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EFFECT OF CANDIDATE TEACHERS' OPINIONS TO PUBLIC PERSONNEL SELECTION EXAMINATION (PPSE) ON ATTITUDES OF TEACHING*

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Abstract

Positive attitudes and the love of profession have significant importance on success of teachers in their professions. KPSS is the initial handicap which students have to pass in order to be appointed as teacher in primary schools. Therefore, we have determined to find out the effect of PPSE exam on teachers' opinions to attitudes of teaching. The research was carried out with descriptive. The study composed of all students studying in 4th grade of class teaching, Science, Mathematics, Social Sciences departments in Siirt Education Faculty. We did not use receiving sample method to obtain research data in a more reliable way and 387 candidate teachers studying in related departments were interviewed. Data collecting tool which was developed by researchers has two folds. In the first part, questionnaire, quantitative data collecting tool, method which determines candidates' personal information and their opinions to PPSE was used. In the second part "Attitudes Scale for Teaching (MYTO)" which was organized in the form of Likert type 5 and composed of 55 items, was used. Cronbach alpha co-efficiency of scale was found as 0.85. Descriptive statistics, unrelated t-test, one-way variance analysis and LSD test were used in the analyses of data. Meaning level was accepted as 0,5 . A significant difference was found related to candidates' level of success, to their success in PPSE exam, using knowledge they have had from PPSE exam and their attitudes towards teaching as a result of statistical analyses. The study reveals that candidate teachers who are strongly in the opinion that they can be successful in KPSS exam, have positive attitudes and behaviors towards teaching profession however those who concern that they will fail to pass the exam have negatively been affected by this situation. The study shows that candidate teachers are not opposed to PPSE but they criticize the method used in the exam. Furthermore, it has been found out that, candidate teachers' attitudes have been 'hesitant' towards Professional.

Key Words: Candidate Teachers, attitude to profession, PPSE

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Introduction

Nowadays, teaching post in professional statute is an occupation which has social, cultural, economic, academic and technological traits and requires teacher training expertise, knowledge and skill based on academic effort, (Erden, 2007, p. 156). As teaching is the oldest activity in the world, at the same time teaching post has been admitted as the holiest of the occupations for centuries. Academic and technological developments being in the world provide to the trainees many opportunities which are facilitating for learning. Besides, teacher is the first item for whom cannot be deputized, and also it is going to continue to be so. All facilities required by the era provide expected contribution only with personality traits of teachers and all facilities are beneficial. Therefore, personality, Professional competence and attitudes towards teaching are vital (Sözer, 1996, 8; Alım and Bakdemir, 2006). The ideational attitudes, emotional responses and various habits of teacher affect the students (Varış, 1973, p. 50). Hence, teachers' attitudes towards their profession play a significant role in teaching successfully (Erdem, Gezer and Çokadar, 2005, p. 471).

Küçükahmet (2003) emphasizes that attitudes are one of the most important personality traits and especially the attitudes towards teaching, students and educational efficiencies have an extensive effect on students' learning and personality. Furthermore, the works done in this field show that teachers' attitudes towards their students and educational efficiencies can be gauged with high reliability (Küçükahmet, 2003, p. 68). The teachers' attitudes towards their profession is generally related to loving and being committed to their profession, comprehending that their profession is socially necessary and significant, and also having to improve themselves due to their profession. Attitudes which are either positive or negative have extensively impact on directing candidate teachers' professional manners (Temizkan, 2008).

In Turkey, a lot of researches which inspect teachers' and candidate teachers' attitudes towards teaching according to various varieties (Alım and Bakdemir, 2006; Çeliköz and Çetin, 2004; Çetin, 2003; Aşkar and Erden, 1986; Güdek, 2007; Gürbüzürk and Genç 2004; Küçükahmet, 1976; Pehlivan, 2004; Sayın, 2005; Seferoğlu, 2004; Temizkan, 2008; Üstün, 2005). According to Çeliköz and Çetin (2004), if candidate teachers can be educated as having positive attitudes towards teaching, they behave positively to their students, they become researchers, they think creatively, they can easily transfer innovations to the classroom environment, they teach fondly, and they take pleasure in their profession when they become teachers. Therefore, the teachers do the requirements of teachership duties, responsibilities and roles more sufficiently (Çeliköz and Çetin 2004).

