

Future Prospects of University Students Studying Psychological Counselling and Guidance: A Case Study

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Abstract. Dramatic increases in the unemployment rates worldwide have been observed for the last two decades. The number of unemployed individuals, which was 800 million in 1995, has exceeded one billion at the beginning of the 21st century and while the rates of unemployment have long been one of the primary agendas of the governments, they are continuing to rise irrevocably. Presenting the expectations and worries of prospective teachers studying at the Department of Guidance and Psychological Counselling (GPC) to raise the visibility of an important problem in the field of raising teachers and employment policies is the main objective of this research. In this research based on a case study, which is a qualitative research pattern, the data were collected using semi-structured interview questions to the participants composed of eight female and eight male students from different stages. The findings obtained in this study showed that the majority of the students, especially the students from low-income families, based their future expectations on governmental teacher appointments and they attached considerable importance to KPSS (PPSE, Public Personnel Selection Examination). Moreover, a majority of students felt obliged to start working as early as possible and as a result, they delayed their plans, such as pursuing a Master's degree. Also, a secure employment condition was their biggest expectation for the future and they did not have any hopes for higher standards of living conditions. Making the content of the GPC teachers' written examination for an appointment more fitting to their field of expertise, a more objective interviewing process, and annulling the appointments of teachers out of the GPC field are among the proposals of this research.

Keywords: Education, PCG, university students, youth, future expectation, employment

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Introduction

Unemployment rates increased dramatically almost everywhere in the world in the last two decades. According to this, the number of unemployed, which was approximately 800 million in 1995, exceeded one billion at the beginning of the 21st century, and unemployment rates have already settled among the priority issues of political powers (Bora & Erdogan, 2011). In this, of course, factors, such as the rise of the neoliberal economy after 1980 and the decrease in employment in many business areas caused by technological opportunities, can be mentioned. However, a significant part of the rising unemployment rates is related to the educated and skilled workforce constitutes a striking dimension of the issue. Stating that more than a million university graduates join the army of the unemployed every year, Standing (2011, p. 73) describes this audience with the following sentences:

... They have been called the Ant Tribe, or the Wandering Tribe because they rush around in their networks or wander around their old campuses in a desperate effort to retain a network of support and encouragement. Groups of graduates live together on city outskirts in tiny dwellings. Three-quarters are from rural areas, lacking household registration papers. Nearly all are single, living off casual jobs paying low wages, which they share. On those wages, they would have to work for a year to buy a tiny part of their cramped dwellings.

It is possible to talk about a new social life in which this "in-between /in limbo" lifestyle, which has been described by Standing and which has turned into a widespread lifestyle day by day, becomes chronic and getting out of this temporary life form is becoming more difficult day by day. Castel (2003, pp. 415-416) depicts "a society where old people are more confident of the future than the young," referring to the results of a study conducted in 1993 on "French confronted by exclusion". Accordingly, in the social structure that emerged after the 1980s, the elderly people who are out of business life are more secure than the young people who are still working, and those who experience the deepest uneasiness consist of those who are prepared to enter professional life. Saying that "Maybe our society is about to lose its future", Castel calls this picture "crisis of the future". This new type of temporary/in limbo life form, which causes young people to be unable to construct their lives, transforms the concept of youth. The concept of youth is today considered as "extended childhood" or a "transition age" between childhood and adulthood, in parallel with the prolongation of education and job finding, rather than being expressed in certain age ranges (Bora, 2011). In this sense, due to the need for an educated workforce in modern life, on the one hand, getting higher education, in other words, "studying a university," has been defined as the prerequisite of being a skilled worker in modern society. On the other hand, completing the training required to become a skilled labor force, participating in the production process, being independent and being an individual in this way is roughly identified with being an adult. However, it is observed that the issue is getting more and more complex today.

The first cause of complexity is the disappearance of the link between education and participation in production and the relationship of priority. The "human capital theory", which Shultz put forward in the 1960s and has an important place in explaining the

process from those years to the 1980s assumes, that receiving an education that is good in terms of quality and quantity should increase their production capacity and provide a high-paying job (Solmon & Fagnano, 1995). However, today, the concrete link between the quality and quantity of education and finding a high-income job has weakened. The data put forward before reaching the 2000s predicted that more than 60% of the business areas would require a lower qualification level than a high school diploma. Therefore, the level of qualification of the current unemployed increases as well as unemployment (Castel, 2003).

Even if they have the opportunity to have a job, the conditions of being an individual and being independent that make it possible to leave the youth category for the masses that do not have a voice in their labor processes and are employed without security. Secondly, it become complicated due to conditions of employment. The underemployment status and the increasingly widespread flexibility in the labor markets are concrete examples of this situation. Taking a step back from the social state principle due to the neoliberal economic policies that have become evident since the 1980s puts the cost of education on individuals at an increasing rate. The cost of this higher education, which does not offer job guarantees for the poor who do not have any scholarships and loan opportunities, is quite high. However, what is even more tragic is that university graduates try to acquire more qualifications by incurring higher costs day by day for the sake of starting their careers and leaving their peers behind, despite the decreasing possibilities. A young generation who oscillates between having a job to cover the cost of living and bearing the costs of education to obtain a job reveals an important dimension of the problem.

It was first used for seasonal agricultural workers in the 1980s to refer to the low-income mass that can be regarded as young, working precariously; the concept of "precariat" emerged, derived from the combination of the concepts of "precarious" and "proletariat" (proletariat/working class). The concept of precariat basically means that there is no employment security or even if there is employment security, the person is employed without control over his/ her own labor process. It is seen as one of the important indicators of precarization that the decisions about the position, income, and working conditions of the person are determined by higher mechanisms - with a strict 'human resources management' understanding - and the employee has no chance to intervene in these decisions (Standing, 2011). In this sense, precarization emerges as a concept that also expresses the widespread use of flexible working styles. However, one of the most important expressions used to explain precariat is a chronic state of anxiety. "The dream of the 'interim', this is the desire to become permanently employed, linked however with doubts that seriously undermine the hope of ever reaching it" (Castel, 2003, p. 389). Standing (2011, p. 20) explains this mood that is identified with precariat:

The precariat lives with anxiety – chronic insecurity associated not only with teetering on the edge, knowing that one mistake or one piece of bad luck could tip the balance between modest dignity and being a bag lady, but also with a fear of losing what they possess even while feeling cheated by not having more. People are insecure in the mind and stressed, at the same time

'underemployed' and 'overemployed'. They are alienated from their labour and work, and are anomic, uncertain and desperate in their behaviour. People who fear losing what they have are constantly frustrated. They will be angry but usually passively so. The precariatized mind is fed by fear and is motivated by fear.

