared by the Ministry of National Education (MoNE) in accordance with national and international changes and requirements. The main objective of the school programs is to plan the process of introducing the ideal individual. The programs prepared in this context should be organized in a way appropriate to technological, economic, sociological, and psychological phenomena. The educational processes, in which the prepared programs are implemented, are also implemented in accordance with the existing educational approach. At present, in many countries, the educational activities are carried out in accordance with the conception of constructivism. Constructivism can be summarized as the process through which an individual constructs information using his/her own pre-knowledge. From a conceptual point of view, constructivism emphasizes an ontological and epistemological basis, and with this emphasis, it argues that the information, which is claimed to be social relative in general, is created by human beings and that there is a mental grip of this formation (Aydın, 2006, p. 1). In constructivist approach, the programs are prepared as student-centered. The educational processes should be structured on the problem situations that the student may encounter throughout his/her life. In addition, a process-based approach, not product-based, should be adopted in measurement and evaluation processes (Yurdakal, 2018, pp. 44-45).

Another element of education is teacher. The teacher is the person who works on the behaviors of the students, helps each of the students he/she educates reach the predetermined goals, and ensures that they are the individuals with desired behaviors (Demirel, 2010, p. 103). Arslan and Ozpinar (2008) argue that a good teacher should realize the educational processes through a program, self-assessment, and student-centered teaching strategies. According to Okcu & Celik (2011), no matter how advanced the scientific and technological advancements are, it will not change the characteristics of teachers as the most important factor in the educational activities. The teacher needs to undergo an effective training process in order to provide an effective education process. In this context, the faculties of education have big duties. In order for the teaching profession to be performed effectively, it is necessary to establish the balance between theoretical and practical knowledge in the educational curriculum, to enable the expert academicians to work for the faculties of education and to determine the criteria in the selection of pre-service teachers in an ideal way.

The employment of teachers in our country has experienced big problems in every period and caused great controversy. Teacher recruitment have been made in many different ways since the foundation of the Turkish Republic Substitute officer teachers, substitute teachers, peace volunteers, teacher formation, teacher training through postal service, those who make military service as teachers, recruitment of all faculty and college graduates as the teachers (Akyuz, 2007, pp.390-391). Until 2016, the pre-service teachers, who graduated from the faculty of education, were recruited according to the rankings based on the scores obtained from the Public Personnel Selection Examination (PPSE). Whereas PPSE was applied as a test consisting of two sections as general culture - general talent and educational sciences, another section called TFKT (teaching field knowledge test) has been added to PPSE content since 2013. While the TFKT is a section which contains the items about the branch that the pre-service teacher has graduated from, its contribution to the success score in the assignments has more than the other parts. An interview (oral examination) was added to the teacher recruitments through the Decree Law No. 668 published in the Official Gazette dated July 27, 2016. Through this Decree Law, two items were added to Decree Law No. 652 on the Organization and Duties of the Ministry of National Education. These are “contracted teachers can be employed in the formal and non-formal education institutions of the Ministry, especially in the priority areas of development.” and “contracted teachers are appointed among the pre-service teachers up to three times for each position in terms of Public Personnel Selection Exam score, who have the general conditions foreseen in Article 48 of the Civil Servants Law No. 657 and the special conditions sought to be assigned to the teaching staff, according to the ranking of success in the oral examination to be carried out by the Ministry.” In the new system, the pre-service teachers are firstly to take two-stage PPSE, and then those who are ranked will be recruited through the interview. The speech, behavior, and health status of the pre-service teachers can also be examined through the interview. The criticism made for PPSE in terms of the fact that “teachers should not be recruited through an understanding of memorization” can be slightly minimized within this scope. According to Eraslan (2004), PPSE is only used for cognitive measurements and is considered as a test that can be achieved by the individuals who are good at memorizing.