Currently, appointments of the candidate teachers who graduated from Education Faculties cannot be made due to different reasons. While all graduates could start to work as teachers in advance, they have to pass an exam which is known as PPSE and is carried out centrally. With reference to staff received

from the Ministry of Finance, candidate teachers being successful in PPSE exam are appointed. In other words, candidate teachers confront with PPSE exam as an important knot which has to be burlled before they start to work (Ergün, 2005). As a result of the analyses, it appears that PPSE is not an adequate exam to gauge competency of candidate teachers. In this exam, the most important and salient deficiency is that general culture and general ability subjects which are not involved in Education Faculty Programs are confronted in the exam. However, any questions about subjects which are extensively given in Education Faculty Programs do not take part in this exam. Moreover, the questions asked in educational sciences part do not contain all teacher training vocational lessons. Considering these results, PPSE has to be discussed whether it gauges the competency of the teachers or not (Ergün 2005; Güdek 2007; Yüksel 2004, p. 1). In addition, a teacher has to have affective features for instance love, interest, sensibility, enthusiasm and attitudes upon teaching, but this exam does not gauge the affective features. It is a subject which has to be debated how this exam gauges the knowledge about theoretical information which is supposed to be known by an ideal teacher (Güdek, 2007). All the problems confronted in teacher training program and employment are comprehended as a sign which shows that planning is not done realistically. Besides, not only it is enough to pass PPSE exam, but also candidate teachers have to be successful enough to be at the top for being appointed (Ergün, 2005).

A sufficient education can merely be carried out by qualified teachers. Thereby , it is necessary that teachers have positive attitudes towards their professions and feel themselves knowledgeable enough to be successful in education activities. The main problem of the research is that whether Siirt University Education Faculty seniors' thoughts have an impact on their attitudes towards teaching. The lack of the research about the research matter in literature attracts attention. It is thought that making researches in this field makes contribution to composing education policies about training qualified teachers.

The present study aims to investigate the effects of the attitudes of those going in for PPSE upon teacher training. For this reason in this study, answers to these problems are tried to find out.

1. Do the opinions of the teachers related to whether there are field knowledge questions on PPSE, whether they attend to a PPSE course, the criteria of their appointment criteria to the teacher ship profession, whether PPSE affect their point of view to the profession, the fields on which they find themselves successful on PPSE , their opinion of the levels for being successful on PPSE, their thoughts for their chance to become a teacher because of PPSE, their styles to evaluate the success levels for PPSE studies and their levels for using the PPSE knowledge when they graduate affect their attitudes towards teacher ship profession?

2. On which level is the candidates' attitudes towards teaching?
3. Is there any difference between attitudes towards teaching according to the candidates' sex (gender), scholarship style and in which departments they study?

Method

Population and Sample

The study population is composed of all students studying in 4th grade of Classroom Teaching, Social Sciences Teaching, Science Teaching and Mathematics Teaching Departments. In order to obtain research data in a more reliable way, receiving sample was not used and 387 candidate teachers studying in related departments were interviewed. After we sorted the students who did not answer the questionnaire items appropriately and who answered the items without paying attention, 360 questionnaires were evaluated. It is found acceptable that in contemplation of the fact that the attitudes upon teaching will be exactly clarified, so the 4th grade students were chosen as target group for the questionnaire.

Data Collecting Tools

Data collecting tool which was developed by researchers who made literature reviewing has twofold. The first part is composed of a questionnaire form which has three (3) questions including candidates' personal information and nine (9) questions comprised about PPSE by taking opinions of the candidates who study in related departments. The second part is composed of "Attitude Scale for Teaching (MYTO)" including 55 items to gauge the candidates' attitudes towards teaching profession. The scale is comprised of Likert type 5 and this includes 55 items, 30 of them are positive, 25 of them are negative. These items are "I strongly agree" 5, "I agree" 4, "I am hesitant" 3, "I do not agree" 2, "I strongly do not agree" 1. scoring for negative items is on the opposite side.

Data Analysis

With the efficiency word which was done on the data collecting, MYTO's Cronbach alpha co-efficiency of scale was found as 0.85. When the data was being analyzed with the SPSS 15 program in computer environment, descriptive statistics unrelated t-test, one way variance analysis and Post-Hoc LSD tests were used and significance level was taken as .05 the score (MYTP) averages of attitudes towards teaching profession were taken as dependent variable, other variables were taken as independent variable.

Results obtained from analyzed data were interpreted as 1.00-1.80: I never agree, 1.81-2.60: I do not agree, 2.61-3.40: I am hesitant, 3.41-4.20: I agree, 4.21-5.00: I strongly agree.

Findings

Study findings were analyzed in three groups. Findings about students' personal information is in the first group, findings about the effects of the students' opinions upon PPSE is in the second group and their attitudes towards teaching profession are in the third group.

1. Findings About Students' Personal Information

Findings about students' personal information are presented in Table 1.

