

Examining the Problems Encountered by Pre-Application Teacher Candidates

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Abstract

This study mentions the social pressures, economic difficulties, and psychological problems experienced by pre-service teacher candidates. At the same time, the difficulties related to KPSS, the problems encountered in the appointment process, the solution proposals for the problem, the expectations of the candidates, and the participants' opinions about the appointment were evaluated. For this purpose, the Phenomenology (phenomenology) design, one of the qualitative research methods, was used. In this study, the criterion sampling technique was used. The prospective teachers participating in the research are the ones who graduated from the Education Faculties of the Universities, Open Education Faculties, received formation, have the qualifications for appointment, are prepared for KPSS, and are waiting to be appointed. A semi-structured form was used as a data collection tool, and interviews were conducted with 15 participants. The research was carried out using by content analysis method and "Reasons for Choosing the Teaching Profession," Challenges Experienced in the KPSS Preparation Period," Social Pressures Experienced During the Appointment Process," "Psychological Difficulties Experienced During the Appointment Process," "Economic Difficulties Experienced During the Appointment Process," "On the Problem of Unappointed Teachers."Solutions", "Despair Theme," and "Expectations Regarding Appointment" themes were reached. According to the results obtained from the research, it was concluded that the pre-service teachers frequently experienced social pressures, had economic problems, the prolongation of the appointment process, the loss of hope and uncertainty about the appointment negatively affected their psychology, they fell into hopelessness and anxiety, they could not make plans for the future, and they did not see the value. By looking at the candidates' opinions, suggestions were made about the problem's solution.

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INTRODUCTION

The word education is defined in the dictionary as the process of helping the individual to be educated and developed in a field of knowledge and science, to equip children and young people with knowledge and abilities, and to develop their personality in order to take part in social life (Çağbayır, 2007, p. 1380). The most well-known and generally defined education is the process of bringing about desired changes in the behavior of the individual through his own life (Ertürk, 1994, p. 12) and the process of cultural vaccination in order to ensure the socialization of the individual (Gökalp, cited in Celkan, 1990, p. 74). While defining education, Dewey emphasized that societies must constantly renew themselves to exist, which will be realized by educating the growing generation (Dewey, 2004, p. 20). Although different definitions have been made, education is indispensable for society's progress, continuation, and development (Ceyhan, 2021, p. 2). They are developing the individual's mental, emotional, and physical abilities as a whole to gain knowledge and behavior within the framework of specific purposes. Education is an essential factor that ensures the formation of a person's personality throughout life and the adaptation of a person to society.

It is seen that in the first known states in history, they gave importance to education. Egyptians, Chinese, Indians, Babylonians, Elams, Assyrians, Israelites, Greeks, Romans, and all states established in Anatolia have schooling situations, albeit in different ways. These schools have undertaken essential duties in their societies' birth, development, and spread (Ayas, 1948, p. 24). Education has always been an indispensable element for all societies, and the development and progress of educational institutions have been regular. With the invention of writing and the invention of the printing press, this development accelerated for educational institutions, and thus education became the most crucial task of the states (Ceyhan, 2021, p.6).

The essential elements of educational activities are teachers. In the Turkish Language Institution, a teacher is a person whose profession is to teach information, teacher, teacher, teacher (TDK, 2020). On the other hand, the National Education Law No. 1739 was explained as a particular profession that fulfills the state's educational and related management duties(Official Gazette, 1973). They are the people who undertake the education work in schools, carry out learning and teaching activities, provide the students with knowledge, skills, and values, and teach and guide them. (Eskici, 2013). Teachers are the people who train people who shape the future of the state, support and guide the individual in keeping up with the times, and have the most significant importance among the stakeholders in terms of the task they undertake. (Şahin, 2010).

It can be said that the status of the teaching profession and the assigned mission change according to societies and periods, but in general, teaching is a respectable profession (Çınar&Sağır, 2016). Teachers are essential in raising new generations, transferring our cultural values, continuity of society, and creating human capital. It has an important place in a person's life after the family and even with the family. As Pennac, a teacher and writer said, the most influential factor on students is the teacher (Viau, 2015). In general, the development of society and the quality of the education system, and the development of the individual in particular, are related to the situation of teachers (Güngör, &Saltürk, 2021, p. 516). Coordinators are the coordinators who enable students to acquire positive behaviors, enable them to grow within the framework of predetermined goals, guide students in both emotional and cognitive development stages, direct students to research, question, solve problems, think creatively and flexibly, and try to protect them from the dangers that may come from their environment.

According to today's contemporary understanding of education, the principles expected from the teacher have changed. The teacher is seen as a leader, guide, evaluator, spectator, and organizer, and evaluating the teacher only as a lecturer and examiner. (Iron, 2011, p. 69). General competencies of the teaching profession determined by the Ministry of National Education (MEB); a) Personal and Professional Values, Professional Development, b) Getting to Know the Student, c) Learning and

Teaching Process, d) Monitoring and Evaluating Learning, Development, e) School-Family and Community Relations, f) Program and Content Information. The competency area has been determined as 31 sub-competences and 233 performance indicators related to these competencies (MEB, 2017, p. 7). In the National Education Basic Law No. 1739, it is stated that the qualifications to be sought in teacher candidates consist of general culture, special field knowledge, and pedagogical content knowledge (Official Gazette,1973). Teachers undertaking such essential and critical tasks must be psychologically and physically strong, have a high level of professional motivation and satisfaction, and establish healthy communication with students (Birlik, 2020, p. 1).

While Darulmuallimins were teacher-training institutions in the Ottoman Empire, with the establishment of the Republic, Teachers' Schools in 1924 and teacher-training schools in 1935 seem to be schools that train teachers (Akyüz, 2001). When we look at the institutions that trained teachers in the Republican period, it is seen that there are different types and levels of education institutions that train teachers for various levels of formal education (Başkan et al. 2006). In 1940-1950, both Primary Teachers' Schools and Village Institutes tried to meet teachers' needs. However, due to the difference in the program between Primary Teacher Schools and Village Institutes, the problem of the unity of education arose, and they were merged to ensure program unity during the Democratic Party period (Şanal and Alaca, 2018). With the Basic Law of National Education dated 1973 and 1789, teaching was defined as a specialization profession, and with the amendment made in 1982, the task of training teachers was taken from the Ministry of National Education and given to universities (Çekten et al. 2005). Thus, teachers were obliged to go to higher education before starting their duties (Demirbaş, 2022, p. 310).