PPSE and the oral interview, which are the tests that the pre-service teachers must take to start the teaching profession, have been exposed to criticism for both content and implementation. Determination of the perspectives of the pre-service teachers on PPSE, interview and recruitment process are important in terms of applicability of selection and placement system. It is inevitable that the pre-service teachers who have positive perceptions about the interview and recruitment process will have more positive results in these exams. In this context, it is important to determine the perceptions of the pre-service teachers and to take steps for this. In the literature, there are a lot of researches about PPSE (Güven & Dak, 2017; Memduhoglu & Kayan, 2017; Simsek & Akgun, 2014; Erdem & Soyulu, 2013; Gokce, 2013; Karatas & Guis, 2013; Karadeniz & Demir, 2010; Sahin & Arcagok, 2010; Karaca, 2011; Sezgin & Duran, 2011; Okcu & Celik, 2009; Gundogdu, Cimen & Turan, 2008; Basturk, 2007; Semerci & Ozer, 2005). In this study, the perceptions about the process of PPSE, interview, and recruitment were examined together. In this context, this research differs from other studies.

Although there are many criticisms regarding the practice, the perceptions of the pre-service teachers about the interview are important in the operation of the examination. TDK (2018) defines the perception as “being aware of something by directing attention to something, discernment”. Determination of the perceptions of pre-service teachers about PPSE, interview, and recruitment process can give important feedback to decision makers about the operation of recruitments. Since the perceptions of pre-service teachers about PPSE, interview, and recruitment processes were thought to vary according to the grade level and the remaining time for PPSE, variation was examined according to the grade level. Variation was also examined according to gender in order to determine whether gender has an effect on perception. In this context, the following sub-questions are sought:

- What is the level of perceptions of pre-service teachers about PPSE, interview, and recruitment process?
- Is there a significant difference in the perceptions of pre-service teachers about PPSE, interview and recruitment process according to gender?
- Is there a significant difference in the perceptions of pre-service teachers about PPSE, interview and recruitment process in terms of grade level?

## Methodology

### *Research Model*

The model of this research, which was carried out for the purpose of determining the perceptions of pre-service teachers about PPSE, interview, and recruitment process, and examining their perceptions in terms of different variables, is survey model. A correlational survey, which is a research model that aims to determine the presence and / or degree of covariance between two and more variables (Karasar, 2009, p. 81), was applied. The variation in the perceptions of pre-service teachers about PPSE, interview, and recruitment process in terms of different variables was examined in this study.

### *Sample and Data Collection*

Purposeful sampling model was used to determine the sample in this study. In the purposeful sampling model, the researcher subjectively selects the sample units when selecting a sample with the power to represent the population through purposeful sampling. In other words, the chance of being selected for a specific sample unit depends on the individual judgment of the researcher (Yildiz, 2017, p. 430). While the perceptions of the pre-service teachers about PPSE, interview, and recruitment process were determined in the research, first-grade and fourth-grade pre-service teachers were included in the sample. The aim is to control the variations in perceptions between the beginning and the end of the undergraduate education. The scale was applied to a total of 227 pre-service teachers which are studying at education faculty, but 27 scales which were not fully completed or had filling errors were not included in the sample. The descriptive data related to the sample are presented in Table 1.

**Table 1:** Descriptive data related to sample

Grade level	Number	Percentage
First grade	135	%67.5
Fourth grade	65	%32.5
Gender		
Female	122	%61
Male	78	%39

#### *Data Collection Process*

After obtaining the necessary permissions within the scope of the research, the students to whom the scale would be applied were determined, and the scale was applied at a convenient hour in which the students were available. Before the scales were applied, the students were given information about the scope, content, justification, and how to fill in the scale, and no time limit was set for filling the scale.