Variable	Answer Options	f	%
1. Gender	Female	117	32.5
	Male	243	67.5
2. Education Style	Normal Education	211	58.6
	Evening Education	149	41.4
3. Departments	Classroom Teaching	190	52.8
	Science	40	11.1
	Social Sciences	32	8.9
	Mathematics	98	27.2
4. Do you to be asked field knowledge questions in PPSE?	I want	196	54.4
	I don't want	164	45.6
5. Do you attend in any course for he PPSE exam?	I agree	111	30.8
	I do not agree	249	69.2
6. According to which criteria are the candidates supposed to be appointed?	According to PPSE results	167	46.4
	According to graduation grade	81	22.5
	According to both PPSE	112	31.1

	results and graduation grade		
7. How does PPSE effect your point of view about your profession?	It effects positively	47	13.1
	It effects negatively	271	75.3
	It never effects	42	11.7
8. In PPSE, which field do you fin yourself more successful in?	General culture	52	14.4
	General ability	219	60.8
	Educational sciences	89	24.7
9. What do you thin about how much successful you are going to be in PPSE exam?	I can never be successful	12	3.3
	I am hesitant	114	31.7
	I can be successful	234	65
10. What do you think about your chance to become a teacher because of PPSE?	Very good	25	6.9
	Good	145	40.3
	Medium	150	41.7
	Weak	40	11.1
11. How do you valuate your success in preparation studies in PPSE?	I am never successful	19	5.3
	I am not successful	47	13.1
	I am hesitant	127	35.3
	I am successful	156	43.3
	I am very successful	11	3.1
12. When you graduate, how much do you think that you use PPSE knowledge in your field?	I will never use	50	13.9
	I will not use	67	18.6
	I am hesitant	73	20.3
	I will use	134	37.2
	I will always use	36	10

360 students of whom 117 (% 32.5) are female and 243 (% 67.5) are male studying in the 4th grade of Primary Departments in the university were taken to the study. 98 (% 27.2) of these students study in Mathematics Teaching, 40 (% 11.1) of them study in Science Teaching, 32 (% 8.9) of them study in Social Sciences Teaching and 190 (% 52.8) of them study in Classroom Teaching Departments. Moreover, according to their programs 211(% 58.6) of the students are enrolled to Normal Education Program and 149 (% 41.4) of them are enrolled to Evening Education Program. While approximately 54 percent (% 54) of the candidate teachers attending to the study want to be asked questions about field knowledge, 46 percent (% 46) of them do not want. 69 percent (% 69) of the candidate teachers do not attend a course for PPSE exam, but 31 percent (% 31) of them attend a course. Approximately 46 percent (% 46) of them prefer to be appointed according to PPSE exam results, 23 percent (% 23) of them prefer to appointed according to their graduation grade, 31 percent (% 31) of them prefer to be appointed according to the average of both PPSE exam results and graduation grades. It attracts attention that while 75 percent (% 75) of the candidates say “PPSE affects negatively our point of view.”, 13 percent (% 13) of them say “PPSE affects positively our point of view.” 61 percent (% 61) of those who attended the study see themselves successful in general ability questions of PPSE exam, 25 percent (% 25) of them see themselves successful in educational sciences, and 14 percent (% 14) of them se themselves successful in general culture. While 65 percent (% 65) of the candidate teachers indicate that they are going to be successful in PPSE exam, approximately 32 percent (% 32) of them are hesitant and 3 percent (% 3) of them think they are not going to be successful in PPSE exam. 47 percent (% 47) of the sample group think that they have “very good chance and good chance” to become a teacher due to PPSE exam. However, 53 percent (% 53) of them think that they have “medium chance and little chance” to become a teacher. While 46 percent (% 46) of those attending to the study consider their success level in PPSE exam studies as “very successful and successful”, 35 percent (% 35) of them are hesitant about their success level and 18 percent (% 18) of them consider that they are not going to be successful. When the candidate teachers graduate, 47 percent (% 47) of them indicate that they are going to use PPSE knowledge in their field, 20 percent (% 20) of them are hesitant about this subject. In addition, 33 percent (% 33) of them think that they are never going to use PPSE knowledge in their fields.

2. Findings About Effect of the Students' Opinions on Attitudes Towards Teacher Profession

According to (B1) and (B2) questions about KPSS addressed to the students, descriptive statistics of their MYTP's were calculated, and independent t-test was used in order to determine whether there was a meaningful difference between the groups. Findings are presented in Table 2

Table 2

According to students' answers to (B1) and (B2), t-test results related to MYTP averages.

