

Pedagogical Formation Students' Perceptions about Employment and Teaching Profession*

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Abstract This study aimed to identify the reasons why Science-Literature Faculty students enrolled in pedagogical formation programs and to determine their views related to their employment options. The study undertaken with qualitative method included focus group interviews with students (n=11) enrolled in pedagogical formation programs. Content analysis technique was used in data analysis. Some of the results: (1) The biggest concern for the students enrolled in Science-Literature Faculty graduate programs without thesis is related to the restrictions in employment options and the fact that they are not employed, (2) participants stated that they had the expectation of becoming teachers when they graduated even though faculties of science and literature are being transformed into faculties of education.

Keywords Employment, Secondary Education Graduate Program, Secondary Education Subject Teacher, Teaching Profession

1. Introduction

Unregistered employment is one of the economic problems especially developing countries encounter today. The main reasons for unregistered employment, which is the leading social and financial problem, are based on socio-economic concepts such as population growth, domestic migration, income distribution, unemployment, inflation and changes in the economic structure. Also the inability of the government to establish an effective financial system plays a determinant role in the generation of this concept [20]. Various studies undertaken in the field of education ([25]; [51]) reveal many problems related to these socio-economic concepts as well. Leading problems in the field of education are the quality of education, quality of teachers and employment of the graduates and these problems increase even more with retraining needs and changes that occur in employment and unemployment conditions which are the external causes of educational

financing bottlenecks [25]. In their study, Visakorpi, Stankovic, Pedrosa and Rozsnyai [51] stated that higher education graduates in Turkey have high levels of unemployment because a new university, faculty or department opens up each day, infrastructure of these departments are not fully completed in terms of human resources and materials, many university graduates complete their education without obtaining the skills and knowledge required by the labor market, university graduates lack foreign language skills and the number of faculties and graduates in some specific fields (science and literature, agriculture etc) are higher than the requirements. One type of faculty in this regard is noteworthy: Faculty of Science and Literature.

Since 1992, the requirement to establish a Faculty of Science and Literature in each new university has created a large number of graduates in this field who are looking for employment opportunities in labor market. Despite the negative reactions of Faculty of Science and Literature graduates who have difficulty in finding employment in their fields, ill-advised teacher employment policies have supported and fortified the continuance of these faculties. While the continuity of these faculties are supported and emphasized, there are many negative effects of the implementations concerning closing the gap of teacher deficit via different sources. Kavcar [26] collected the negative aspects of these implementations under headings such as different qualification of students with various diplomas although they take the same vocational courses related to teaching, delays in having reached the decision to become teachers until the end of the undergraduate study, presenting different teacher training implementations (certificate programs, different criteria in admittance for graduate-master degrees without thesis and no common implementation among universities regarding the admittance criteria for graduate-master degrees without thesis) and having a large variety of undergraduate fields to apply for branch teaching graduate-master degrees without thesis, pedagogical formation.

On the other hand, the number of individuals who cannot get the required score in university entrance exams to be

admitted to faculties of education but who would desire to be teachers has shown parallels to teacher assignment policies. These policies can be listed as the right to become a teacher after graduation from faculties of science and literature as well, the requirement to obtain formation and the right to attend secondary education branch teaching graduate-master degrees without thesis. It is observed that the number of individuals who attend to faculties of science and literature due to incorrect guidance before and after university entrance exams and who do not wish to become teachers by profession is significantly high. This increase has subsided lately based on the frequent changes in policies and abrogation of the right to become teachers after graduation and therefore situations arose that no one was registered to evening education program in faculties of science and literature at the end of 2010-2011 university entrance period. From time to time, policies, strategies and implementations have been undertaken by the Ministry of Education and Board of Higher Education to eliminate or delay these problems and the effort is ongoing. The case of students attending faculties of science and literature occupies the agenda and minds of the politicians and educators frequently due to problems in employment.