While there were 19 universities in Turkey until 1982, after this date, some new arrangements were made in the structures of universities, colleges, and institutes, and new universities were established, and the number of universities increased to 27 (Gündüz, 2018). However, in recent years, as a result of acting with the logic of establishing a university in each city, the establishment of state and foundation universities in many cities in Turkey has paved the way for establishing more than one university in the same city. Although this seems to be an advantage for students who want to enter the university, it has caused some problems (Akdemir, 2013). At the beginning of these problems is the problem of teacher candidates who graduated from universities but are waiting for an appointment and cannot be appointed. The imbalance between supply and demand in the employment of teachers seems to be an essential problem in terms of human resources planning. Education faculties opened without considering the supply-demand balance of the future, and teacher candidates graduating from here bring along the problem of teachers who cannot be appointed (Çinkır, Kurum, 2017, p.14).

The number of teachers waiting for an appointment in our country is relatively high. In order to be appointed as a teacher, it is necessary to complete a long and tiring process successfully. In order to become a teacher in our country, first of all, it is necessary to be successful in the Basic Proficiency Test (TYT) and the Field Proficiency Test (AYT), known as the Higher Education Institutions (YKS) exam held by ÖSYM. After completing university education, teacher candidates who take the Public Personnel Selection Examination (KPSS) exam must obtain a satisfactory score related to the teaching branch they will be assigned. In the continuation of the process, pre-service teachers who are entitled to participate in the interview are appointed as contract teachers after they receive the score that can be assigned by entering the interview. The appointed contract teachers were required to pass the nomination exam (AKS) after a one-year teacher-candidate period. However, it was announced that the Candidacy Removal Exam was abolished with the Teaching Profession Law, which the parliament passed in 2022. After the abolition of the nomination exam, candidate teachers participate in the Novice Teacher Training Program consisting of education and practice, and those who are thriving as a result of the evaluation made by the Candidate Evaluation Commission at the end of the process are appointed as teachers (Official Gazette, 2022).

All these processes cover the teacher candidates who can be appointed. Another aspect of the work is the question of the social, economic, and psychological problems faced by pre-service teachers who cannot be appointed. Considering the teacher candidates who graduated from Education Faculties and other faculties received pedagogical formation and earned the right to become a teacher, being appointed to the public becomes a huge problem. According to the information of YÖK (2021), there are 97 Education Faculties and 184 Science and Literature Faculties in Turkey. The number of students in the Faculties of Education is 220 thousand, and the number of students in the Faculty of Arts and Sciences is around 280 thousand. However, considering the graduates who have received formation from faculties such as the Faculty of Theology, the Faculty of Fine Arts, the Faculty of Sports Sciences, and the Faculty of Communication and have the conditions for appointment as a teacher, this number is around 735 thousand. It is predicted that the number of teachers waiting for appointments will increase to 1 million at the end of three years (Demirbaş, 2022, p. 310).

One of the factors determining the prestige of the teaching profession in society is the conditions of the appointment of teachers (Baskan, 2001). Uncertainties about the appointment status of teacher candidates and the inability to receive a reward for their efforts to be appointed as a teacher cause both despair and a decrease in their life satisfaction (Şar, Işıklar, & Aydoğan, 2012). Uncertainties about the future are an essential factor in the appearance of anxiety in people (Cüceloğlu, 2006).

Working is essential to making people feel useful and valuable and providing financial income. Individuals who cannot provide the economic opportunities necessary to meet their daily needs lose self-confidence and self-respect (Goldsmith, Veum, & Darity, 1997). It is stated that people with unemployment problems experience more anxiety, depression, somatic disorders (such as appetite loss, insomnia, weight loss or gain, blood pressure, and cholesterol), negative attitudes, and psychological disorders such as paranoia symptoms (Darity & Goldsmith, 1993). As the duration of unemployment increases, psychological problems increase, and the individual's self-confidence decreases (Rowley & Feather, 1987). It has been stated that most of the people dealing with the unemployment problem are depressed, especially unemployed men are more depressed than unemployed women; they perceive their families more negatively and who are more exposed to social pressure (Yüksel, 2003). It has been determined that people with hopelessness generally have depression, but individuals who receive social support experience lower levels of hopelessness (Beedie & Kennedy, 2002). Hopelessness can trigger suicidal thoughts and attempts (Dilbaz & Seber, 1993). It is thought that the problems experienced by pre-service teachers who are waiting to graduate from university and become a teacher will have negative consequences in the rest of their lives (Kılıç, Yılmaz, 2015, p. 3). It is seen that the most important psychological and social problems experienced by pre-service teachers who enter KPSS and fail are problems such as difficulty in communicating with society and communities, difficulty in making their own independent decisions, being externally dependent, feeling inadequate, lack of self-confidence and loss of respect (Güneş, 2014). Due to the anxiety of the prospective teachers waiting to be appointed and the uncertainties about the future, they have to postpone many plans throughout their lives and thus feel bad about themselves. This situation causes pre-service teachers to postpone their plans until they are appointed, to feel bad during this period, and to struggle with pressures from their family, relatives and social circles (Demirbaş, 2022, p. 311). Considering some metaphors and analogies in the society about the problem of the unappointed teacher, it can be seen that it looks like an antique, whether it is valuable or not, that they cannot do their job even though it is filled with air like a balloon, that they are not used as a dowry despite being prepared with great difficulty and enthusiasm like a dowry, that they look like a substitute football player and cannot use their talents. Expressions and comparisons have been made, such as feeling helpless like wet kittens and looking like Syrians because they are in the middle like them. It is stated that pre-service teachers who cannot be appointed are faced with feelings such as sad, helplessness, hopelessness, bad, and having no one in

these metaphors and similes (Varışoğlu&Kaşaveklioğlu, 2019). In addition, the Ministry of National Education employs teachers to meet teachers' needs. This assignment, made in return for the course fee, makes the appointment situation of the teacher candidates waiting for an appointment even more complex, and their appointment becomes more difficult.

Studies on teacher candidates in the literature have generally been studies on teacher training institutions and their historical development, conditions of being a teacher, teacher candidates' concerns, difficulties experienced during the waiting for appointment and preparation period, and the psychological, social, and economic difficulties experienced in the process of waiting for an appointment. This study, besides the social, psychological, and economic problems experienced by the teacher candidates waiting for an appointment, will also be tried to determine the problems related to the system in the problem of not being appointed, that is, the inability to plan the employment of the teacher candidates according to the branches and the problems arising from this situation. In the study, the Phenomenology method will be used, and it tried to determine how the pre-service teachers make sense of and interpret this situation by taking the one-to-one opinions of the pre-service teachers who could not be appointed, and it is ensured that the deficiencies in the literature are determined. This study has tried to determine what the problems experienced by pre-service teachers are in terms of psychological, social, and economic. In addition, due to the system, that is, the lack of employment planning, the teacher candidates who will graduate from the university and the long-term planning of how many teachers from which branch will be needed in our country, the problem of non-appointed teachers have arisen and solutions have been tried to be found.