	Answer Options	N	%	Mean	SD.	t	p
B1: Do you to be asked field knowledge questions in PPSE?	I want	196	54.4	3.32	.44	-0.657	.51
	I do not want	164	45.6	3.35	.42		
B2: Do you attend in any course for he PPSE exam?	I agree	111	30.8	3.28	.41	-1.370	.17
	I do not agree	249	69.2	3.35	.44		

Accordingly, it is determined that MYTP averages of the students whose answers are “NO” to (B1) and (B2) questions are higher than those whose answers are “YES” to these questions and the difference is not statistically meaningful ($t = -0.657, p > 0.05$).

According to (B3), (B4), (B5) and (B6) questions, descriptive statistics of their MYTP were calculated and the findings are presented sequentially in Table 3.

Table 3

According to students' answers to (B3), (B4), (B5) and (B6), ANOVA results related to MYTP averages.

	Answer Options	n	%	Mean	SD.	F	p
B3: According to which criteria are the candidates supposed to be appointed?	According to PPSE results	167	46.4	3.35	.43	1.419	.243
	According to graduation grade	81	22.5	3.26	.44		
	According to both PPSE results and graduation grade	112	31.1	3.35	.43		
B4: How does PPSE effect your point of view about your profession?	It effects positively	47	13.1	3.35	.45	0.190	.190
	It effects negatively	271	75.3	3.33	.44		
	It never effects	42	11.7	3.30	.38		

B5: . In PPSE, which field do you fin yourself more successful in?	General culture	52	14.4	3.33	.46	0.119	.888
	General ability	219	60.8	3.32	.41		
	Educational sciences	89	24.7	3.35	.46		
B6: What do you thin about how much successful you are going to be in PPSE exam?	I am never successful	19	5.3	3.13	.44	2.044	.088
	I am not successful	47	13.1	3.28	.44		
	I am hesitant	127	35.3	3.39	.42		
	I am successful	156	43.3	3.33	.42		
	I am very successful	11	3.1	3.19	.53		

Accordingly;

- For (B3), MYTP average of the students who want to be appointed according to “Both KPSS results and graduation grade” is higher than the others.
- For (B4), MYTP average of the students who think that KPSS affects their point of view upon their profession “Positively it affects” is higher than the others.
- For (B5), MYTP average of the students who think that they will be successful in “Educational Sciences” is higher than the others.
- For (B6), MYTP the attitudes towards profession of the students who evaluate their success level as “Hesitant” than the others.

According to (B7), (B8) and (B9) questions, descriptive statistics of their MYTP were calculated and the findings are presented sequentially in Table 4.

Tablo 4

According to students' answers to (B7), (B8) and (B9), ANOVA and LSD test results related to MYTP averages.

	Answer Options	n	%	Mean	SD.	F	P*	LSD**	p-value
B7: What do you think about how	I can never be successful	12	3.3	2.79	.37			3-1	.000*

much successful you are going to be in PPSE exam?	I am hesitant	114	31.7	3.27	.41	13.97	.000*	3-2	.009*
	I can be successful	234	65	3.39	.42			2-1	
B8: What do you think about your chance to become a teacher because of PPSE?	Very good	25	6.9	3.24	.37	5.434	.001*	6-4 6-5 5-4	.000* .029* .020*
	Good	145	40.3	3.42	.39				
	Medium	150	41.7	3.31	.46				
	Weak	40	11.1	3.14	.44				
	I am not successful	47	13.1	3.28	.44				
	I am hesitant	127	35.3	3.39	.42				
	I am successful	156	43.3	3.33	.42				
	I am very successful	11	3.1	3.19	.53				
B9: When you graduate, how much do you think that you use PPSE knowledge in your field?	I will never use	50	13.9	3.31	.39	4.868	.001*	7-9 8-9 9-10	.002* .019* .000*
	I will not use	67	18.6	3.25	.44				
	I am hesitant	73	20.3	3.30	.38				
	I will use	134	37.2	3.44	.44				
	I will always use	36	10	3.15	.46				

** : 1. I can never be successful, 2. I am hesitant, 3. I can be successful, 4. Good, 5. Medium, 6. Weak, 7. I will not use, 8. I am hesitant, 9. I will use, 10. I will always use.

Accordingly;

- For (B7), MYTP average of the students who think that in KPSS “I can be successful” is higher than the others.
- For (B8), MYTP average of the students who think that their chance is “Good” to be successful is higher than the others.
- For (B9), the attitudes towards profession of the students who say “I will use KPSS knowledge in my field” are higher.