In fact, the whole situation is closely related to the topic of where teachers should be trained. The task of teacher training is given to teacher training departments in faculties of education as legislated by law #2547 and explained clearly in Basic Law No. 1739 for National Education [41]. Therefore, generation of a specific agenda regarding where and how teachers should be trained or occupying the agenda with these issues seems meaningless. However, implementations carried from time to time in history has caused teaching profession to be regarded as one that can be professed by just about anyone (for instance, graduates of economics, business, chemistry, agricultural engineering faculties were assigned as teachers). Teacher training in Faculties of Science and Literature first started in 1922 in New York University formally [58].

In this context, investigating the role of Faculties of Science and Literature in teacher training is important to understand the historical process as well as better comprehend the issues. Although the fundamental function of faculties of science and literature is to undertake research in basic sciences, create new information and train scientists and researchers in related fields, they included teacher training among their functions due to increased demand for teachers parallel to rapid spread of secondary education. As a matter of fact, in some universities, science and literature education is regarded to be equal to teacher training ([58]; [17]).

However, along with the commencement of teacher training in faculties of science and literature, criticisms regarding the inadequate subject matter training provided to students in faculties of education have increased. Bestor [10] criticized faculties of science and literature for not taking teacher training seriously. These criticisms (for instance

insufficient teacher training, insufficient time for undergraduate studies) increased in the USA especially since the 1950s ([10]; [16], [19]; [30]; [31]; [33]; [34]; [37]; [40]). The National Commission on Teaching and American's Future [39] summarized these criticisms regarding teacher training since the 1950s in the following manner: 1) A period of 4-year undergraduate degree is inadequate for teacher training, 2) relationships between universities and schools and faculties of education and faculties of science and literature are fragmented, 3) Courses in faculties of education are provided in a superficial manner and they are not related to real experiences in a school environment and 4) Courses are provided in faculties of education with traditional tools and methods. A restructuring process started in 1996 with the effect of studies like this and similar ones in order to improve faculties of education, to improve the quality of the graduates and to ensure standardization in education. In the restructuring process, saving employment-problem-generating faculties of science and literature, whose numbers reached 71 with more than 126.000 students, was virtually a basic concern in addition to the main aim of educating higher quality teachers. With this aim in mind, Ministry of National Education (MoNE) and the Council of Higher Education (CoHE) corroboration initiated standardization in teacher training programs in the framework of restructuring and decided to allocate tasks related to teacher training mostly to faculties of education, whereas secondary education branch teachers were to be trained by faculties of science and literature following Graduate Programs without Thesis and Formation Certificate Programs ([9]; [29]; [46]; [54]; [55]).

However there have been many criticisms regarding secondary education branch teaching graduate programs without thesis since the day this implementation was put into practice. Some of these criticisms are as follows: the difference between graduate programs without thesis and teaching formation program in terms of content and quality are not quite clear, the program is actually a teaching formation program and therefore it significantly damages graduate teaching programs ([7]; [14]; [38]; [48]). In 2009, CoHE signed a highly controversial decision. In 27.08.2009, in line with proposals from Atatürk, Istanbul and Uludağ Universities, CoHE agreed to the decision that courses in the graduate programs without thesis can be taught in other faculties that specializes in subject matters that are applicable for employment in science and literature faculties and MoNE starting with 2009-2010 educational year [56]. CoHE identified some standards regarding the implementation by taking some new decisions in 21.10.2010. These decisions included the termination of graduate programs without thesis, provision of pedagogical formation programs for students who already graduated in addition to current science-literature students and at least 2.5 out of a 4.0 GPA as a requirement of acceptance to formation programs [57]. Pedagogical formation program has begun in 2011-2012 educational year and still continue.