#### *Data Collection Instruments*

“Determination Scale of the Perceptions of Pre-Service Teachers about the Process of PPSE, Interview, and Recruitment”, generated by Yurdakal & Cakiroglu (2018), was used in collecting data within the scope of the research. The scale development process is as follows: In the development of the scale, the literature was reviewed and a draft measurement tool was prepared. A draft scale was applied to a small group of students after expert opinions. As a result of the feedback, the scale was finalized and piloted. The data of the study were obtained from the pre-service teachers who were studying at the Faculty of Education in a state university. Data collected from 231 pre-service teachers were transferred to SPSS 22 package program, and exploratory factor analysis was performed. Mahalanobis, KMO, item common factor variance, and item variance load values were examined in the factor analysis process. Cronbach's Alpha, Spearman-Brown and Guttman Split-Half values were analyzed in the reliability analysis of the scale. Cronbach's Alpha value for the scale was found to be 0.90, and Spearman-Brown-Guttman Split-Half values were determined as 0.83. In this context, it can be said that the scale is reliable. The scale consists of 3 factors and 25 items. The first dimension explains 23.13% of the scale; the second dimension explains 12.65% of the scale, and the third dimension explains 9.51% of the scale. The variance value explained by the three factors is 45.30%. As a result of the analysis, each sub-factor in the scale were named. The first sub-factor was named as “Perception of PPSE”, and the second one was called as “Perception of interview”, and the third sub-factor was named as “Perception of assignment process”. Since the scale is composed of 25 items and in the form of 5-points-likert, it is considered as appropriate to give 5 points to each item based on the formula of 125/25. Within this scope, the points between 0-41 were named as “low perception”; 42-83 points were called as “moderate level perception”, and 84-125 points were named as “high level perception”. The scale measures the perceptions (perspectives) of pre-service teachers about KPSS, interview, and recruitment process. In this context, the items involved in the scale include the positive and negative statements regarding the PPSE, interview, and recruitment process. Some sample items in the scale are as follows:

- *"I consider PPSE as a source of stress."*
- *"The interview causes me to lose my self-confidence."*
- *"The number of teachers waiting to be appointed creates a lot of stress on me."*
- *"I think that qualified teachers can be selected through PPSE."*

#### *Analyzing of Data*

The data collected within the scope of the research were analyzed by transferring them into SPSS 17 package program. Standard deviation, arithmetic mean, and percentages were examined in the analysis of the data related to the scores obtained from the scale. Before determining the type of analysis to be made among the variables, the normality of the distribution was observed, and after it was determined that the distribution was not distributed normally, the non-parametric tests were analyzed by using the Mann Whitney U test.

### 3. Findings / Results

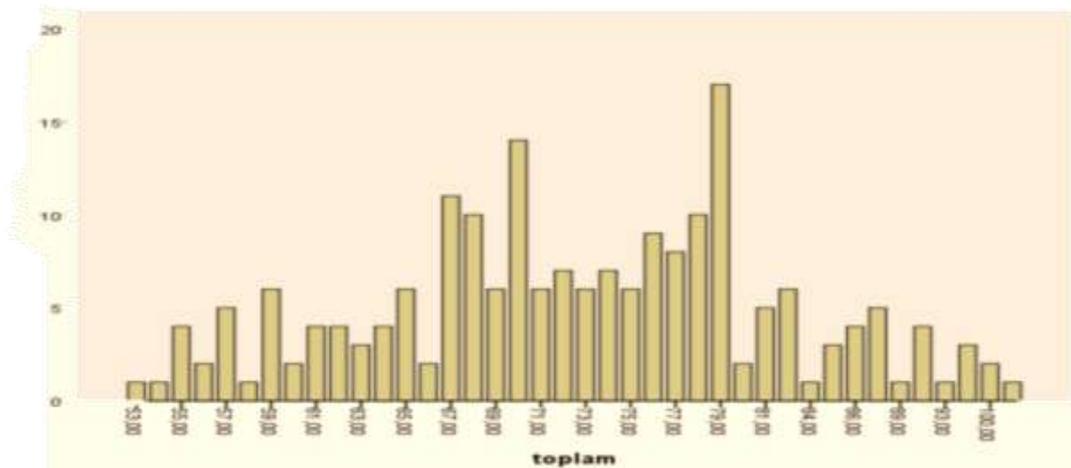
#### *Findings about the First Sub-Question*

The first sub-question of the research is “What is the level of perceptions of pre-service teachers about PPSE, interview, and recruitment process?” The findings about this first-sub-question are as follows: Before determining the perceptions of pre-service teachers, the reversing items in the scale were examined, and all the reversing items were corrected with the help of SPSS 17 (such as 1-5, 2-4, 4-2, and 5-1). The perceptions of the pre-service teachers about the PPSE, interview, and recruitment process were examined on the overall of scale and on each dimension basis, and the perceptions of the pre-service teachers for the overall and sub-dimensions of the scale are shown in Table 2.