METHOD

RESEARCH DESIGN

The qualitative research method was adopted as the study model of the research. Qualitative research, which uses qualitative data collection tools such as observation, interview, and document analysis in order to solve the problem, refers to a subjective interpretive process to identify previously known but not noticed problems and to deal with the facts related to these problems in a natural way (Seale, 1999). Qualitative research is research in which qualitative data collection techniques such as observation and interview document analysis are used, and a qualitative way is followed to explain perceptions and events with a realistic and holistic understanding (Yıldırım & Şimşek, 2008, p. 39). It is a method that examines the problem to be investigated from an interdisciplinary, holistic, and interpretative perspective. The subject of research refers to the process in which it is tried to interpret how people attribute meanings to them by evaluating the facts and events in themselves (Altunışık et al., 2010, p. 302).

Phenomenology (phenomenology) design, one of the qualitative research methods, was used in the research. Phenomenology is a qualitative research method used to examine the phenomena that we are aware of but do not have detailed and in-depth knowledge of (Cropley, 2002), and to determine how individuals experience this phenomenon that expresses their understanding, feelings, perspectives, and perceptions about a certain phenomenon or a concept (Rose, 2002). , Beeby and Parker, 1995, p. 1124). It is an appropriate research method used for studies aiming to investigate the phenomena that are frequently encountered in daily life, which we are not familiar with but which we cannot fully understand (Yıldırım & Şimşek, 2008, p. 69). Phenomenology aims to understand people's experiences (Van Manen, 2007, p.12). It has been tried to analyze the difficulties experienced by the pre-appointment teacher candidates, the problems they encounter in social life, and how they interpret this process before their appointment. For this reason, it is thought that a problem we know about but do not have detailed information about is suitable for phenomenology.

WORKING GROUP

In this study, the criterion sampling technique was used. Criterion sampling is the study of situations that meet a predetermined criterion. The researcher creates the criterion or can use a pre-prepared list of criteria (Marshall & Rossman, 2014). Criterion sampling is not only done with the time variable; any situation that is the researcher's subject can be accepted as a criterion (Grix, 2010). In this research, was conducted with teacher candidates who graduated from universities, education faculties, or different faculties, received a pedagogical formation certificate, had the qualifications to be appointed as a teacher, and were preparing for the public personnel selection exam (KPSS) to be appointed as a teacher.

Table 1. Teacher Demographic Characteristics

<i>Gender</i>	<i>Experience</i>	<i>%</i>
Female	13	86.6
Male	2	13.3
Total	15	100
Marital State		
Single	13	86.6
Married	2	13.3
Total	15	100
Age		
Between 20-29	10	66.6
Between 30-39	4	26.6
Between 40-49	1	6.6
Total	15	100
Kpss Entry Numbers		
Between 1-5	11	73.3
Between 6-10	4	26.6
Total	15	100
Graduated Faculties		
Faculty of Education	14	93.3
Open Education Faculty	1	6.66
Total	15	100
Branches		
Preschool Teaching	6	40
Music Teaching	1	6.66
Turkish Language Teaching	2	13.3
Science and Technology Teaching	2	13.3
Social Studies Teaching	1	6.66
Elementary Mathematics Teaching	2	13.3
Computer Education and Instructional Technologies	1	6.66
Total	15	100

Thirteen teacher candidates participating in the research are single, and two are married. Thirteen of the teacher candidates are female, and 2 are male. Of the participants, one was 23, 2 was

24, 2 was 25, 4 was 26, 1 was 28, 2 was 30.1, 31.1, 1 was 35, and 1 was 49 years old. When the number of candidates taking KPSS is examined, it is seen that one candidate took the exam on time, 4 of them took the exam two times, 2 of them three times, 2 of them four times, 3 of them eight times, 1 of them seven times, 1 of them five times entered has been detected. Fourteen participants graduated from the faculty of education, and one graduated from the faculty of open education. Six teacher candidates are Pre-School Teachers, 1 Music, 2 Turkish, 2 Science and Technology Teacher, 2 Primary Mathematics Teacher, 1 Computer and Instructional Technologies Teacher, 1 Social Studies Teacher who graduated and are waiting to be appointed teachers by KPSS. The interviews ended when they were satisfied.

DATA COLLECTION AND ANALYSIS

In the research, a semi-structured interview form, which was prepared by the researcher and finalized by taking expert opinions, was used as a data collection tool. Semi-structured interviews collect data through predetermined questions (Karasar, 1998). The researcher determines the interview protocol that includes the questions he/she intends to ask. As long as the interview continues, depending on the situation, he/she may ask to influence the flow of the interview with sub-questions or to explain his answer in more detail (Türnüklü, 2000). A semi-structured interview form was used for the participant to explain himself better and to collect detailed information about the subject. Data were collected through face-to-face interviews and telephone conversations with the participants. Before the interviews, it was stated to the participants that a voice recording would be taken, the appropriate place and periods were selected for the interviews, and the participants who did not have the opportunity and time to meet face to face were interviewed by phone. Detailed interviews were conducted with a total of 15 people, 8 of whom were face-to-face and 7 of them in the form of remote interviews.

VALIDITY AND RELIABILITY

In order to ensure validity and reliability, it was stated that the reliability percentages of the codes and themes identified in the qualitative data analysis should be 80 percent. It was calculated by Miles and Huberman's formula $P = \frac{N_a}{(N_a + N_d)} \times 100$ percent confidence. In the formula, P: is the reliability percentage, N_a : is the number of subjects/terms with which consensus is reached, and N_d : is the number of subjects/terms with no consensus (Miles & Huberman, 1994; Patton, 2014).

The discourses of validity and reliability are mostly used for studies in quantitative research. In qualitative research, instead of the concepts of validity and reliability, it would be more appropriate to use expressions such as credibility, the accuracy of results, and the researcher's competence (Krefting, 1991). Guba and Lincoln stated that credibility should be used instead of validity and reliability in qualitative research, and they determined some criteria for this. (Houser, 2015; Merriam, 2013; Whittemore, Chase, & Mandle, 2001). Guba and Lincoln grouped them under credibility, reliability, confirmability, and transferability for credibility. (Creswell, 2003). To ensure credibility, long-term interaction, participant confirmation, and expert review are required. (Holloway and Wheeler, 1996).