The precarization faced by university graduates who move back and forth between being low-wage, unpaid, insecure, working temporarily, and being unemployed is also addressed through the concept of "white-collar labor" (Bora & Erdogan, 2011; Erdayi, 2012). Accordingly, towards the end of the 1990s, as a "new trend", "internet-connected, information-intensive," "networking" and "businesses are glorified as a "white-collar myth" and both eliminate unemployment due to technological development; it also promised this segment a lucrative, enjoyable and free working life. This myth, in which professional performance is also glorified as a way of life, gradually destroyed the concept of "leisure time", equalized work and private life, excluded "desk job" and "working hours" and turned into new labor exploitation offered with flexible working hours (Bora & Erdogan, 2011). What draws attention today is that the "white-collar" educated masses have started to be known as an army of the unemployed. However, important topics, such as dependency on part-time jobs, intermittent unemployment and/or underemployment, that is, employment in jobs that are not suitable for their skills and education can be mentioned that may affect the lives and future expectations of young people at least as much as unemployment.

One of the situations that reveal the effects of employment problems on the life constructs and emotional worlds of young people is underemployment, which expresses the situations where young people's talents are not fully used concerning their educational capacities. Gorz (2001) expresses the underemployment situation, which he presents with an understanding that "everyone is temporarily unemployed": "We leave the working society before we can replace it with another society. Each of us knows, feels and understands less or more than we are de facto unemployed; we are people, a part of whose abilities are used, we are de facto temporary, periodic, and 'half-day' workers. Sennett (2006) mentions that underemployment creates a "specter of uselessness". Accordingly, the labor gets cheap in poor countries means that the labor in these countries is employed by highly qualified people for a job. Citing as an example of employees working in call centers in India and speaking at least two foreign languages and highly skilled car mechanics working in the automobile mid-assembly line in Mexico, Sennett says that these employees are paid "abominable" wages. This "specter of uselessness, which affects especially poor countries deeply, also brings along the increasing competition. In this new socio-economic system called "business society" by De Gaulejac (2013), a work-life in which employees are constantly encouraged to be better with their "up or out" approach is becoming widespread.

This picture expressed by the theorists regarding employment rates and employment conditions makes it impossible for young people to construct their future lives and draw a road map for themselves within this fiction. Young people have the biggest share of this situation, which Sennett (1998) calls "the corrosion of character", inability to see the

future, to construct his future, and not to turn to a certain goal. While the rate of those born in 1958 who had a tendency for non-clinical depression was 7% in 1981, this rate increased to 14% among those born in 1970 on a similar scale filled in 1996. Bauman states that even if it is not the only reason in this situation, which causes young people to feel increasingly uneasy, confused and exposed to injustice, it is an important part of being exposed to the phenomenon of unemployment more. Bauman's frequently encountered suggestions for young people to cope with this situation are; "They should be flexible, not too selective, accept job opportunities without much questioning" and see these job opportunities not as a first step in their future life, but as "an opportunity they should enjoy as long as it lasts" (Bauman, 2004). The requirements of this new age, which Bauman sees as "fluid modernity", bear important clues about the young people's ability to imagine a successful future.

When we look at the working relations in Turkey, which is affected by the social and economic conditions in the world sooner or later, it is possible to say that unemployment rates have increased considerably since the 1980s, the unregistered economy has grown significantly and, accordingly, uninsured and insecure employment has become widespread (Makal, 2003, pp. 11-12). While 7.2% in 1980, according to official figures of unemployment in Turkey, has reached the highest course with 13% in 2009, it is stated that it was measured as 11.0% as of 2018. However, when the ten-year averages are taken since 1980, it is understood that the unemployment rates reached the highest level between 2000-2018 and showed a steady increase (Table 1).

Table 1.

The Unemployment Rate in Turkey by Years

| Years | Unemploy ment (%) | Years | Unemploy ment (%) | Years | Unemploy ment (%) | Years | Unemploy ment (%) |
|-------|----------------------|-------|----------------------|-------|----------------------|-------|----------------------|
| 1980 | 7,2 | 1990 | 8,0 | 2000 | 5,6 | 2010 | 11,1 |
| 1981 | 7,2 | 1991 | 8,2 | 2001 | 7,2 | 2011 | 9,1 |
| 1982 | 7,6 | 1992 | 8,5 | 2002 | 9,0 | 2012 | 8,4 |
| 1983 | 7,5 | 1993 | 8,9 | 2003 | 9,1 | 2013 | 9,0 |
| 1984 | 7,4 | 1994 | 8,6 | 2004 | 8,9 | 2014 | 9,9 |
| 1985 | 6,9 | 1995 | 7,6 | 2005 | 9,5 | 2015 | 10,3 |
| 1986 | 7,7 | 1996 | 6,6 | 2006 | 9,0 | 2016 | 10,9 |
| 1987 | 8,1 | 1997 | 6,8 | 2007 | 9,2 | 2017 | 10,9 |
| 1988 | 8,7 | 1998 | 5,9 | 2008 | 10,0 | 2018 | 11,0 |
| 1989 | 8,6 | 1999 | 6,6 | 2009 | 13,0 | | |
| Avr. | 7,7 | Avr. | 7,6 | Avr. | 9,0 | Avr. | 10,0 |

Source: (Egilmez, 2017), (TÜİK, 2016), (TÜİK, 2018).