In another respect, economic problems experienced in Turkey limit the employment opportunities for the graduates. Imbalance between the required labor force and the types and capacities of higher education programs makes it harder for students to select professions and develop their careers. The resulting hardship causes increases in base points of the programs geared towards professions where there is high demand. On the contrary, the demand for programs which has lower probability of professional placement decreases and the graduates of these programs have high levels of concerns regarding employment. Students who participated in Boe's [12] study stated that having lifetime employment guarantee is their first priority in selecting a profession and it is possible to claim that this finding is parallel to the case explained previously in the chapter. One of the aspects that make a profession important is its appeal. Şimşek's [47] results show that 40% of the candidates preferred teacher training programs as their first option. Due to ever increasing demand, the base points for some of the teacher training programs have equaled the engineering programs and faculties of medicine which are highly prestigious. On the other hand, although MoNE data for year 2015 shows that total secondary education branch teacher placement requires 1450 science education teachers (Science, physics, chemistry and biology teachers), 1400 mathematics teachers, 1450 Turkish language and literature teachers and 3450 teachers of English [21], a larger number of students are trained in physics, chemistry, biology, English and Mathematics subject fields in pedagogical formation programs. The fact that these students will not be employed will only add to the waste of efforts and resources. For instance, the cost of training a science-literature graduate student is 5 times more than that of an education faculty or economics and administrative sciences faculty graduates [49].

Examination of the National Education Councils related to the issue shows that measures and modifications developed to meet the demands for teachers for secondary level education institutions were discussed in the 3rd and 4th National Education Councils. XII. National Education Council made decisions towards opening departments in addition to classroom teaching in Education Colleges that would include training subject matter teachers such as science, social sciences, Turkish and mathematics to work in secondary education or in middle schools. Although XIV. National Education Council made a decision stating that "Pedagogical formation programs organized for higher education graduates from branches other than teaching should be definitely terminated", it is thought that this decision can harm equality and justice ([24]; [26]). Another point that should not be overlooked here is the fact that by 2011-2012 educational year, formation certification programs in faculties of education were started and retracted. MoNE first replaced formation programs during 2011-2012 educational year with graduate programs without thesis but had to retract the implementation before its start due to

pressures from science-literature faculties and had to embrace formation programs again. Due to reasons mentioned above and similar reasons, selection of university and program is not based on interests and competences of teacher candidates anymore. Teacher candidates may easily turn towards science-literature faculties with the expectation that pedagogical formation programs will open and their chances to become teachers will increase. This situation is problematic since it creates problems in human resources planning and education planning and policies. In this context, current study aimed to identify the reasons why Science-Literature Faculty students enrolled in pedagogical formation programs and to determine their views related to their employment options.

2. Method

The study undertaken with qualitative method included focus group interviews with students of pedagogical formation. By using focus group interview method, a qualitative research method, reasons for students' attendance to pedagogical formation and their ideas related to employment were identified. Academic sources that provide information about focus group method identifies that this method can be implemented in specific groups especially in social sciences ([11]; [28]; [36]). In depth and multidimensional data was sought regarding the reasons for students' attendance to graduate program without thesis and their ideas related to employment with the focus group method that provides information about the participants' viewpoints, experiences, lives, dispositions, ideas, feelings, attitudes and habits. Another reason why focus group method was preferred in the study was based on the fact that focus group method provides opportunities and the climate for the students to share their own perceptions and experiences more clearly and honestly by triggering each other's ideas and desire to speak about the reasons attendance to pedagogical formation and their ideas related to employment [27]. Focus group interview of approximately 4-hour was held with students in one session, the session was recorded and transferred to computer. The recordings were analyzed twice by the researcher herself in two separate dates and recordings were also analyzed by an independent researcher using the method proposed by Carley (cited in: [18]) and necessary controls were done.

2.1. Participants

The research was implemented on a study group of 11 students who were enrolled in Abant İzzet Baysal University pedagogical formation program. The graduate students were selected with maximum variation sampling method. Maximum variation sampling method reflects the variability in individuals by selecting a relatively small sample that includes individuals who are parties to the investigated problem [53]. The most important criteria in selecting the

participants was to reflect differences as far as possible in focus group method limited by group number of 4–10 [28] or 4-12 [52]. Therefore, it was aimed to reflect as many differences as possible such as gender and department. Three students from physics, chemistry and mathematics departments participated in the study. 7 of the participants were female whereas 4 were males. Student names were kept confidential in line with ethical rules. Each participant was given a new name while the views of participants were presented.