According to Guba (1981: 80), credibility refers to the extent to which the findings obtained are compatible. Reliability is important to ensure the internal validity of a study. The triangulation technique provides internal validity. Are the results obtained here credible, and can the findings be replicated in studies with the same or similar samples? It is important to ask this question. Triangulation is comparing the results of two or more data collection methods (For example, interview, observation), or two different data sources (For example, individual interviews with different group members). Thus, a weakness of one of the methods can be compensated with the strengths of the other method (Mays & Pope, 2000; Streubert & Carpenter, 2011). In order to ensure reliability, measures such as clear and understandable determination of the research questions,

clarification of the role of the researcher, and consistency between the codings can be taken (Miles & Huberman, 1994, p. 278). Confirmability is the preparation, full and proper reflection of decisions, designs, procedures, and questions analyzed as a means of auditing. This method records the processes and activities so that other people can do them. The aim is to reveal the thought process and evidence leading to conclusions as much as possible. It is necessary to have criteria such as raw data (sound recordings, notes), analyzed data (study findings), themes and codes, study process, and how the measurements used were made (Holloway & Wheeler, 1996). The results of the transferability study should be transferable to situations in similar participants and settings (Houser, 2015; Streubert & Carpenter, 2011). Transferability refers to the extent to which the findings can be adapted to other contexts and to what extent they overlap with similar studies and contents. In transferability, understanding the individual's situation, the participant experience should be explained in detail, and how the sample selection was made, participant characteristics, and the environment should be clearly stated (Sharts-Hopko, 2002).

The research used open-ended questions and a semi-structured form to collect detailed information about the phenomenon or event. After the research questions were formed, opinions were taken from experts in the field, and the questions were finalized. Regarding the research, the participants were informed in detail about the research topic, and it was stated that how long the interview would last, the interview would be recorded as an audio recording, that the interview was optional, that they could terminate the interview if they wanted to, and that they could not answer any questions they did not want. The interview was planned to be half an hour with each participant at appropriate intervals. In order to ensure the validity and reliability of the research, it was informed that the interview notes would be converted to a Word file and shared with the participants again after the interviews were done. After receiving the participants' opinions on the research topic, the codes and themes extracted by the researcher were sent to experts for examination to ensure validity and reliability.

RESULTS

As a result of the interviews on the problems faced by the teacher candidates waiting for appointment, "The reasons for choosing the teaching profession", "Difficulties experienced during the KPSS preparation period", "Social pressures", "Psychological difficulties", "Economic difficulties", "Solutions to the problem of non-appointed teachers", "8 main themes such as "hopelessness", "expectations about the appointment" were reached.

Table 2: Codes Related to Theme 1

Theme 1. Reasons for Choosing the Teaching Profession		
<i>Loving the Teaching Profession</i>	S: 1-4-8 - 9 - 14-15	Teaching has been my dream since I was little. I completed my education in this direction. Having a verbal intelligence, I chose social studies teaching, which is a verbal department in this field. I am aware that I love my profession while doing my job as a paid job. I love this profession. I chose this profession because it was my dream.
<i>Sufficiency of the Score for the Teaching Profession</i>	T: 2-7-13	I'm from vocational high school. I studied child development. Preschool was very popular. We did not find what we expected, but due to the quota. I loved children. So I chose it, and the process led to it. We couldn't choose another department because we were studying at a vocational high school in the university exam. Our score has dropped. We chose the pre-school section. But of course I love my department and children. I am close in personality and character to my

		job. 50% unconsciously chosen, this is the situation brought by the circumstances. I can say that 50% is suitable for my character and personality. Circumstances demanded it.
<i>Having Teachers in the Family and Choosing Teaching by Being Affected by This Situation</i>	T: 1- 4 -8-13-15	First of all, it's the father's job. My father is a classroom teacher. He retired after 41 years as a classroom teacher. When I was little, I visited the teachers' room frequently. I loved it.
<i>The idea that the profession is attractive</i>	T: 2- 3 - 6- 7	I got a good score on the university exam. I was in the first 50,000. But among 50 thousand, it was more attractive to me to go to teach instead of architecture and engineering.
<i>Don't Love Children Too Much</i>	T: 5 -7-10-11	It was my childhood dream. I love kids so much.
<i>Choosing a Profession Influenced by His Own Teachers from His Student Years</i>	T: 6-14	Teaching is a profession that has been instilled in me since childhood. During my high school years, I studied abroad. I stayed at home. Our teachers were 24-25 years old. Their relationship with me was very good. Seeing their closeness, I adopted this profession. I should be a teacher. I chose to be a teacher willingly, and I made my choice of university accordingly.
<i>Desire to Teach Children New Things</i>	T: 7 -8-10-12	My major is science. Seeing children learn something new, especially in the laboratory, makes me happy.
<i>Having a Dream Job</i>	T: 5- 9 -14	It was my dream. 'Cause it's been my dream since I was little

According to the results given in Table-1, when the participant statements of the research are examined, as the reasons for choosing the teaching profession; reasons for choosing the teaching profession are the love of the profession, being influenced by the teachers in the family, the desire to love children and teach them something, the thought that the teaching profession is attractive, choosing the profession by being influenced by my teachers during my student years, being a dream profession and only having enough points for the teaching profession comes out. The fact that the teaching profession is the dream profession of the candidates and the desire to love children and teach them new things shows that the candidates are emotionally attached to the teaching profession. Having relatives who are teachers in the family and being influenced by their own teachers during their student years enabled the candidates to choose the profession by being influenced by the people they know. In addition, the thought that the teaching profession has financial advantages and the thought that the profession is attractive can be shown among the reasons for choosing the profession.

Table 3: Codes Related to Theme 2

Theme 2: Difficulties Experienced in the KPSS Preparation Period

<i>Difficulties in Sourcing</i>	S: 1- 4 -6-7-8-9-12-14-15	Economically it was not easy. As a character, I'm not the kind of person who would say pay me for this. If they gave their mind to it, I would buy it from there. Otherwise, that is why I was a salary-earner teacher. Some relatives were appointed and gave their books over the photocopier. That's how I worked.
<i>It is difficult to prepare for both the job and the exam</i>	S: 4- 6 -9-10-12	I need to work both financially, and I need to work in KPSS. I had a lot of difficulties when the two of them were together.