In addition to that, unemployment rates are increasingly raising in Turkey. In these ratios, the association of a significant share with young university graduates constitutes another remarkable dimension of the issue. Although they have better employment conditions, one in four individuals of higher education graduates in the 25-64 age range is stated to be unemployed in Turkey in 2016. Employment rates in the same

age group are measured as 51% for below the high school level, 62% for those without higher education after high school, and 75% for those with higher education level. All these rates are below the OECD average. Turkey is the country having the lowest level of general employment with a rate of 58% among OECD countries. In the employment sector with higher education, while the OECD average of 84%, this rate remains at 75% in Turkey. Moreover, employment rates of the graduates in the IT, art, literature, social science, journalism field remains below the average in Turkey with 67%. Besides, since 2000 in Turkey, it is stated that a 9% decline in the employment rate for graduates of higher education until 2016 (OECD, 2017). As of January 2019, 1157 (38.9%) of 2976 young people, corresponding to 25.5% of the youth between the ages of 15-24, are higher education graduates and 377 of them (12.66%) are registered neither at work nor at school (TUIK, 2019). The unemployment of higher education graduates causes both states and individuals to suffer economic losses by reducing the returns of their education investments and weakens the "income increase" effect that enables education to be seen as an investment (Aksoy, 2001). Under these conditions, a higher education crisis emerges, with increasing costs but decreasing returns.

In parallel with the decrease in employment rates, especially for the educated workforce, a certain selection/elimination system has become a necessity for recruitment to the state staff. As the state institution providing the highest rate of employment for higher education graduates, the Ministry of Education (MEB) is among the institutions that apply to these selection/elimination systems for teacher employment. With the deterioration of the balance between supply and demand in Turkey, teacher training and teacher recruitment, the main problem is that teacher education more than needed in some fields and the inability to cover the needs in some fields. For the selection and employment of the most qualified teacher candidates, by the Ministry of Education; teachers were recruited with the exams, "Teaching Proficiency Exam" between 1985-1991, "Civil Service Exam" (DMS) between 1999-2001, "Public Profession Exam" (KMS) in 2001 and "Public Personnel Selection Examination" (KPSS) since 2002. Between 1992-2000, teacher appointments were made without examination (Gundogdu, Çimen & Turan, 2008, 37; Yuksel, 2004; habervitrini, 2002, accessed on 22,02.2019). The selection/elimination exams in the appointment of civil servants and teachers indicate that school success is reduced to "multiple-choice tests"; it seems parallel to the functioning of an education system in which the teaching profession is also reduced to "multiple-choice tests". Appointment through central exams brings a qualification standard that seems relatively objective, as it creates a knowledge-oriented measurability criterion for teacher qualification. The issues, such as the extent to which the said selection system reflects the teacher qualification and how a different employment strategy, can be developed are excluded from the research subject. However, it is clear that the existing teacher appointment system will have an important place in pre-service teachers' constructing their lives and their future plans.

Psychological Counselling and Guidance is a four-year undergraduate department that provides education in education faculties of universities. To be able to study this department, it is necessary to perform a certain success in the higher education entrance exams conducted by ÖSYM throughout the country. It is possible for people who graduate by taking the title of psychological counsellor to work as a guidance teacher/school psychological counsellor in public schools; as a pedagogue in the Ministry of Justice; as a psychological counsellor in private schools, psychological counselling centers and in various public and private institutions by performing different tasks. Besides, male psychological counsellors can perform their military service as a psychological counsellor within the Guidance and Counselling Center in the Turkish Armed Forces.

The main job opportunities are public schools and private schools. Therefore, guidance and counselling training is a part of the teacher training system. If the graduates of the Guidance and Psychological Counselling (PDR) department want to work as a counsellor in public schools and guidance research centers affiliated to the Ministry of National Education, they have to show success by taking the competition exams consisting of KPSS General Ability-General Culture, Educational Sciences, and Teaching Field Knowledge. Before 2012, the appointments were made to public school counsellor staff out of the department, especially in 2010 and 2011 (Aktuel Pdr, 2011). However, this practice was abandoned after 2012, and it was deemed appropriate to appoint only the graduates of the PDR department and psychology graduates with pedagogical formation (Aktuel Pdr, 2012).

As can be seen, the future expectations of students who bear significant costs for university education despite benefiting from the opportunities offered by the state will be adversely affected in parallel with falling employment rates and the resulting unemployment. On the other hand, what kind of benefit these students expect to gain from the education they receive by bearing the costs; understanding their hopes and dreams for their future life will make an important contribution to the literature. In this context, the subject of this study is to reveal the future expectations of university students studying in the field of PDR. The following questions were sought in the present study to investigate the future expectations of the students of the Department of Guidance and Psychological Counselling about their job, private life and status after graduation:

- ✓ What are the career and employment expectations of the students of the Guidance and Psychological Counselling department after graduation and their feelings and thoughts about this?
- ✓ What are the expectations of the students of the Guidance and Psychological Counselling department about private life after graduation and their feelings and thoughts about it?
- ✓ What are the expectations of the Guidance and Psychological Counselling students about their status after graduation and their feelings and thoughts about it?

Method

This study, which deals with the future expectations of students studying in the field of Guidance and Psychological Counselling, aims to reveal their feelings about the future and the reflection of these feelings on their lives. To achieve this goal, the qualitative research method was preferred. Qualitative research, as an umbrella concept emphasizing context, is aimed to research and understand people, beings, events and social phenomena in their natural environment. It can allow researchers to gain visibility into the subject through various semantic units and subsets, such as contrasting, making comparisons and creating patterns (Punch, 2011; Yildirim & Simsek, 2006; Neuman, 2007).

This research was based on a case study from qualitative research designs to reveal the expectations, goals and concerns of the students who continued their education in the field of Guidance and Psychological Counseling at Zonguldak Bulent Ecevit University Ereğli Education Faculty. Case studies are original studies that examine a person, event or institution in-depth and longitudinally; Instead of reaching general conclusions, they aim to discover the person and the phenomenon in their original environment (Paker, 2015). The case study approach followed in this study seems to be suitable for the internal case study type specified by Stake. In the internal case study, the researchers design the research to get to know the area of special interest (cited in. Paker, 2015). In this study, the researchers, as academicians and students of Zonguldak Bulent Ecevit University, developed an interest in understanding their field, so they turned to research. In the 2017-2018 academic year in which this study was conducted, the researchers, who collaborated as teachers and students of the last year undergraduate course called GPC seminar, conducted this research in the last year of their undergraduate education to understand the students who were intensely anxious about their future. Thus, Zonguldak Bulent Ecevit University GPC undergraduate program was chosen as the analysis unit. The research design also overlaps with the "holistic single case pattern" explained by Yin. Accordingly, researchers focus on a single unit or situation and aim to reveal the original situation that exists here (cited in. Paker, 2015).