2.2. Data Collection Tool

Data in the study undertaken by qualitative methods were collected with the help of focus group interviews. A form consisting of the questions to ask the participants was developed by the researcher as a requirement of the focus group method and was used to collect data. Research questions were as follows:

1. Why did you prefer the Faculty of Sciences and Literature after university entrance exam?
2. Why do you think you aren't employed in your field of expertise?
3. What do you think of teaching certificate program provided in Faculty of Sciences and Literature?
4. To what extent do you feel yourself as a teacher?

Pre interviews were held with six assistant professors, 3 in science and 3 in educational sciences, and literature related to the subject was reviewed. Questions form developed with the obtained data was examined by two assistant professors, one from the field of educational programs and the other from the field of educational management and finalized after the ideas and suggestions of the evaluators. The interview form consisted of 5 open ended questions. The interview form was handed to students and they were asked to examine the questions. It was seen that the questions were understandable. The form finalized this way was used in the focus group interview to obtain student views. The researcher participated in the data collection process as moderator.

2.3. Data Analysis

Content analysis technique was used in data analysis. 7 steps of Carley's (cited in: [18]) content analysis was used in analyzing the data obtained in the study. At first, the data was analyzed by paying attention to the answers given to questions in the interview form. In the next step, sub categories for these main themes/dimensions were developed in line with the literature. Third step included checking for the existence of concepts rather than frequencies in coding the samples related to the dimensions. Later the concepts were coded as they were observed. Sub categories and unrelated conversation bits were eliminated from the text and the analysis process was completed. At last, results were compared with the literature and interpreted.

The work undertaken in the framework of the reliability and validity of the study can be summed up as follows:

- a) In order to increase the internal validity of the study, a conceptual framework was developed related to the topic as a result of literature review during the development of the interview form. It was targeted to identify the themes in the content analysis wide enough to include related concepts but narrow enough to exclude unrelated concepts. Relationships between the themes and the relationships among the sub themes were checked to provide integrity and coherence. Attention was provided to ensure participants expressed their views without any feelings of concern or fear. That way, data collected during the interview process could reflect the real situation.
- b) In order to increase the external validity (transmissibility) of the study, the research process and the tasks undertaken during the process were explained in detail. In this context, the research model, participants, data collection tool, data collection process, data analysis and interpretation were described in detail.
- c) In order to increase the internal reliability (consistency) of the study, all the findings were provided without commentaries. Also the researcher and an assistant professor experienced in qualitative research separately coded the data and codes were compared.
- d) In order to increase the external reliability (confirmability), researcher described the tasks undertaken during the process in detail. Also raw data and codes are kept by the researcher and are open to inquiry by other researchers.

3. Findings

This section presents the views of students in the framework of the main themes (employment problem, error in preference, guidance, score and formation).

3.1. The Problem of Employment: Unemployment-Health Problems

Students in Turkey face problems during the career development and guidance processes. First of all, individuals should know their ability and skill levels, interests, vocational values and personality characteristics very well. They should decide on their careers based on this knowledge. They also should be well informed of the specifics and benefits of the selected school and selected career ([23]; [43]). However, having this information may be meaningless in the light of the policies and decisions that change every day. Derya stated that she "the right to obtain teaching formation was abolished for fourth year students the year she started university and in her very first year she experienced the same concern for employment that the fourth year students experienced. Most of her friends became

commercial representatives and she also worked for 2 years in a pharmaceutical company but could not keep it up and chose to work in a private teaching institution". Belma displays the problems in the employment market by stating that "wages in private teaching institutions are very low, it is like slavery, we spend a lot of effort but nobody cares for us". Can, expressing the chaos they experience, says "we are trained to be scientists, I do not want to be a teacher but I have to because I am unemployed and have no other resort". Ege mentions that after graduation he could not find employment in medical laboratories and he came across jobs either seeking a commercial representative or personnel for marketing. Since he did not want to work in these fields, he reluctantly had to accept the offer of one of his friends to teach in a private teaching institution. Ege expresses the situation in these words: "When I first started teaching there, I asked myself—what did I study and what am I teaching now? I want to be a biologist; I want to get my master's degree. String pulling applies all the time; they require a good level of English, which I do not have. There are no opportunities to work in a lab to develop yourself. Also the existence of graduates with 2-year degrees in the employment market and the fact that they work for less make the companies prefer them instead of us. Large companies work with one or two biologists the most. Therefore, field of employment is getting narrower for us". Derya also emphasizes that "there is a competitive environment because of the large number of graduates as opposed to the small number of areas to work in and having a two-year degree, undergraduate degree or graduate degree does not mean anything to the companies either. Jale stated that since she lived in Tekirdağ, an industrialized region, she believed that she could find a job easily due to existence of pharmaceutical companies, heavy industry and food factories in the area but she could not find a job when she graduated.