<i>Differences between Graduation Field and Kpss Questions</i>	T: 1-7- 8 -14-15	The questions asked to you with the subject and your learnings are not in the same direction. That's why I had much trouble.
<i>Studying Is Difficult</i>	T: 3 -4-11-13-15	It's hard to study after a certain point. I did not even realize I was working when I was at university. However, sitting at home and working hard for an exam was extremely difficult. I feel that even the grip speed decreases with age. Ok, yes, I know the issues. However, there are no small details. If I try starting from the beginning, things I know happen repeatedly. If I do not work, there are always things that I miss. My life became meaningless as if I ate the same food every day.
<i>Low Motivation</i>	T: 3- 10 -13	Since there was no purchase, we do not have much enthusiasm. We work reluctantly.
<i>Psychological Depression</i>	S: 2 -10-12-14	I feel very tired psychologically and spiritually. Even though I work for KPSS, sometimes I think that working is not enough. I'm trying because the scores are high, an appointment is not enough. This inevitably affects my mood.
<i>Fatigue of Uncertainty</i>	T: 7 -11	There is an unknown. We are preparing for the exam, but I don't know how many points I need to get, I do not know how many people will be taken from my branch, I do not know where the end of the road will take me. This uncertainty is tiring; when we start our job is an important question. I went out on the road; the road goes in the fog of smoke. Uncertainty is the most challenging. The fact that end of the process and the number of data purchases are not clear.

As explained in Table 2, it has been determined that the participants have difficulties obtaining resources, preparing for the courses poses severe financial burdens, some of the candidates have difficulty finding the necessary resources to prepare for the exam, and preparing for both work and KPSS gives physical fatigue. The schedule and uncertainty of the exam appointment and the schedule about how much to take from which branch causes severe low motivation in the candidates. It has been determined that with the prolongation of the KPSS preparation process and the appointment period, the anxiety of teacher candidates, such as low motivation, psychological depression, and ongoing uncertainties about the future, adversely affected the exam preparation process, and most of the candidates stopped studying and turned to different business areas.

Table 4: Codes Related to Theme 3

Theme 3: Social Pressures During the Appointment Process

<i>Those Who Don't Know the Appointment Process Can't Understand the Situation</i>	T : 4-7-8-9-14-15	People who have just met me are putting this pressure on me. You couldn't be appointed; why you weren't appointed, your score is low, you can actually be appointed, you can't explain because sometimes you don't think they can understand. Even explaining to people who do not grasp certain things well during the appointment process is tiring.
<i>Social Pressures from Family, Environment, Relatives, Friends</i>	T: 1 -4-7-9-12-	Both the family and your relatives, the people around you have been appointed, the fact that you have not been appointed, the fact that people constantly ask about this, of course, disturbs you. People in society are applying pressure without realizing it. In general, I have

seen this pressure in the society, especially in the family.

<i>Demonstrating the Appointed to the Non-Appointed by the Environment</i>	T : 8-9-10	Everyone is appointed, what's wrong with you?
<i>Pressures on the Thought that Appointment is Easy in the Society</i>	T: 1-3- 7 - 9-12	We know what's what because we're in the process. But people around me know only what they hear from the news. They think these things are going on like this, as if there was a monthly teacher recruitment.
<i>Asking the Question, Have You Been Appointed After Hearing About the Teaching Profession?</i>	T: 2-3- 5 - 7-15	They ask directly whether you are appointed or are working for a fee, which is psychologically tiring.
<i>Unappointed Candidates Not Seen as Teachers</i>	T: 2 - 3- 5-10	Appearing as a second grade teacher when not appointed
<i>Self-Isolation from Society</i>	T: 4 -5-9- 14	You don't want to visit them in special days. You don't want to see. If you are a woman, everybody says you don't need to appoint, you must marry one and he can take care of you. Instead of hearing these sentences, I spend time with my circle of friends.
<i>Not Successful If Successful, Will Be Appointed Edition</i>	T: 3-6- 10-11-15	He would be appointed if he was successful. If he succeeded, he would be in the state school.
<i>Pressure to Marry from Social Circle Due to No Appointment</i>	T: 4-8	If you are women, what will you do when you appoint as a teacher, get married, let your husband take care of you.

As can be seen from Table 3, it is seen that the situation that teacher candidates are most exposed to during the appointment process is social pressure. Discourses such as that teacher candidates constantly ask questions from family, spouse, friends, and relatives because they cannot be appointed, they are compared with other candidates, it is difficult to explain this situation because they do not know the appointment process the idea that appointments are easy disrupts the morale and motivation of the candidates, it is said that the candidates are not appointed for a while. Afterward, it has been determined that situations such as isolating oneself from society, trying not to enter these circles, and not caring about what is said after a while. The pre-service teachers stated that the people living in the social environment are far from understanding themselves and do not have information about the difficulty and functioning of this process.

Table 5: Codes for Theme 4

Theme 4: Psychological Difficulties During the Appointment Process		
<i>Psychological Pressures on the Family</i>	S: 1-2-3-9- 10-11-13	I experienced psychological pressures so that this process would end. Even today, it works fine, but let it be over, do not put us in a difficult situation. Let us get comfortable. People's pressure from the environment, such as if you could not do it, is more than family pressure.
<i>Psychological Disorders Caused by Lack of Economic Independence</i>	S : 2-7-8- 12-14 -15	Future anxiety, and work and spouse situations, are always a problem for the family. You want to get the result of this effort to support your family economically now.
<i>Ending Social Life of Exam Anxiety</i>	T : 3-6	We were very social in college. We were walking, going to new places, where there would be fun, and we would

<i>Uncertainty Causes Psychological Disturbances</i>	T: 1 -5-12	participate. In the following period, I was entirely at home for a year. You have no friends, cannot go anywhere, and cannot share something. It is unclear whether I will be appointed. The question of what will happen if I cannot be appointed wears people down psychologically.
<i>The Discomfort of Saying You Are Not a Teacher If You Are Not a Staff</i>	T:5-7- 8 -9	Pressures from society, the business environment, you are not a teacher in their eyes, it hurts a person a lot. Sometimes, I was not valued as a teacher because even my parents were told I was paid and not a normal teacher. This is really frustrating. If you do not appoint a teacher, you are not a teacher.
<i>Don't Blame Yourself for Not Being Appointed</i>	T : 1-7-10	There is a sourness to not winning.
<i>Exasperation of Psychological Pressures</i>	T : 3 -7-8	You get so tired of it that you can't even do it after a while. You don't want to do anything with something that your boredom gives you.
<i>Psychological Disturbances Caused by Anxiety for the Future</i>	T: 14-15	I put psychological pressure on myself. Because I'm 25, still in the family home, Many of my friends my age have been appointed. I may have put such psychological pressure on myself.
<i>Deterioration of Psychology and Psychological Treatment</i>	T: 9 -10	Psychological deterioration, anger, support from mother and sister, crying, tears, TV series, books. I do different activities to keep my mind busy.