Participants

In the determination of the participants, a selection was made to reflect the diversity and richness of human experiences and provide an in-depth understanding of the subject, in accordance with the structure of qualitative research. Hence, non-random sampling methods, such as snowball sampling, were used to provide diversity concerning gender, level of education and mode of education, economic level and cultural/ethnic belonging to help this sampling form. Within the scope of this research, students studying in Zonguldak Bulent Ecevit University Guidance and Psychological Counselling Department in 2017-2018 and 2018-2019 Academic Year were selected using the snowball and purposeful sampling method; semi-structured interviews were

conducted with sixteen students, eight females and eight males, aged 20-26. It was understood that the data obtained from the interviews with eight students (four females and four males) in the Spring Semester of the 2017-2018 Academic Year, when the interviews were initiated, was not sufficient concerning data saturation. Therefore, the interviews continued in the 2018-2019 Spring Semester, the following year, and eight more students (four females and four males) were interviewed.

The demographic information of the students interviewed is given in Table 3. Accordingly, the levels the students study during the interviews; two of them were freshmen; six of them were sophomores; two of them are juniors and six were seniors. It was observed that 75% of the students continued their education in primary education and 25% were in evening education. In Zonguldak Bulent Ecevit University Ereğli Faculty of Education, where this research was conducted, the second education of the GPC undergraduate program was gradually closed, and it was observed that the students interviewed were the last remaining students of the program. In evening education, unlike primary education, students pay a tuition fee of 514 TL at the beginning of each semester before making their course choices (in 2019 figures). Again, 75% of the students stated that their family's monthly income was between 1600-3500; one student stated that they had a monthly income of less than 1600. They stated that only three student families had a monthly income of more than 3500. One of the students who said they had a monthly income of more than 3500 was full-time and one was working part-time. Given these data, it could be said that most of the students were children of low-income families. All of these students received education away from their families. More than half of the students stayed in student homes. The number of students staying in the dormitories belonging to the Credit Dormitories Institution among the participants was four; the number of students staying in the private dormitory was three, all of which were women.

Table 2.

Demographic Characteristics of the Students Interviewed

| Participants | Class | Gender | Education Type | CGPA | Family Level of Income | Place of Residence | Age |
|--------------|-------|--------|-------------------|--------|------------------------|--------------------|-----|
| E#1 | 1 | Male | Daytime Education | 2-2,99 | 1601-3500 | State Dormitory | 19 |
| K#1 | 1 | Female | Daytime Education | 3-4 | 1601-3500 | Private Dormitory | 18 |
| E#2 | 2 | Male | Daytime Education | 1-1,99 | 1601-3500 | State Dormitory | 19 |
| K#2 | 2 | Female | Daytime Education | 1-1,99 | 1601-3500 | State Dormitory | 26 |
| E#3 | 3 | Male | Evening Education | 2-2,99 | 1601-3500 | State Dormitory | 22 |
| K#3 | 3 | Female | Daytime Education | 3-4 | 1601-3500 | Private Dormitory | 21 |

| | | | | | | | |
|------------|---|--------|-------------------|--------|-----------|-------------------|----|
| E#4 | 4 | Male | Daytime Education | 2-2,99 | 1601-3500 | House | 25 |
| K#4 | 4 | Female | Daytime Education | 3-4 | 1601-3500 | House | 22 |
| E#5 | 4 | Male | Evening Education | 2-2,99 | 3500+ | House | 23 |
| K#5 | 4 | Female | Evening Education | 2-2,99 | 1601-3500 | House | 23 |
| E#6 | 2 | Male | Daytime Education | 3-4 | 1601-3500 | House | 22 |
| K#6 | 4 | Female | Evening Education | 3-4 | 1601-3500 | House | 23 |
| E#7 | 2 | Male | Daytime Education | 2-2,99 | 3500+ | House | 22 |
| K#7 | 2 | Female | Daytime Education | 2-2,99 | 1601-3500 | Private Dormitory | 20 |
| E#8 | 4 | Male | Daytime Education | 2-2,99 | 3500+ | House | 24 |
| K#8 | 2 | Female | Daytime Education | 1-1,99 | 0-1600 | House | 26 |

Data Collection

The data were collected through semi-structured interviews. Preliminary interviews were conducted to ensure the validity and reliability of the interview questions. After these trials, the questions were put into practice by giving them the final form to be clear, understandable and useful. The preliminary interviews were included in the research data. Although the questions were outlined beforehand, care was taken to arrange the topics that could be meaningful for the research to be discussed according to the course of the conversations during the interview, and not to guide the questions and the way they were asked. During the interviews, an interview form consisting of personal information was filled with the participant. After the preliminary information explaining the subject of this research, data collection purposes, volunteering and ethical commitments regarding the protection of personal data, interviews were initiated. In the personal information part of the interview forms, information about the student's education level, gender, education type, weighted grade point average, the income level of the family and the place of accommodation was requested. Voice recordings were taken with the permission of the students interviewed in the interviews, in which both researchers collected data separately. For the interviews, the venue choices were made, which would not interfere with understanding the speeches, directing the participants' attention, and recording audio, and the interviews lasted an average of 40 minutes.

In the interviews, the students were asked to introduce themselves at the beginning of the interview apart from the seven questions aiming to understand the future expectations of the students in accordance with the research purposes. At the end of the interviews, they were asked whether they wanted to add anything on the subject.

Analysis of Data

The audio recordings recorded during the interviews were examined and transcribed on a computer environment by both researchers. The data were analyzed via the descriptive analysis technique on the themes determined according to the answers given for the research purposes. For this, first of all, a framework was created for data analysis. Then, the data obtained were processed according to the thematic framework. After that, these data were edited and interpreted by including direct quotations. During the transcription of the interview records, sensitivity was shown to the ethical issues regarding the protection of personal data promised to the participants. In addition to verbal expressions, emotional expressions (e.g., hesitation, laughter, stuttering and sadness) that may be related to the research topic were also included in the article. The students, according to their gender, in the order of interview with the letters E or K (example: E # 1 or K # 1) and these encodings were included in the analysis of the data. In the case of the problem, the findings obtained were reported so that each of the research objectives was stated as a title. Findings titles and sub-themes created according to the answers given for research purposes are shown in Table 3.

Table 3.