She explained the depression she went through by saying that "I was always home since I did not have a job. I was in depression because of staying home all day. I could not do what I wanted, I was restricted. I was annoyed even when my dad watched TV". On the other hand, Belma stated that although she was receiving training in formation, she did not want to be a teacher. She wanted to be a biologist but there were no work options. Can believes that the main reason behind the unemployment issue is related to the development of the country and the human resources departments in companies do not even know what a "physicist" is. Can stresses the unemployment problem by suggesting "if a pharmacist can be a biology teacher, then a biologist should be pharmacist". Pedagogical formation students are depressed and unhappy because they couldn't find a job when they finished the school ([1]; [13])

3.2. Error in Preference

Candidates may make erroneous decisions about their futures since the education and exam systems are tampered with quite frequently. Hülya said that she was a victim of

ÖSS -1 (Student Selection Examination-SSE) and did not elect to go to Faculty of Science and Literature willingly. When the university entrance system changed in 1999 and the SSE score differed according to high school type she found herself in that faculty instead of the faculty of medicine. Kemal said "I was thinking of universities where I could study social sciences although I mainly took science classes. There is a belief in our schools that lazy students prefer social sciences. If you are successful in all classes, you do not go to social sciences. They did not let me change my major. I made a wrong choice". On the other hand, Ege emphasizes that he selected this department voluntarily. Derya stated that her score was high enough to attend engineering department but there was the earthquake that year and biology was selected in one of the lines so she had to attend this department instead.

3.3. Guidance, Score and Formation

It is observed that high school students first decide on the university, and then select faculty/department. Investigation of student scores based on the departments they attend shows that entrance scores for teacher training programs in some of the universities are higher than programs in the science and literature faculties and higher even than engineering [5]. Participants in the study identified that they selected their faculties due to lack of scores they obtained from university exam or based on inaccurate guidance. Öztürk [42] also emphasizes that point in his study. According to the examination of student views, Belma and Can expressed that they did not select their departments by being aware of all details and they studied in the faculty of science and literature based on the guidance provided by the school counselor.

Ayşe said that since her score was not sufficient to be accepted into biology teaching department, she used all her 24 preferences for the biology department and Fethi mentioned that his score was sufficient only for chemistry since he could not get a higher score from the university entrance exam. Belma expressed her feelings with her statements "not all students who go to faculty of education will be teachers. Some of them select it because they scored very high and some of them select it because their scores are sufficient only for this department". İtir said "I wanted to become a teacher very much. Most of my family is in the field of education but my score did not suffice. They guided me to this faculty saying I could study both English and biology here". Jale explains how everything hangs by a thin thread during this process by stating that "In SSE I did not answer any of the biology questions. O had not studied for it at all and I did not even like biology. When my family put pressure on me, I had to select all faculties for which my score was sufficient. I did not even think what I could do when I graduated". Ege said he selected the department of biology himself and he was not unhappy about his decision.

Participants who may or may not prefer their departments willingly had the belief that formation programs would open

anyway. Being allowed to have formation was regarded as only a formality [8]. Ayşe told that graduates of science and literature faculties were able to get formation when she entered the university and therefore she thought she would be a teacher when she graduated. Belma believed that enough attention as not given to science and literature faculties and they were transformed into faculties of education.