As explained in Table 4, we can say that the pressures coming from the family and the environment deteriorate the psychology of the pre-service teachers, anxiety about the future and lack of economic independence, exam anxiety, inability to live the social life as desired, self-blame for not being appointed, uncertainty, etc. negatively affect the psychology of the pre-service teachers. The candidate's future anxiety, inability to find a job, inability to provide financial contributions to the family, not being valued because they could not be appointed in the social environment, and the feeling of failure caused by not being appointed seem to be expressed.

Table 6: Codes Related to Theme 5

Theme 5: Economic Difficulties During the Appointment Process		
Economic Difficulties in Finding Resources for the Exam	T: 2-4-11- 12	You think that you will buy the test book, but you postpone them.
Both Studying and Preparing for the Exam	T: 1-3-14	You need financial support from your family; if you do not want their help, you have to work. If you study, you cannot focus on the exam. That's why I think one of the biggest problems is economic distress.
The Discomfort of Asking for Financial Support from the Family	T : 1-2-8 -14-15- _	There was a time when I wasn't working. You are of a certain age. When your studentship ends, this understanding comes to your family. I put my money up for life now. You expect me to have financial freedom.
No Economic Difficulty Due to Family Support	T : 5-7-9-10-15	My mother was supporting me; my father was absent, so he could not help me, but my mother was good and helped me.
Unable to Get Remuneration for His Efforts in Different Jobs	S: 1-2 -3-5-7-8-14	Did I experience economic difficulties? No, but was it a reward for my labor? No. I was not financially challenged because I always worked.
Inability to Meet Most Needs	T: 4 -11	You know, it is just hard for me right now. If I invest this

		money, you cannot. I cannot want money from my father anymore. You divide everything.
Waitress, Agricultural Work, Jewelry Clerk, Cleaning, Accounting, Construction, Notary, Hairdresser, etc. Doing the Jobs, These Jobs Are Physically Exhausting	T: 1-8-14 _	During the period when I was not appointed, I experienced economic difficulties. You have personal needs to contribute to the family, I worked part-time jobs, I worked as a paid teacher, I worked in public education, There were times when I worked for a third of the minimum wage. Because I had to spare time for the course and study.
Making Other Jobs Recognize the Value of Teaching Profession	T : 1 -8	We are trying to do our job. It's like paid tutoring. I think the healthiest thing is to prepare for the exam and be appointed if family opportunities allow.
Only Paid Teaching	O: 2 -3-4-5-7-9-10-11	I did not work in another job; I always worked as a paid teacher.
Experiencing Economic Difficulties in General Terms	T: 1-8-12 _	Of course, I had difficulties. They want work experience until they start working in private. We do not have this experience, we cannot enter any job until we gain this experience. That is why we are pushing too hard.
Worked at Different Jobs While at University	T: 4-7-12-15 _	I worked in kindergarten while studying at university twice. I gave private lessons. Other than that, I did not engage in any other profession.
Working as a Teacher in a Private Institution	6- 7 -13	When I started the private sector, my economic situation was better now.
Family Provided Financial Support:	S : 1-2-3-4-5-8-10-11-12-13-14-15 --	They were always with me financially.
Family's Spiritual Support:	1 -3-4-5-6-7-9-10-11-12-13-14-15	Spiritually, my family has always supported me. They always stood behind me. Although I was not appointed last year, they think I can do it again this year. They support me in everything. They say you can do it if you try. I did not see anything negative from my family
It Is Not Really Pleasant To Get Financial Support From The Family	T : 1- 2 -14	Getting money from the family is uncomfortable with financial support. I want to earn my own money.
She Doesn't Need Family Support Because She's Working a Job	T: 7-9 _	I received financial support because I worked on my own, but I did not receive such tremendous support. They would help if I needed it. Because I chose to work.
Not Getting Enough Financial Support FromThe Family	T : 1 -2	When you ask for money from your family, you may not always get the money you want. This can create problems within the family. This can cause problems in the family.
Resource Book, Online Education, Dress, Social Life, etc. Financial Support of the Family	T : 1-11-12-15	They were always with me. They have always provided support. They don't let me do any work at home, even when guests come. They don't interfere with me in any way.

In the theme of economic difficulties given in Table 5, teacher candidates' resource problem to study, the discomfort of being tied to a family and having to receive financial support, the difficulty of turning to other jobs other than the teaching profession, and the difficulty of these jobs, not being

able to get paid for their work, teaching in private institutions, making statements. It has been stated that the desire to be appointed to achieve economic freedom and to receive support from the family causes discomfort after a certain age, and the situation of appointment should be realized as a solution to this.

Table 7: Codes Related to Theme 6

Theme 6: Solutions to the Problem of Unappointed Teachers		
<i>Increasing the Number of Assignments</i>	T : 1-2-3- 6 - 11-12	Appointments are much less than before. In the past, there were 50 thousand assignments. Now, only 15 thousand assignments. Appointments need to be increased.
<i>Reducing the Number of Quotas Allocated to the University for Teaching Departments</i>	S : 1-3-5-8-9- 11-12-13-14- 15	First, we need to reduce the number of graduating students. First, you need to send what you have. Because the number of teacher recruitment is low. But there seems to be a lot missing. I think we should reduce the number of graduates. Because there are universities in everywhere.
<i>Employment of Staff Instead of Paid Teachers</i>	S : 2 -4-9-10- 12	The only thing that needs to be done to eliminate this is the appointment of teachers. Otherwise this problem will not be solved. I think that paid teaching should be abolished and replaced by permanent teachers.
<i>Increasing the Scores of Teaching Departments at University Entrance</i>	S : 3-5-8 - 13-14-15	We really entered the university exam with high scores. But the friends who came 1-2 years after me were officially in the mood to be a teacher, not to be left out.
<i>Recruiting the Really Talented to Teaching</i>	T : 3-8- 10 - 14	Anyone who scores high in the exam is appointed, even people who are not related to the teaching profession. If you are going to be interviewed in teaching, do it when you enter the university. I think a person who cannot express himself does not have the ability to teach.
<i>Appointment of Graduates First Must Be Assigned First In Order</i>	T : 8 -9	Let's appoint graduates first. First, let's reduce this army of unemployed.
<i>Correction of Retirement Conditions and Employment of Staff</i>	T : 10-12 _	Some teachers have to retire after a certain age. Because young people are waiting. They're old, but they're still going. Retirement should be encouraged.
<i>Recruitment of Teachers to Universities According to Needs</i>	T : 1	I think it is a disadvantage of the high quota at the university, because they take too many students and give too many graduates. There is an intensity in the teaching profession. There are too many graduates. I think university admissions quotas should be reduced.
<i>Vocational Orientation Should Be Made in Middle School and High School</i>	T : 12	Vocational education should be done as in Europe. It should be directed to vocational education.
<i>Not Giving Formation Training to Departments Except for the Faculty of Education</i>	T : 14	The formation must be lifted in real terms. The Faculty of Arts and Sciences should do science literature, the faculty of education should do education.