**Table 2:** PPSE and Interview Perceptions of Pre-service Teachers according to Scale Scores

	$\bar{x}$	Median	sd	Variance	Lowest	Highest
<b>First sub-dimension</b>	29.86	31.00	7.36	54.29	7	25
<b>Second sub-dimension</b>	26.96	27.00	5.18	26.85	14	48
<b>Third sub-dimension</b>	16.20	16.00	3.17	10.06	13	50
<b>Overall of scale</b>	73.02	73.00	9.80	96.23	53	101

When the Table 2 is examined, the perception of pre-service teachers about PPSE, interview, and recruitment process is determined as 73.02 across the scale. In the scoring key of the scale, the points between 0-41 were named as “low perception”; 42-83 points were called as “moderate level perception”,



and 84-125 points were named as “high level perception”, and therefore the perceptions of the pre-service teachers were determined as moderate. The standard deviation for sample was 9.80, and the lowest score was 53, and the highest score was 101. The distribution of the sample according to the scale score is shown in Figure 1.

**Figure 1:** Distribution of scale scores of the sample

#### *Findings about the Second Sub-Question*

The second sub-question of the research is “Is there a significant difference in the perceptions of pre-service teachers about PPSE, interview and recruitment process according to gender?”, and the findings related to this sub-problem are as follows: Before examining the variation of the perception scores of the sample according to the grade level and gender, the normality of distribution should be considered. In this context, the status of the normality of distribution is shown in Table 3. The distribution was analyzed through Kolmogorov-Smirnov and Shapiro-Wilks analyses.

**Table 3:** Normality Table for Distribution

Tests of Normality						
Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
Statistic	df	Sig.	Statistic	df	Sig.	
,431	200	,000	,590	200	,000	

a. Lilliefors Significance Correction

According to Buyukozturk (2011), if the number of samples (n) is more than 50, Kolmogorov-Smirnov should be used, and if it is fewer than 50, Shapiro-Wilks should be used. Since the sample was 200, Kolmogorov-Smirnov test was applied so as to determine the normality of the distribution. When the table 3 is examined, it is seen that  $p = 0.000$  and  $p < 0.05$ . In this context, the distribution is not normal. Since the distribution was not normal, Mann Whitney U test was used for the variation of the scale scores of the sample according to gender. The results of Mann Whitney U test for variation of perceptions of the sample about PPSE, interview, and recruitment process according to gender are presented in Table 4.

**Table 4:** Mann Whitney U Test for Variation of Scale Scores of Sample according to Gender

Gender	N	$\bar{x}$	Mann-Whitney U	Wilcoxon W	Z	p
Female	124	72,40				
Male	76	74,03				
Total	200		4360,000	12110,000	-,887	,375

The results of Mann Whitney U for the variation of the scores obtained from the scale by the pre-service teachers about the PPSE, interview, and recruitment process are seen in Table 4. When the Sig. value is examined, the perceptions of pre-service teachers about PPSE, interview, and recruitment process do not vary according to gender ( $p = 0.375$  and  $p > 0.05$ ).

#### *Findings about the Third Sub-Question*

The third sub-question of the study is “Is there a significant difference in the perceptions of pre-service teachers about PPSE, interview and recruitment process according to grade level?”, and the findings related to this sub-question are as follows: Since the distribution is not normal in determining whether the perceptions of pre-service teachers about PPSE, interview, and recruitment process vary according to grade level, Mann Whitney U test was used. The results of the Mann Whitney U test for the variation of the perceptions of the sample according to the grade level are shown in Table 5.

**Table 5:** Mann Whitney U Test for Variation of Scale Scores of Sample according to Grade Level

Grade	N	$\bar{x}$	Mann-Whitney U	Wilcoxon W	Z	p
First grade	135	78.88				
Fourth grade	65	73.53				
Total	200		3437,000	5582,000	-2,484	,013

When the Table 5 is examined, the Mann Whitney U results for the variation of the scores obtained from the perception scale by the pre-service teachers according to grade level are seen. Looking at Sig. value, it is understood that the perceptions of pre-service teachers about PPSE, interview, and recruitment process vary according to grade level ( $p = 0.013$  and  $p < 0.05$ ). The scale mean score of the pre-service teachers studying at first grade was 78.88, and the scale mean score of the fourth-grade pre-service teachers were 73.53, and the significant difference was in favor of the first graders. In this context, it can be said that the perceptions first-year pre-service teachers about PPSE and interview vary from the fourth-grade pre-service teachers and that the perceptions of the pre-service teachers at first grade are higher.