According to related questions, one way variance analysis method was used in order to determine that whether there was a meaningful difference between the students' MYTP averages. Findings are presented in Table 3.

When Table 4 was reviewed, it was found that there is not a meaningful difference between MYTP averages of the students according to (B3), (B4), (B5) and (B6) questions whereas there is a meaningful difference between MYTP averages of the students according to (B7), (B8) and (B9) questions. In order to determine in which groups there is a meaningful difference, LSD test was used and it is determined that according to (B7), there are meaningful differences between attitudes towards the profession of the students who think that "I can be successful – I can never be successful" and "I can be successful – I am hesitant"; according to (B8), there are meaningful differences between attitudes towards the profession of the students who assume that because of KPSS, their chance to become teachers is "weak – good", "weak – medium" and "medium – good"; and according to (B9), there are meaningful differences between attitudes towards the profession of the students who think that "I will use – I will not use KPSS knowledge", "I am hesitant – I will use" and "I will use – I will always use".

3. Findings About Students' Attitudes Towards Teaching Profession

In the study, in order to determine the attitudes towards teacher profession, descriptive statistics related to the items of MYTO conducted a poll to the students were calculated and findings are presented in Table 5.

Table 5

Descriptive statistics related to the items of MYTO

	Items	Mean	SD.	Value
1.	Loving his/her profession provides achievement to teacher in his/her career	4.36	1.02	I strongly agree
2.	Teachership is a profession which require is teachers to develop themselves constantly	4.31	0.92	I strongly agree
3.	Teachership is a profession which I really like	3.80	1.14	I agree
7.	To survive, teacher ship is an ideal profession	3.50	1.20	I agree

9.	Teaching requires to benefit from instructional technology	4.16	0.93	I agree
12.	By taking pleasure from teaching, I can overcome all the difficulties of this profession	3.46	1.12	I agree
13.	Teachership is a profession which requires professionalism	3.97	1.08	I agree
14.	I do not want to teach though it provides opportunities to have holiday	3.50	1.34	I agree
17.	I take pleasure from teaching something to children/adolescents	3.96	1.13	I agree
18.	Even if I am redundant, I never work as a teacher	3.88	1.35	I agree
19.	I take pride in growing up valuable individuals to the society as a teacher	3.95	1.21	I agree
20.	Even if it is in the place which I like, I do not want to teach	3.71	1.38	I agree
21.	Constantly learning new things is a passion for me	3.66	1.25	I agree
22.	The last profession that I can prefer is teacher ship	3.67	1.40	I agree
23.	Teachership is a profession which teaches students to be virtuous	3.87	1.19	I agree
25.	Teachership is a profession which has scientific side	3.73	1.14	I agree
29.	Teachership is a demanding and backbreaking profession	3.48	1.35	I agree
31.	Teachership is a profession which requires to have a lot of important features	3.88	1.17	I agree
33.	Teachership is a profession that shapes the future of the society	3.97	1.24	I agree
35.	I will do with more pleasure if the financial side of teacher ship profession is increased	3.50	1.39	I agree
38.	As a teacher I analyze students behaviors in the classroom	3.80	1.11	I agree
39.	Teachership is a profession which requires responsibility	3.92	1.19	I agree
41.	I am happy to be a teacher because it provides service to	3.56	1.28	I agree

	individuals in the society			
45.	Teachership is a profession which requires devotion/self-denial	3.86	1.23	I agree
47.	Publications (books, magazines, articles, etc.) about teaching attracts my attention	3.65	1.15	I agree
48.	I always support those who want to choose teacher ship	3.61	1.16	I agree
50.	According to me, teacher ship is the holiest profession	3.80	1.28	I agree
53.	Teachership is a profession which has moral pleasure/satisfaction	3.55	1.35	I agree
2.	Teachership is a profession whose social status is low	3.33	1.42	I am hesitant
11.	I prefer teacher ship because of job guaranty	3.02	1.32	I am hesitant
15.	I preferred to become a teacher because my ÖSS point was enough for this department	3.28	1.43	I am hesitant
24.	There is no effect of teacher formation on loving teaching	3.09	1.34	I am hesitant
27.	I prefer another profession whose payment is higher than teaching	3.05	1.38	I am hesitant
28.	I prefer this profession due to the pressure of the people living around me	3.22	1.43	I am hesitant
30.	Nothing related to teacher ship attracts my attention	3.34	1.42	I am hesitant
34.	It is boring to deal with all kinds of self problems	3.11	1.35	I am hesitant
36.	Teachership is not a profession which I do with pleasure	3.32	1.37	I am hesitant
37.	If I were born again I would want to be a teacher again	3.23	1.27	I am hesitant
40.	I do not think this profession will bring me a lot of things	2.77	1.41	I am hesitant
42.	I believe I will teach adequately	2.98	1.37	I am hesitant
43.	I prefer to become a teacher even if it is in the farthest place of my country	3.12	1.31	I am hesitant