3.4. Desire to Become a Teacher

According to Öztürk [42], the restrictions in employment opportunities directs the youth to the teaching profession. However, the attitudes of individuals thus directed to teaching are normally low. Belma said that “I love teaching but I want to be a biologist. I do not like the system in the private teaching institution” and Can stated that “I don’t regard teaching as a profession for me. The other participants also voiced their feelings in the following manners. Gülay “I am perfectly cut out for teaching. I took formation in English teaching and now I am completing the area that I lacked in my teaching with the graduate degree without thesis”. Hülya “I could not be anything, so I may as well be a teacher. When we were accepted into the university, we were given the right to obtain formation but later this right was abolished. In fact teaching is not suitable for my character but I am working in a private teaching institution. Teaching there is not a profession that you can do all your life; that’s why I need to obtain a real teaching position somewhere real soon”. Kemal “If I am going to be a teacher in any case; I would prefer to be a teacher of English. I love teaching but I face problems during teaching”.

Belma also said that “I am a graduate of sciences and literature faculty. I have no teaching formation, I worked as a teacher for a year as a substitute teacher with payment. Isn’t it a shame when you consider all these students that I thought (without formation)?”. Ege said “There are 80 substitute and 60 permanent teaching staff at my school. I study for the lessons before my classes but I don’t know how to teach it and the students do not understand the lessons I teach. Teacher assignments should be undertaken seriously”. Ayşe said “she tried to learn teaching with the assistance of more experienced teachers but the responses she received were in the line of “forget it, don’t worry, just download it form the internet” and that graduates of education faculties generally ostracize the graduates of science and literature faculties although they are not the ideal teachers themselves. The discussion was highlighted and concluded by Karagözoğlu in his expression that “teaching has become a profession that anyone can do and it has turned into a source of income for the individuals who have not found a job in other fields and are disappointed and frustrated in life (Cited in: [42]). Köksal [32] mentioned that these implementations decreased the status and effectiveness of the teaching profession in the society. Other side Rots & Aelterman [44] highlighted “teachers candidates choose willingly or their loved ones while they studied in university teaching”.

4. Result, Discussion and Suggestions

The results obtained from the study that aimed to identify the reasons why Science-Literature Faculty students enrolled in graduate programs without thesis chose the program and to determine their views related to their employment options are as follows.

The biggest concern for the students enrolled in Science-Literature Faculty graduate programs without thesis is related to the restrictions in employment options and the fact that they are not employed. When they are employed, they do secondary tasks other than tasks related to their expertise. They stress the fact that the reason they continue pedagogical formation programs are related to these factors. According to the results of the study undertaken by Saracaloğlu, Kumral and Kanmaz [45]; the order of preference for the selected university affects the students’ professional concerns and academic motivation levels. Students who select their departments willingly have lower anxiety towards the profession and higher academic motivation levels. Academic achievement of the students also affects their anxiety towards profession and academic motivation levels.

The fact that titles students receive upon graduation showing their expertise in the field of study do not mean anything in the labor market and the fact that students are unemployed after graduation due to lack of employment opportunities cause psychological problems as stated by the participants. Students regard the possibility of being teachers as positive since they are concerned about not being able to find employment elsewhere. The majority of Science-Literature Faculty students enrolled in graduate programs without thesis who participated in Memduhoğlu and Topsakal’s [35] study believe that such implementations are necessary. These students regard the problem in terms of employment. They regard the opportunity to become teachers as positive since they feel concerned that they will not be able to find employment otherwise. One of the participants said that they should not be given opportunities to be teachers in the same way students in faculty of education are not given the right to become scientists. Altınkurt, Yılmaz & Erol [3] found the same results in their research.

Students who complete secondary education should take an entrance exam in order to attend university. Although the name of the exam has been changed from time to time, it was called Student Selection Examination (SSE) at the time when the students participating in the study took the exam. The participants said that they had to attend faculties of science and education since the score they received from the university entrance exam was not sufficient to attend the university of their choice, they were not guided correctly by counselors during the phase of selection, the scores that year changed according to type of high school the students graduated from and they had to make other choices depending on this differentiation in scores based on high

school type. Participants in Aksu, Engin Demir, Daloğlu, Yıldırım and Kiraz's [2] study remarked that SSE scores were effective in their preference of departments and faculties. Science-Literature Faculty students enrolled in graduate programs without thesis who participated in Memduhoğlu and Topsakal [35] stated that "they started their undergraduate studies to become teachers and that teaching is learned through experience. They also stated that they did not believe in the benefits of the program since they can just read and learn the info provided in the graduate program without having had to attend to the courses". Some of the students who believed in the benefits of the program and that the education is useful for them mentioned that they already worked as substitute teachers with pay and they would continue doing so however they would be better teachers with the help of the current program they are attending. The majority of students who found the program beneficial mainly regard the benefits from an employment opportunities point of view.