## 2. Discussion and Conclusion

When the results of the research are examined, it is concluded that the perceptions of the pre-service teachers about PPSE and interview recruitment are moderate. It is possible for the pre-service teachers to be successful in PPSE and interviews if they have a positive perspective on these exams. In this context, it is thought-provoking that the perceptions of pre-service teachers are moderate. Scale scores of the pre-service teachers do not vary according to gender. In this context, it can be said that the perceptions of pre-service teachers about PPSE, interview, and recruitment process are not affected by the variables of being male or female. The third and last sub-question of the research is “Is there a significant difference in the perceptions of pre-service teachers about PPSE, interview and recruitment process according to grade level?”, and it is revealed in the analysis conducted that the grade level is a variable affecting perceptions. Especially, it is an expected situation that the perceptions of the first-grade pre-service teachers are significantly higher than the fourth-grade pre-service teachers. As pre-service teachers’ approach PPSE and interview exams such factors as stress and pressure cause negativity in the perceptions of pre-service teachers. In their research, Guven & Dak (2017) concluded that PPSE is required in teacher recruitment in line with the opinions of pre-service teachers and that it has a negative effect on quality of life with factors such as anxiety and stress. In their research, Semerci & Ozer (2005) concluded that PPSE adversely affected the attitude of students towards the courses. In their research, Gundogdu, Cimen & Turan (2008) concluded that the exam results of the pre-service teachers affected their future, and thus, PPSE was wearing them out. Karatas & Gules (2013) concluded in their study that the state of anxiety caused by PPSE adversely affected the academic achievement of pre-service teachers in the university, and that most of the time, preparation for the exam can prevent the success of the pre-service teachers in the courses. Karaca (2011) concluded that pre-service teachers had negative attitudes towards PPSE in general. Okcu & Celik (2009) showed that pre-service teachers had a negative perspective towards PPSE. In this context, the results of the present study coincide with the literature. Gokce (2013) stated that 41% of undergraduate students considered PPSE as unnecessary. According to the research conducted by Memduhoglu & Kayan (2017), the participation of field exam in KPSS was welcomed by the pre-service teachers. In addition, pre-service teachers think that PPSE is insufficient to measure teaching skills. Sahin & Arcagok (2010) stated that pre-service teachers had the opinion that PPSE is not a qualified exam in selecting teachers. It was stated Karadeniz & Demir (2010) that the pre-service teachers spent their free time studying for PPSE and that they could not devote time to social, sport, and cultural activities and felt themselves in the void. Erdem & Soyulu (2013) stated that pre-service teachers expressed their opinions about the need for a two-stage examination, both theoretical and practical, in recruiting teachers. In the research conducted by Sezgin & Duran (2011), pre-service teachers stated that there was not a suitable test for choosing a qualified teacher. In this context, when the related literature is reviewed, it is concluded that the pre-service teachers do not have a positive perception of PPSE and that they are not satisfied with the exam system.

Simsek & Akgun (2014) did not find a significant difference between the attitude points of pre-service teachers towards PPSE and gender and grade level. In addition, it was concluded that pre-service teachers were opposed to such exams as PPSE since they could not choose qualified teachers. In this context, no significant difference was found between gender and PPSE perception in the study. In his study carried out in terms of exam anxiety levels towards PPSE, Basturk (2007) found that male teachers had a higher level of anxiety than female students. In this context, the results of the study do not overlap. At the end of the research, the following recommendations can be presented: The reasons for low perceptions of pre-service teachers about PPSE and interview should be examined through qualitative research. Opinions should be taken from the teachers, pre-service teachers, and other necessary stakeholders when establishing the criteria used in teacher recruitments. The teacher recruitment system should be conducted within a specific mold and should not be changed frequently.

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