44.	If it is possible, I prefer another profession instead of teaching	2.75	1.36	I am hesitant
46.	I do not like to attend vocational trainings about teaching	2.89	1.32	I am hesitant
49.	I think teacher ship is the most appropriate profession for me	3.40	1.28	I am hesitant
51.	Dealing with children/ adolescent constantly in the classroom annoys me	3.12	1.39	I am hesitant
52.	Even if I do not constantly develop myself, I believe I will be Successful	3.31	1.33	I am hesitant
54.	I do not want to be a teacher even if its financial side is increased	3.38	1.44	I am hesitant
55.	I did not choose teacher ship because I like it	3.05	1.46	I am hesitant
6.	Teacher ship is not a profession for earning money	2.11	1.16	I do not agree
10.	Teacher ship is not a financially satisfying profession	2.15	1.26	I do not agree
26.	The thought "if I do not have any profession, I become a teacher" irritates me	2.33	1.30	I do not agree
32.	I believe teachers are not appreciated as it must be in society	1.95	1.11	I do not agree
4.	I feel sorry if teacher ship discredited in society	1.76	1.07	I never agree
8.	Teacher ship is not a profession merely for transferring Knowledge	1.78	0.95	I never agree
16.	I do not think that ordinary people can teach	1.80	0.98	I never agree
Total		3.33	0.430	2.02 – 4.79

When the table 5 above is examined, it reveals that teacher candidates deliver an opinion; 1st and 5th items at the level of "I strongly agree", 3., 7., 9., 12., 13., 14., 17., 18., 19., 20., 21., 22., 23., 25., 29., 31., 33., 35., 38., 39., 41., 45., 47., 48., 50. and 53. items at the level of "I agree", 2., 11., 15., 24., 27., 28., 30., 34., 36., 37., 40., 42., 43., 44., 46., 49., 51., 52., 54. and 55. items at the level of "I am hesitant" 6., 10., 26. and 32. items at the level of "I do not agree" 4., 8. and 16. items at the level of "I never agree". An addition, the distribution of the students' attitudes towards teaching. According to this, it is seen that the students' MYTP average is 3.33. This value is shown as "I am hesitant" in the scale.

According to their gender and education style the descriptive statistics belongs to the MYTP of the students are calculated to determine if there is a meaningful difference between the groups t-test was used. In this respect, it was determined that the average of the female students' MYTP is higher than the male students', but this difference was at no statistical significance.

Table 6

t-test results of the students' MYTP averages according to their gender and education style

		n	Mean	SD.	t-value	p-value
Gender	Female	117	3.334	.45	0.130	.897
	Male	243	3.327	.42		
Education Style	Normal Education	211	3.327	.42	-0.128	.898
	Evening Education	149	3.333	.45		

At the same time it is determined that the MYTP average of the students who study in evening education program is higher than those who study in normal education program. This finding shows that education style does not have any impact on the attitudes towards teaching.

In the study, descriptive statistics belonging to the MYTP averages of the students according to in which department they study was calculated and the findings are presented in Table 7.

Table 7

Descriptive statistics related to the students' MYTP averages according to their departments.

Departments	MYTP		
	n	Mean	SD.
Mathematics	98	3.41	.40
Science	40	3.46	.45
Social Sciences	32	3.35	.57
Classroom Teaching	190	3.25	.40
Total	360	3.33	.43

Accordingly, the MYTP averages of the students studying in the Classroom Teaching Department are lower than the other students' who study in the other departments. One way variance analysis method was implemented in order to determine whether there is a meaningful difference between the MYTP averages of the students according to the departments which they study in. The findings are presented in Table 8

Table 8

According to their departments the results on ANOVA related to the MYTP averages of the students

MYTP	Sum of squares	d.f	Mean square	F-value	P*	Source of Difference LSD	p-value
Between group	2.500	3	0.833			Mathematics- Classroom Teaching	.003*
Within group	63.95	356	0.180	4.638	.003*	Science-Classroom Teaching	.005*
TOTAL	66.45	359	---				

*: $p < 0.05$

When Table 8 is examined it is seen that there is a meaningful difference between the students' average of MYTP related to their departments. With the purpose of determining the difference in which groups, LSD test was used and among students of Mathematics – Classroom Teaching and Sciences Teaching Departments it was determined that there are meaningful differences between the attitudes of the students towards teaching.