As stated in Table 6, when the opinions about the solution of the problem are examined, the number of appointments is insufficient, the teaching departments give too many graduates, the university entrance scores should be increased for the teaching departments, the permanent employment instead of paid teacher employment, the incentive for retirement, the number of

teacher candidates to the universities according to the needs. Solutions are expressed, such as recruiting students, providing vocational guidance from secondary and high schools, and not providing formation training. Teacher candidates state that it is difficult to be appointed as a teacher due to the high number of graduates, an army of unemployed graduates is created, and the backlog is too high. It has been stated that planning should be done in university admissions, long-term plans should be made about how many teachers will be recruited from which departments, according to the branches, and other faculties should be closed.

Table8: Codes for Theme 7

Theme 7: Despair Theme		
<i>Fear of Not Being Appointed</i>	T : 1 -9-10	There was a constant fear of not being appointed. It's more me than despair. I thought what would happen if I couldn't be appointed.
<i>The Low Number of Quota Leads to Despair</i>	S : 2-3-6-9-10- 11 -12-13-14-	Lots of people come in with us. Everyone works just as much as me. It makes you despair. It's not enough for you to work hard. Inevitably, something happens. Not being appointed affects the situation badly.
<i>The Uncertainty of the Number of Appointment Quotas Leads to Despair</i>	T : 3-4-6- 9-11-12	Our quotas are so low. 150-130, I think there are 24 thousand graduates or more, how will you enter 130 and you will not be appointed even if you are 131st. I have to study for a year without eating or drinking. I have to be in the top 130 and even if I am 131st, I will not be appointed. This led me to great despair.
<i>The fact that questions posed in the KPSS and the education in the faculty are very different</i>	T : 3 -12-15	What we saw at the university and those who came out in KPSS are very independent, very different things.
<i>Don't Let Despair And Prepare For The Exam</i>	T : 7 -8	I left it for 4-5 years, so maybe I shouldn't have left it later, but I fell into despair at that time because I worked hard in the first year, and when I couldn't get a reward for my work, I gave up studying. Then I didn't focus on it for 4-5 years. If I've worked so hard, if it doesn't work, it doesn't work, so I can't succeed. I guess I finished it myself. I said I tried so hard and did not get the result. It means I won't appoint as a teacher.
<i>The Despair and the Beginning of the Orientation to Work in Different Jobs</i>	T : 8-14 _	After 2019, when I wasn't even called for an interview with that score in that process, I said it's not okay. I said I was in despair. I immediately applied for military service. If it comes for a long term, I was going to go for a long term, I went for a short term. I totally gave up everything. It was already a turning point. I came from the military, I took the exam, I realized 10 points in between. Between my score last year and the score I got from the after military, 10 points fell. I have already worked this year. I did not solve a single question. Now I will enter 2022 KPSS, because it has become a habit for the teacher who cannot be appointed. Men are worried about whether I can get into some branches, such as police and military, at least if I get points.
<i>Don't despair that it won't happen anymore</i>	T : 2 -3	The KPSS score I entered last year was good. But still no news of an appointment. This year, I've been completely

hopeless. I couldn't do it anymore. The reason I couldn't do it was not because I wasn't working, but because the assignment didn't come. It seems like it doesn't matter if I work anymore. Assignment does not come, the incoming assignment is not enough, my hope of despair ends.

Progression of Age, Forgetting Information Leads to Despair T : 8

I need to take a different direction for myself. Because inevitably, I am getting older.

Considering the views on the theme of hopelessness given in Table 7, the inadequacy of the number of quotas, despair after taking the KPSS exam for a certain period of time, leaving the study status due to the insufficient number of quotas for that department despite the high scores obtained, the number of pending appointments, and the number of assigned persons. We can say that there are results such as being less and seeking new jobs after a certain age. Especially as the number of KPSS entrance exams increases, it is seen that prospective teachers lose their hopes for an appointment. Factors such as the addition of new graduates every year, the low motivation to study, and the low number of appointments make the teacher candidates despair.

Table 9: Codes Related to Theme 8

Theme 8: Expectations for Appointment		
<i>Gaining Social Status</i>	S : 1-2-3-7- 10-12	At least I will have some respect in society. Because they will no longer say what happened to the people that I just mentioned. I will say I am a teacher.
<i>Gaining Confidence</i>	S : 1-2- 3 -10-12-14-15	As soon as the title of unappointed teacher leaves me, I will be relieved anyway. Because I know I did. I know I'm fine. Unfortunately, I have to prove to someone that I am good. At least I won't have to prove anything to anyone.
<i>Gaining Economic Independence</i>	S : 1-2-3- 4 -5-7-8-9-10-13-14-15	You will get financial freedom. You will be comfortable with the person you will join your life with. At least, to see ahead without feeling neediness is to be sure of the step you take.
<i>Getting My Life in Order</i>	T : 1-2- 9 -11	I have a regular life.
<i>Meeting and Teaching Your Students</i>	S : 1 -5 -6-8-10-11-14-15	My biggest dream is to be assigned to a village school. I will give my best opportunity to be very useful to the children there.
<i>Spiritual And Psychological Relief</i>	S : 1 -2-3-5-7-9-12-15	It will satisfy you spiritually. I think that my life will be in order after my appointment and I will be happier. I want to satisfy myself financially and spiritually in every sense.
<i>End of Social Pressure</i>	S : 3- 6 -9-10-12-15	As a social environment, those pressures are not so much right now, but I am still aware of them. That pressure will be completely gone.
<i>Achieving a Calm and Desired Life</i>	T: 1- 3 -4-5-12	I won't have to spend my days so busy. It will be a relief for me.
<i>Relief from Paid Tutoring</i>	T: 2 -10	Every time I go to school, I change schools because I am paid. Moreover, every time I go to school, I realize that I do not belong in that school. I will now realize the sense of belonging at the school I attend.