Finding Titles and Sub-Themes Used in Data Analysis

| Research Objectives | Finding Titles | Sub-Themes |
|---|--|--|
| What are the career and employment expectations of the students of the Guidance and Psychological Counselling department after graduation and their feelings and thoughts about this? | Expectations, Feelings and Thoughts on Career and Employment | - Postgraduate Education Prospects - Appointment Hopes - Meaning of KPSS |
| What are the expectations of the students of the Guidance and Psychological Counselling Department about private life after graduation and their feelings and thoughts about it? | Expectations, Feelings and Thoughts on Private Life | |
| What are the expectations of the Guidance and Psychological Counselling students about their status after graduation and their feelings and thoughts about it? | Expectations, Feelings and Thoughts on Living Standard and Socioeconomic Level | |

Findings

Expectations, Feelings and Thoughts on Career and Employment

The majority of students (75%) set their future expectations on taking the KPSS exam and being appointed to a government-affiliated school. One of the four students who did not mention any plans related to the KPSS exam was a senior, and to avoid tension in Turkey, she was attempting to diversify their employment qualifications to be employed as a counsellor in a hospital in Germany. This student explained the decision process for working abroad as follows:

My dream was always to stay and work in Turkey. I think I can use my native language more comfortably and communicate. But it is very difficult to be appointed here, and I have never wanted to be appointed. Because being a counsellor is limiting for me and I don't want to deal only with the problems of the school I would be in as a counsellor. I want to conduct research, publish papers and progress in a way, and do my master's and doctorate. (K#6)

Another student who did not base their plans on KPSS stated that they would do their best not to enter KPSS in the future as they were freshmen. One of the other two students was already assigned to civil service with a KPSS Secondary Education score and the remaining student was a foreign national. It was observed that the students' concerns and studies in this direction intensified as they got close to the final years. It was even understood that the efforts made for the preparation of KPSS prevented them from preparing themselves professionally. The comment of a senior student on this subject is remarkable:

I definitely expect and want to be a civil servant. I am working very hard on this right now. I go to the classroom; I am in the KPSS preparation process. I definitely think I could be appointed. I call myself a civil servant in schools, helping my students ... this job is mine in terms of professional satisfaction. That's why I really want to be appointed, I always dreamed of myself there. I think it suits my interests and skills. I work hard to get appointed. This year I cut my social life; KPSS is a challenging process and takes too much time. On the one hand, I go to school; unfortunately, I neglected the school because of KPSS. I cancelled many social activities I would do because of KPSS. I've made too much sacrifice for KPSS. Even if not this year, I think it will definitely happen next year. (K#5)

It was observed that students who made plans on the KPSS exam dream of being appointed to institutions, such as the Turkish Armed Forces, the Ministry of Justice, and the Ministry of Family, as well as being appointed to schools as counsellors. Male students might expect to be permanent psychological counsellors, provided that they switched from reserve officer to active duty officer in the Guidance Counselling Center (RDM) unit after performing their military duties for a long time. Some statements regarding this are as follows:

If we can do the military service for a long time, we will work in RDM. Working at the RDM is indispensable for me in the military. I think very good training will be obtained with the money received from RDM. In this context, if I cannot find a job in the first year, I am thinking of doing the military service and receiving training with the money I earn from there. (E#3)

As soon as I graduate (military) I will go. If I cannot be appointed, I want to stay there. (E#2)

The Turkish Armed Forces' goal will be to recruit officers from outside sources, and my goal is to enter the Naval Forces. After trying this, I will try KPSS again. Being appointed as a teacher is not my priority. There is no pressure in my family on this issue, but I want to earn my own livelihood as soon as possible. (E#5)

Due to the current economic crisis and the position of the state, being a counsellor is not a heart-warming situation, so the Ministry of Justice, the Ministry of Family, and the military are the most important ideas in my mind right now. (E#8)

A significant majority of the students stated that they kept a distance from the idea of working in the private sector due to precarious working conditions and that they saw paid teaching as a job to be done only in compulsory situations. Some of the evaluations made on this issue are as follows:

Okay, when you work at the state level, you don't make a very good income, but there is something like this in the private sector: When that workplace closes, you can fall out of work. But in the state schools, when one school is closed, MEB will assign you to another school. But if you work in the training center, you will be unemployed and will have to look for a job again. (E#7)

(For paid teaching)... If there is an emergency or there are incredible debts or a very close person has a condition of illness and if nothing can be done, let's also assume that there is no position in a private or state institution, it can be performed. I think it is something to be done if one has to; otherwise, it is not something to be preferred. (E#5)

KPSS really has a huge impact on my life this year. If my economic level cannot be appointed, of course, if I work in a private school or a rehabilitation center, I think that the maximum amount of money will be slightly above the minimum wage. That's why I don't think I will have a very high economic level. In terms of status, I will be a university graduate, so I cannot do a master's degree if I cannot be appointed. Ten years from now, so I think I will be appointed eventually. (E#4)

Postgraduate education. Apart from preparing for the KPSS and being appointed to the civil service, the main dream of the students was to receive postgraduate education. It could be said that the most important obstacle in front of the idea of getting a graduate education was that the majority of the students come from low-income families, and they have to start life without wasting time at the end of their undergraduate education. Thus, it was observed that students with an expectation of graduate education postponed their planning in this direction until after they had a job. Some expressions in this direction are as follows:

I want to work in public institutions after I graduate. Then I want to do my master's and doctorate. I see the state gate more reliable than the private sector. (E#7)

As far as we understand from our teachers, this is all luck, you will find a job at a place and then if you are accepted, you will start a master's degree. It can be made into a target all right. But I am not making it a target. I will apply, I will do my best. As a teacher, I know people who have a master's degree and still continue teaching. In this context, a master's degree can be obtained in my opinion, but it is not something on my agenda." (E#3)

Until three or four months ago I had detailed plans. I am not thinking about master's study right now. I will deal with the master's degree after providing the finance. (E#5)

Here, it was understood that students wanted to eliminate their economic dependence on their families, especially to meet the cost of graduate education. A student, who was experiencing a tide between their desire to receive a graduate education and the needs of their family, explained her thoughts on this issue as follows:

I really want to do my master's degree; I want to work as an academic. But on the other hand, my brother also needs to study and I have to support my father. There are those at home waiting for my appointment; there are even those who expect me to be appointed to Antep and live there with them. I don't know if I can meet this demand, I think I should, but I also think about myself. It's complicated but what I really want is a master's degree. (K#7)