Conclusion

- More than half of the candidate teachers who participated in the study want questions related to field knowledge in PPSE. With this finding it can be said that more than half of the candidate teachers have suspicions about content validity of PPSE.
- It is out of questions that for PPSE 69 percent (%69) of the candidate teachers do not attend any course. With this finding it can be thought that the candidate teachers have self confidence about

preparation to PPSE, also believe that formation lessons they took in Education Faculties are enough.

- It is notable that nearly quarters of the (%23) candidate teachers want to be appointed according to their graduation grades. Those who want to be appointed according to their PPSE points are nearly 46 percent (%46). With this finding it can be said that candidate teachers do not think the graduation grade as a determiner factor to teaching.
- 75 percent (%75) of the candidate teachers said that PPSE affects “negatively” to their point of view
- It is surprising that merely 14 percent (%14) of the candidate teachers regard themselves as successful in general culture field. With this finding, it can be thought that general culture lessons being taught in Education Faculties and general culture questions asked in PPSE exam are not parallel or in Education Faculties the candidate teachers are not adequately educated and general culture success depends on individual knowledge and studying.
- Approximately one third of (%35) the candidate teachers who go in for PPSE exam consider “I am hesitant” and “I will not be successful” about their achievement. More than half (%53) of the sample group regard their chance to become a teacher as “medium – weak” because of PPSE exam. With this finding, it can be interpreted as the candidate teachers have little self confidence in PPSE exam.
- More than half (%54) of the candidate teachers are in the opinion of being “hesitant and not being successful” in PPSE exam.
- 53 percent (%53) of the candidate teachers attending to study indicate that “I will never use the PPSE knowledge in my field.” with this finding, it can be stated that a great majority of the candidate teachers have a suspicion on content validity of the PPSE exam.
- It is determined that the attitudes towards teaching of the candidate teachers who are in the opinion of “being successful” in PPSE exam are higher than those who are in the opinion of “I can never be successful” and “I am hesitant” the difference between the groups make sense in favor of those who are in the opinion of “I can be successful”. This finding reveals that the candidate teachers’ self confidence and they can be successful.
- It is determined that the attitudes of the candidate teachers who regards their chance to become a teacher as “weak” are lower than those who regard their chance as “good” “medium” and “very good”. According to these, those who see their chance to become a teacher “weak” contrast to

those who see their chance as “medium” and “good” and also those who see their chance as “medium” contrast to see “good” have lower attitudes towards teaching profession. Accordingly, the opinion of the candidate teachers who see their chance as “weak” to become a teacher because PPSE exam affects negatively their attitudes towards teaching.

- It is stated that those who express to use their KPSS knowledge in their fields when they graduate are higher than the others and differences between groups are meaningful. According to this, those who say “I will use my PPSE knowledge in my field” contrary to those who say “I will not use” or “I am hesitant” have greater attitudes towards teaching profession than the others. This result shows that the knowledge of the candidate teachers gained in the process of preparation to PPSE exam can be used effectively in their fields.
- It is stated those who do not want to be asked the questions about field knowledge, who do not attend any course apart from the school, who want to be appointed according to their PPSE points and graduation grades to the profession. Those who are in the opinion that PPSE affects their points of view in a positive way, who think to be successful in the education sciences field, who are on the “hesitant” level in the preparation ground for KPSS exam the candidate teachers have greater attitudes but this difference is not meaningful.

Arguments

Teacher training has been one of the mostly discussed topics in teacher education since the foundation of Republic of Turkey in 1923. Education faculties affiliated with public and some private universities are mostly responsible for training teacher candidates at undergraduate level (Yeşil, Korkmaz ve Kaya, 2009). Pre-service teachers' positive attitudes toward their profession would ultimately enable them to perform their roles and responsibilities, making them more qualified in their skills. However, having graduated from faculties and developing positive attitudes toward their profession are not adequate in the eyes of MEB. To be appointed as teachers, they have to receive high score from a central test known as PPSE, and in some subject areas such as science or social studies teachers are less needed that even getting high scores does not automatically guarantee to be a teacher in public schools. (MEB, 2007; Ergün, 2005; Yüksel, 2004; Özoğlu, 2010). For this reason, PPSE exam is the last hurdle for pre-service teachers between them and their career, putting education faculties in a precarious position to strike a balance between teaching regular courses and preparing students for PPSE (Çetin, Koç ve Çetin, 2007).