The right to become teachers which is a right given to faculties of science and literature from time to time naturally affects the student expectations. In this context, participants stated that they had the expectation of becoming teachers when they graduated and they even though that faculties of science and literature are being transformed into faculties of education. They had the belief that "Let me at least be a teacher since I cannot find another job". Participants in Aycan, Aycan and Türkoğuz's [6] study stated that they selected the graduate program without thesis in order to become teachers.

Participants stated that they attended the graduate program without thesis since they were not employed elsewhere and they could only find employment in private teaching institutions which is not a job that can be continued until retirement. Some of the participants mentioned that they actually did not want to teach but had no alternative since they could not find other jobs. According to Sarı's [46] findings, the main aim of the participants is not to become teachers but to have a job. Science-Literature Faculty students enrolled in graduate programs without thesis who participated in Anılan, Şentürk, Girmen and Öztürk's [4] study found that students wanted to be teachers simply due to concerns that they could not find any other employment options. They also stated that they worked as substitute teachers although they did not have teaching formation; that they had to go to class after studying for the day's topics; that it was a pity for the students they taught and that there are serious problems about teacher quality in the system. Students enrolled in graduate programs without thesis who participated in Aycan, Aycan and Türkoğuz's [6] study remarked that teaching was not a profession they enjoyed, they were directed to the profession simply there were teachers in their immediate families, they received the same curriculum as the graduates of the faculties of education with the help of the current program they are attending, that they were even more qualified since they had more knowledge

and training due to their graduation from another faculty, that they believed it is a right for them to be assigned as teachers but the priority is normally given to students who graduate from faculties of education, that they had to be teachers due to economic dilemmas and that they liked the profession. Ceyhan [14] stated that the expectations of teacher candidates who attend graduate programs without thesis are not that negative regarding the future. As opposed to Ceyhan's [14] findings, students participated in Anılan, Girmen, Şentürk and Öztürk's [4] study said that they found teaching to be an attractive job and they attended the program with concerns regarding employment. Some students who were about to complete the program voiced similar concerns and they criticized the program and mentioned that they could not be assigned as teachers. The highest expectation for many students is related to "being assigned as soon as possible and having a permanent job" [14]. As opposed to studies which reflect negative points of the program, there are also studies that focus on the positive sides of the implementation. For instance, according to the results provided by Sarı [46], the majority of the teacher candidates who attend graduate programs without thesis (82%) believed that they would enjoy teaching at the end of the program as well as at the start of it which is a positive finding. Oğuz and Topkaya [41] with Çocuk, Yokuş and Tanrıseven [15] stated that self-efficacy and attitudes of teacher candidates who attended secondary school branch teaching graduate programs without thesis are rather positive.

All these findings point to the fact that accurately guiding the students in terms of university preferences as the first step for future employment is highly significant. The effects of this guidance are also experienced in the incorrect employment policies. Therefore, standards must be established to explain the mission of each faculty and the titles of their graduates and policies should be determined accordingly. Populism has affected teacher training and employment and raising a lost generation will have an adverse effect on the development of the country; therefore the only thing to remind is to take teacher assignments more seriously and to stand behind decisions that are made.

In line with these results, the suggestions provided are as follows: (1) Teacher employment policies should be redesigned; (2) Mission and aims of faculties should be rewritten carefully; (3) In addition to social demands, labor force planning should be taken into consideration while establishing new faculties; (4) Employment opportunities should be provided to the graduates of science and literature faculties but it should be in fields other than teaching.

Note

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