It was noteworthy that some of the students thought that they would have difficulties in the process of admission to graduate education. It was observed that these thoughts are based on the practices regarding foreign language proficiency and acceptance processes. Some statements on this subject are as follows:

I never thought about getting a postgraduate education because I would feel better at school. But I would think if I didn't have a foreign language problem. I think the reviews at that article stage will add more to me. I find postgraduate education very necessary to improve oneself and benefit more. (K#5)

Most universities give priority to their own students; I think we must have acquaintances somewhere to start a master's degree. Also, I have a foreign language problem. Even if I could graduate in Turkey the possibility to obtain a related position is so low, I necessarily need a doctorate degree. How will my income be provided in this process? This is a huge problem for me. (K#6)

I am worried whether other schools will accept us for graduate degrees. Because there is no GPC master's degree at our university. I will try to improve myself more and make it accepted in their eyes. (E#6)

Appointment hopes. Some of the students stated that in the past, counsellor appointments were made more and their possibility of being appointed decreased in parallel with the decrease in the number of students and the increase in the number of graduates. Some statements in this direction are as follows:

Previously appointments were very good. Obviously, I chose this department because we can be assigned easily, but now it has become difficult. I do not want the private sector, so KPSS is very important for me this year. I'm delaying my whole life. (E#4)

Two years ago I was more hopeful. Now appointments have been reduced. I will work again. On the one hand, I am preparing for the exams. (K#4)

When I just started studying in the department, we could be appointed if we coded our names in the exam, but now the necessary score is not less than 85 than 83. If I am appointed through KPSS, I will go to the eastern provinces, I will crash there and my life will be over. When I look at it, KPSS is not a very visible face in my life goals. However, I want to try the Ministry of Family Social Policies. (E#8)

It was also among the findings that the students did not trust the interview applied in the teacher selection process. One of the statements in this direction is as follows:

... The interview part is the part that really worries me. There are discussions of plus three - minus three, but I can't still be too confident because a lot of things can happen. (K#4)

Given that some of the students considered appointment as a civil servant depends not on merit but on reasons, such as ethnic identity and belonging, political opinion, cultural capital is among the remarkable findings. That some students saw themselves as advantageous or disadvantaged due to their observations in this direction also affected their expectations and hopes for the future. It was also understood that young people tended to develop a rational attitude towards the situation of being advantageous or disadvantageous. For example, a student who saw himself as advantageous in appointment processes used the following statements:

In today's conditions, being appointed is not a success, but luck. I think you have this chance too. Since my family has a lot of civil servants, this chance is high. First of all, the system must be identified. When you solve it, you get closer to being appointed. The interview is very important, for example, what was asked in the interviews last year, and a study should be done in that direction. (E#3)

The statement of a student who claimed to be disadvantaged in teacher appointments is as follows:

I consider my chances of being appointed to be zero. It feels like my name will be crossed out the moment they look at my father's name. My father has been with a (political) party since 96. Not much at the moment, but it is related to workers' rights. Since he started working as a child, I think that even if he is a primary school graduate, I cannot be appointed because of my father's sensitivity to labour rights. I am one of those who started life with a defeat of three zero. It is an Alevi, Kurdish and leftist family. And I am a woman; the score is already four zero. (K#7)

Again, a student who stated that she did not see herself as advantageous enough during the interview process made the following suggestions about conducting the interview process:

I think the interview is very important. But I also find the interview applied in our country very wrong. Because in the interviews, regardless of the branch, three or four questions are asked and the interview score of the student is created accordingly. I think that authority should have consisted of psychologists. ... I have already taken the exam, revealed my knowledge. If it were me, I would try to measure psychology, not knowledge. We will be teachers after all. Is the pre-service teacher suitable for doing the profession: is the candidate someone who can be taken as a role-model, or is s/he someone who can really approach all students equally with the principle of unconditional acceptance, is s/he a democrat? After all, we are a multicultural society and we are assigned to many different places as teachers, very different. We meet people ... (...) If a commission is to be established in the east, for example, "in Erzurum, I will form that commission in Izmir, not in Erzurum, and move it to Erzurum." I think it will be more just and more democratic in this way. (K#5)

The meaning of the public personnel selection examination (KPSS). It was observed that KPSS was a highly regarded examination in the field of GPC, especially for senior students, as in all undergraduate departments of the Faculty of Education. Some statements related to this were given above. Although there was a student who expressed the opinion that the exam was a highly qualified exam among the students who had expressed the opinion that the Ministry of National Education should be the main criterion in the recruitment of psychological counsellors and guides the majority of the students stated that it was not an exam that met the requirements in the teacher selection system. It was observed that all of the students who said that a better teacher selection system should be developed regarding this issue suggested an application-based selection and screening method. A student who stated that they found the KPSS exam qualified based his opinion on the following sentences:

I think KPSS is a very qualified exam. Especially for the field exam, I cannot say that the high average in the field exam is due to the fact that we PDR students make it high, but it is obvious that it is not a decisive exam. But I think general culture and general talent really make decisive and qualified eliminations. For example, I examined last year's questions. They were followed by questions from the agenda of the world will make the individuals who break away from Turkey. You know, there are no questions that can be asked by people who have wasted their lives. In this context, it is a qualified exam. How much space does KPSS take for me? KPSS is one of the sine qua non for me as I am thinking of civil service since I will work with the enthusiasm to be appointed, if not for one year, I will work for KPSS, in the same way, the next year. KPSS takes up much more space for me than the private sector. (E#3)

Some of the students, who thought that the exam was not qualified and sufficient, argued that the exam was compulsory to choose, but the exam was not effective and sufficient with the format it was administered in. Some of the views are as follows:

They can make a necessary but better system for making choices. Experience-based elimination logic could be better. (E#1)

We have nothing to do with 90 percent of educational sciences courses. These are of no use to me, neither in my business life nor in my academic life. These topics are proof that KPSS is an invalid test for me. I don't have any alternative on how it should be since the number is too high; it has to be sorted. This exam has to be of any kind; I feel like this process has to go on like this. In my opinion, a system with many deficiencies is not enough training, the exam is not enough, I think the interview is not enough. What should be; other countries can be taken as an example. Different education systems can be taken as an example. In fact, as in the USA, a school psychologist, school counsellor, school social worker may be separate. But unfortunately, all of these are related to the economy. (E#5)

It was observed that students who found the exam insufficient generally suggested a different type of exam to be based on practice. Some of the other expressions for this view are as follows:

It's not a test that will prepare me for teaching. I will not use the information I have learned in KPSS while a teacher, nor will I transfer what I have learned to my students. The theory and the practical part of the work are very different. Why do we get information that won't work for me so heavily, in such detail, and for so long? I do not understand where these will work for me, but there is an acceptance. (K#5)

We study for 16 years, at the end of 16, they subject us to two exams. At the end of the exams, you either got that score or you couldn't. Then you look back, you say, did I make an effort in vain for those 16 years? I came this far. KPSS exams are more field-oriented, application-oriented, for example, if we are a counsellor, it would be more appropriate for us to provide training for students in schools and RAM environments, do practical exams and assign us. Because we must be more experienced where we are going. I also see that our newly appointed professors are insufficient in schools. The reason for this is that we constantly take theoretical courses at the university. (E#7)

Our teachers always tell us you will become experienced in the field. I think KPSS lacks in this regard. The basis of this is that we have an internship period of two years; we can be appointed with that internship score. These can be improved. KPSS has an absurd interview. It is entirely up to those juries; the juries have no credibility." (K#7)

I think it is meaningless for a person to evaluate our 16-year education in a 2-hour exam. I think KPSS exams should be made for more areas, practical training should be given and practical exams should be done. Our newly appointed colleagues always have difficulties in the field where we receive theoretical training. (E#7)

It is noteworthy that a student, who gave an opinion on the KPSS Exam process, said about the cost of the exam:

Anyone who takes 500 liras education credit and pays 250 liras to the KPSS exam fee should not set up a future plan. The biggest problem is the exam fee. Everyone's classroom, books, courses, etc. 7 thousand 8 thousand pounds spent to be appointed. There is an unfair battle lane. We see the same injustice in the KPSS process, just as we saw the injustice while choosing a university. (E#8)

Expectations, Feelings and Thoughts on Private Life

It was understood that the livelihood concerns of the students prevented all future plans and, in the meantime planning a private life for themselves. In this sense, some

students explained the subject with Maslow's hierarchy of needs, based on the knowledge they gained in the field of GPC, and stated that they should first meet requirements, such as physiological requirements and safety. Especially, it is seen that the plans for marriage are getting older:

After graduation, Maslow has a hierarchy of needs about my private life, physiological needs, need for security; I try to provide that security need first. After that, the other needs, Maslow says so; "When there is little satisfaction, higher needs can be passed," he says. Frankly, first of all, the need for security, namely money, job position, professional value, I want to be appointed and earn money first. After that, of course, we are single now, and after that, I think of getting a decent person into my life and getting married. (E#4)

Marriage is not in my mind right now; it is in my dreams. Not after graduation, but after recovering myself a bit. We say whether I have a house or a car, etc. It is something that can happen after they happen. (E#7)

I have plans to get married, but now I'm 23, and I find it is still early. I am already in the preparation process of KPSS, but I want and dream of establishing a happy marriage, a nice business life, a comfortable and organized family life for the future. Currently, I have no initiative in my private life; I focused only on my education. I want a regular civil servant life; of course, I want the other person to be like this. (K#5)

Now my head is so busy getting a job that I can't think of anything about my private life. Now I only have this in mind; I have to graduate and find a job immediately. After I get to work, how can I keep this job in my hand, what can I do to keep it in my hand, so I can't think of anything about my private life from thinking only academically. To be able to think of such things, one must first come somewhere. I cannot think of anything about my private life without my gain. (K#6)

It is noteworthy that some students stated that they never wanted to get married:

I don't ever think of getting married. I was not raised in a very patriarchal family. I'm afraid of marriage, I'm afraid of having children. I think marriage will limit my dreams. I think marriage will limit my imagination and productivity. (K#7)

I see marriage as a problem at this point because I think marriage will restrict my freedom. (E#8)

Some students stated that they felt indebted to their families, especially concerning education costs. As it can be understood from here, the cost of both undergraduate and graduate education and appointment processes corresponded to an important burden, especially for students from low-income families:

If we look at it from a bit of material, it feels like I have a debt to those in the house. Ours don't want this from me. Since they are always workers, I want them to live in a regular house. For example, I have rented a house for myself, the house I rent is ten times more beautiful than theirs. But they pay for this house. After a few things are met, I will go to the women I like against my family. (E#6)

My first dream is to buy a house for my mother and I want to teach my brother a lot. Dad, you step aside now; I want to say I exist. Other than that, I have no thoughts of getting married, I hope not. To survive, to fight... (K#7)

Expectations, Feelings and Thoughts on Living Standard and Socioeconomic Level

Since most of the students expected to be appointed as a civil servant teacher, they first imagined a standard civil servant teacher's life. It was understood that students who had this expectation wanted to be an academician by making an academic career in addition to teaching and to move forward by taking administrative duties as deputy principals.

I intend to work as a counsellor in a good school in Istanbul and have a middle- income. (E#1)

I am thinking of rising from National Education. After three years, I take the assistant principal exam. I am someone who cares about status. It makes me proud to take administrative responsibility at school. (E#3)

I will not have any income after I graduate. Therefore, I have to make an effort and bind myself to either National Education or the private sector. I will not do anything extra, I will continue my straight life; I think I can make a living just as the appointed people can make a living with their salaries. Ten years later, I see myself working either at a university or at the high school I studied. (E#7)

I always see myself as a teacher. (K#3)

Students did not have high expectations regarding their living standards and economic levels. It was seen that they explained the question of what kind of position they imagined themselves after ten years with expectations, such as being able to buy a house and a car, go on vacation, and allocated a budget for their hobbies. Some statements on this subject are:

... I think the important thing is to do the job we do in terms of professional satisfaction. Money is secondary to me. I think I will be at a medium economic level after graduation. It is not an overabundance, not an unsatisfaction; I think I will be at an intermediate level. Maybe I can't buy a luxury car, but I can buy a car, I can't take a vacation for a month, but I can do it for a week. Maybe in the following years, I can buy a house on loan. (K#5)

If I had an income to afford my hobbies, it would be enough for me. (E#5)

For a beginning, I think a salary of 4-5 thousand liras. I think of the middle of everything, have a house and a car, and a salary to meet my needs. I plan myself in 10 years as someone with both economic and intellectual background. I think intellectual accumulation will bring economic accumulation. (E#6)