According to studies conducted by Yeşil, Korkmaz ve Kaya (2009), Kösterelioğlu, Kösterelioğlu & Kaplan (2007), Orbay and Öner (2006), Ergün (2005), Erçoşkun and Nağacı (2009) it is found that

there is a significant and positive relationship between pre-service teachers academic standing and their PPSE scores. This finding tells us that receiving high PPSE score is also contingent upon the quality of courses pre-service teachers take during their teacher training. 69% of pre-service teachers do not attend any private courses tailored specifically to PPSE outside schools. This fact could either be explained by their limited budgets to pay for private courses at excessive prices or their confidence on learning from regular courses in universities (Nartgün, 2011). It is worth noting that only a quartile of pre-service teachers(23%) want to appointed to vacant positions based on their GPA. Almost half of them (46%) think that since there is an overflow of graduates and all of them can not be employed in public schools, KPSS is a necessary tool to select and place teacher candidates as teachers in public schools. Nartgün's 2011 study also supports this claim. A very serious problem emerges when we look into required standards for each subject area and questions posed in the educational sciences section of PPSE. In another words, the problem is that these questions are mostly generic ones and do not cover the specific subject areas (Ergün, 2005; Baştürk, 2007). More than half of preservice teachers(54%) want PPSE questions to be asked by taking into consideration of subject areas for which each teacher trained. This result is a reflection of their unwillingness to trust PPSE results and these results' problems in terms of content-validity. According to Nartgün (2011) preservice teachers do not necessarily object to PPSE itself but they show deep suspicion about types of questions and content of the test. Nartgün (2011) also finds that pre-service teachers show ambivalence toward their profession due to higher stress level in preparation process for KPSS, and 75% of their morale is adversely affected by the PPSE, putting them in a difficult position to question themselves on whether or not they see teaching as a career choice. Pre-service teachers who higher have confidence on their prospects of success in PPSE have positive attitudes toward teaching compared to those who are pessimistic about obtaining the required scores and have negative attitudes toward the profession of teaching. All these findings and survey results show us once again that PPSE is a necessary process to select teachers, but its questions and content are highly problematic in terms of selecting qualified teachers in their respective subjects, making pre-service teachers stressful and affecting the whole education system and teacher training adversely (Kablan ve Turan, 2006; Tümkaya, Aybek ve Çelik, 2007). It is determined that the participant candidate teachers from MYTP have a "hesitant" attitude towards teaching profession. It can be said that the biggest handicap of the candidate teachers to be in a "hesitant" attitude is PPSE exam. Contrary to this result Üstün, Erkan and Akman (2004), Akpınar, Yıldız and Ergin (2006), Kaya and Büyükkasap (2005), Çetinkaya (2009), Hoşgörür, Kılıç and Dündar (2002), Sağlam (2008), in their studies about candidate teachers reached the result that trainees in the sample generally have positive attitudes. In this study it is stated that there is no meaningful difference between their attitudes towards teaching profession and their gender. This obtained findings coincide with the findings of Alım and Bekdemir (2006), Bulut and Doğar (2006), Çapa and Çil (2000), Çapri and Çelikkaleli (2008), Çeliköz and Çetin (2004), obtained from their working groups. There are also studies which state that there is a meaningful difference between the attitudes of candidate teachers. (Çetinkaya (2009), Güdek (2007), Sağlam (2008), Seferoğlu (2004). In the study, the attitudes towards

teaching profession of the candidate teachers differ according to their departments which they study in. While Bulut and Dođar (2006) state that the attitudes towards teaching profession differ according to the departments which they study in, apri and elikkaleli (2008) state that they do not differ according to the departments which they study in. In the study, it is determined that the attitudes of the students upon teaching do not differ. Similar findings were found out in the studies done by Aslan and Akyol (2006), Erden (1995), Erdem and Anılan (2000). From this point of the findings, it can be stated that gender and education style do not have any impact on students' attitudes towards teaching, and the kinds of the departments in which they study are significant varieties.

Recommendations

- Education Faculty Programs and the content of PPSE have to be coincided. Especially, the questions been in educational sciences part of PPSE have to contain teacher training vocational lessons.
- A balance between the number of the candidate teachers who will be appointed and Education Faculty graduates have to be provided by making a sufficient education planning.
- It is seen that candidate teachers do not find themselves sufficient in terms of general culture. Individual efforts of the candidate teachers are important to develop their knowledge about general culture. In addition, increasing general culture lessons in Education Faculties can put away the deficiencies of the students in this field.
- This study is limited to the opinions of the students who study in the 4th grade of the Primary Department in Siirt University Education Faculty. Similar studies related to this field have to be done on candidate teachers who study in different faculties related to the departments in different cities.

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