<i>Engaging in Social Life</i>	T: 4-6- 8 -9	Frankly, we cannot participate in any social activities. The economy is also bad. For example, going to the movies, a concert, and a cafe with your friends has become a luxury for us. I can provide these. I can direct myself to social activities.
<i>Doing Master's, Doctorate and Attending Different pieces of training</i>	T : 3-8-9-12 _	After being appointed, I have many dreams and will make them come true because this designation is just one digit. That is my priority to meet the costs of this process of doing a master's and doctorate.
<i>Realizing their Future Plans and Dreams</i>	T : 3-4-5 9-11-12-13-14	It would be priceless to have fulfilled my mother's dream.

As explained in Table 8, the expectations regarding the appointment are expressed by the prospective teachers waiting for the appointment, with expressions such as gaining social status, self-confidence, psychological relief, and ending social pressures after being appointed. This situation states that pre-service teachers waiting for an appointment are not accepted in society because they cannot be appointed, are devalued, lose self-confidence, and are regarded as unsuccessful. They state that the appointment will end the pressures from the environment, they will not have to work as paid teachers or in different sectors, and they can live the social life they want. They see the appointment as a key to realizing goals such as regular life, economic relief, making plans for life such as work and marriage, and pursuing a master's degree and doctorate. In addition, they think that their dreams of teaching will come true, and their desire to meet their students and teach them something.

DISCUSSION CONCLUSION AND RECOMMENDATIONS

In this research, which was conducted to determine the problems experienced by prospective teachers before the appointment, it is seen that the spiritual feelings of the candidates, such as loving the teaching profession, loving children and teaching them new information, being their dream job, are effective and this profession is preferred. The reason for choosing this department seems to be that the number of those who practice the teaching profession in the family is high, being affected by the teachers in their student years, and the score is sufficient for the teaching fields. It has been observed that teachers willingly and willingly complete their education throughout their undergraduate education and hope to be appointed as teachers. However, it was determined that pre-service teachers encountered problems such as the uncertainty of the process during the exam preparation period, the unclear number of assignments, the wide distribution of topics, and the difficulty of preparing for a job and the exam. During the KPSS preparation period, the teachers worked as interested, willing, purposeful, and enthusiastic in the first years. However, in the following years, they stopped studying due to the prolongation of the appointment process, the low number of quotas, social pressure, and the inability of the individuals in the social environment to understand themselves, they started to accept the situation, and they experienced a feeling of burnout. It was determined that people lost their hopes about being appointed and isolated themselves from the social environment. The expectations of pre-service teachers waiting for an appointment from society and the family and the negative attitudes about the exam cause the prospective teachers to lose their hopes. The fact that the pre-service teachers who graduated from the university but could not get the required score to be appointed have to go through the process from the beginning to get ready again causes them to lose hope (Ceyhan, 2004; Doğan & Çoban, 2009). The fact that the questions asked in the exam and the education in the faculty are different, that the subjects are very broad, and that the subjects related to the field outside the field are found to be challenging for the candidates.

Teacher candidates psychologically deteriorate as a result of the pressures coming from the environment regarding the appointment process; they are uncomfortable with their lack of economic independence and being financially dependent on the family; they are not valued in terms of status in the work environment, anxiety about the future, psychological pressures cause negative feelings in terms of morale and motivation, and they are worried about the future. It has been determined that it causes them to enter negative emotions and thoughts. The mental health of the individual needs to be clear about the future situation of individuals as life satisfaction. The fact that the appointment status of teacher candidates is not clear and the uncertainty about this appointment situation affects the psychology of teacher candidates negatively (Şar, Işıklar, & Aydoğan, 2012, p. 259).

One of the problems faced by pre-service teachers who are waiting for an appointment is economic difficulties. It was determined that pre-service teachers experienced economic difficulties in general, had to work in different sectors, turned to different professions such as police and military service, entered KPSS for this purpose, could not get their money's worth in the jobs they worked, and could not meet most of their needs. It has been determined that it is essential for the candidates to gain economic freedom without being tied to their families. Some prospective teachers waiting for appointments are preparing for the exam again, and some are trying to find a job as paid teachers or in private schools, study centers, and private tutoring offices to meet their needs. Although some teacher candidates did not prefer this, they had to turn to different business areas outside their profession (Demirer, 2012; Kiraz and Board, 2018; Toker, Gökçe, 2014).

Increasing the number of appointments to solve the problem of non-appointed teachers and the need for permanent employment instead of paid teachers are among the issues determined. In addition, due to the opening of education faculties in all provinces of Turkey and the formation of science and literature faculties, it has been determined that teacher candidates are waiting for too many appointments from backlogs. It was emphasized that formation should not be given to faculties other than education faculties and that long-term plans should be made for teacher needs in cooperation with YÖK and MEB. Recruitment of non-field teachers, increasing the number of quotas without planning, granting the right of pedagogical formation to many departments, and thus expanding the field, appear as the problem of teachers who cannot be appointed. In order to solve the problems of teachers waiting for an appointment, different stakeholders, from education politicians to teachers, should work to solve the problem.

For this reason, it can be said that teachers and education planners waiting for appointments are waiting for a solution from policymakers such as MEB-YÖK (Çınkır, Kurum, 2017, p. 26). In addition, the importance of improving retirement conditions and thus creating employment opportunities for new graduates was emphasized. In order to select qualified teachers at university entrance, it has been determined that it is more appropriate to keep the scores of the teaching departments high, to recruit those who are truly talented as teachers, and to provide vocational guidance from high schools rather than being unemployed after graduating from faculties. In the selection of students and appointment as teachers to the Faculties of Education, arrangements can be made that will allow the candidates to evaluate their suitability for the teaching profession in all aspects, such as their success at school, physical and mental health, oral exam scores, as well as the scores they get from the central exams (Aydın, Sarier, Uysal, Aydoğdu-Özoğlu)., Özer, 2014, p. 413).

It has been determined that pre-service teachers attach importance to values such as social status, self-confidence, and economic independence in their expectations for an appointment, and the realization of these values is also related to their appointment. It has been seen that the situations of not being appointed constitute an obstacle to making serious decisions such as marriage and making essential plans for life. It has been determined that they have expectations such as ordering life, ending social pressures, psychological relief, getting rid of paid teaching, realizing plans for the future, and getting involved in social life.

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