It was understood that professional and academic career goals were also included in the expectations of the students ten years ahead. Acting with an approach that centers on strengthening themselves professionally, academically and intellectually, the two students explained their expectations as follows:

After 10 years, I see myself fulfilling my dreams; there is nothing to do with my private life again. I only have things in mind in the academic sense; I will have my master's degree, I will be doing my doctorate. It is my dream to see myself at the level of having master's and doctorate degrees supervised and very good consultation. I think I can reach this level if I work hard. I think this level I will come will fill me both materially and spiritually. (K#6)

I do not have great economic expectations as I will invest the money I will earn in my education. Wherever I go, I will be on the same level again. 10 years later, I see myself as an expert in pedagogy. (K#8)

Stating that the standard of living they will obtain at the end of their education cannot go beyond a limited socio-economic level, the two students explain their thoughts as follows:

If I am appointed to National Education, I do not think I can live even five percent of the life I want. Because the money received by an individual here will only serve to bring the end of the month. (E#8)

I think I see myself in the working class forever. I guess I can't afford to be above the working class. Otherwise, I cannot be in their struggle. My earnings will meet my needs. If I am satisfied with this money now, I can be satisfied with a certain amount of money in the future. (K#7)

Conclusion and Discussion

The issues related to unemployment and employment, especially with the spread of neoliberal economic policies in Turkey as well as in the world, increase the importance day by day. Especially that young people cannot be employed appropriately according to the education they receive and with job guarantees leads them to think about their future while they are just at school. It is observed that the students in the field of GPC, who have to make large costs for education and living both during their education and after graduation, are also affected by these conditions. It was observed that an important part of the students interviewed had to work in temporary jobs from time to time or continuously to cover their education and living costs. This situation shows that the students interviewed encountered temporary and insecure working conditions that Standing (2014) called "precarization" while they were still students. It can be said that precarization is among the most fundamental factors determining the future designs of young counsellor candidates who are still at the student stage, with the hope of getting a permanent job and the anxiety of never reaching it. This situation confirms the "anxiety-chronic insecurity" detected by Castel (2003).

Livelihood anxiety seems to be the most determining factor in students' expectations for the future. Students stated that they first wanted to gain their economic independence, reach a certain level of income and then focus on their main dreams, such as academic career and marriage. Given that the students interviewed generally come from low-income families, these findings coincide with Jeffrey's (2011) observation. Jeffrey has observed that the possibility of prolonging the period of unemployment with expectations, such as seeking better job opportunities and making an academic career, is a privilege belonging to the middle class. Jeffrey (2011) mentions a series of studies that show that youth from urban and wealthy segments may sustain their white-collar unemployment in a much longer term than their peers from poor segments. In Turkey, as in qualitative research conducted by a group of researchers on the white-collar unemployed, the family of a social security mechanism or in other words "unemployment insurance" has been demonstrated that functions like (Bora, 2011). These research findings are in line with the research results of Jeffrey (2011) and Bora (2011), which reveal that the negative effects of unemployment increases in parallel with the poverty level.

Referring to Celik's 2008 research on unemployment, Gecgin (2014) also stated that unemployed youth first applied to their families in search of social security; however, he stated that this situation was specific to upper and middle-class families. Accordingly, poor youth do not have the luxury of postponing the period of unemployment and the age of marriage; they settle for the worst job and get married early. The findings obtained from the participants, most of which come from low-income groups, partially confirm the situation that Gecgin mentioned. A significant portion of the students sees their education as an investment tool to solve the poverty of their families. Thus, they want to have a job as soon as possible; they postpone all their expectations for the future, their dreams of graduate education, and by the way,

their marriage plan. This situation suggests that young people with higher education associate marriage with a certain cost. According to Castel (2003), the divorce rate is lower among fixed-job workers (24%) than temporary workers (34%) and, similarly, it is lower among temporary workers than unemployed for more than one year (38.7%). The participants, who are students in the field of GPC, are aware of the employment conditions necessary for a sustainable marriage. The findings suggest that families who are exposed to "precariousness", such as loss of status, precarious work, and worsening of wage conditions will become fragile day by day. The situation that Castel's (2003) calls "disaffiliation" and that the person is "the absence of belonging in structures that carry a social meaning" greatly worries young people and prevents them from constructing their lives and social integration.

According to Sennett and Cobb (1977), economic reforms have reduced civil service opportunities, which used to be an important source of paid employment for young graduates; however, it did not succeed in creating employment in the private sector. While unemployment rates of graduates and the time, labor and money spent by families on education continue to increase all over the world, the success and reputation criteria of the modern world continue to be presented as entering into more and more qualified and white-collar jobs every time. The preconception that professionalism is a quality that provides self-sufficiency and gives autonomy to the person still holds on (Sennett & Cobb, 1977). These research findings confirm this picture mentioned by Sennett and Cobb. The predominant role in the responses of PDR students regarding both career and living standards is the expectation of being a civil servant teacher. There are expectations, such as have postgraduate studies or have some administrative roles, after obtaining a certain economic comfort in the future expectations of GPC students. In this context, the KPSS exam, which provides selection and elimination, has a decisive role in their lives, especially as they come near to the final years of the university. It has been observed that there are many students who try to improve their study performance in the last year of the university by taking courses from the upper class, who also attend the KPSS course and postpone their social life with their intensive study performance. This situation shows that there is great competition for pre- and post-graduation.

The competition after graduation is not limited to KPSS exam costs. Almost all of the students stated that the education in their faculty was insufficient. They could not have sufficient application conditions due to the lack of academicians and they would have to enter the professional life before they could gain experience. They also expressed that they would need to receive a lot of paid training to qualify for graduation and they were concerned about meeting the cost of this. Increasing costs and decreasing returns of investments made by both the state and individuals in education, as Aksoy (2001) also determined, endangers both states and individuals; it also weakens the belief that higher education will increase income. On the other hand, it is also stated that the needs of the changing labor markets in the face of the neoliberal economy, especially after the 1990s, led individuals to gain new skills under the name of "lifelong

education" and thus to survive in the competitive environment brought by the labor market (Borg & Mayo, 2005).

Psychological counsellor candidates think that the KPSS exam is not a successful measurement method in the teacher selection system. In particular, it has been stated that the teaching profession knowledge test causes an unnecessary information load for the psychological counsellors who are exempt from classroom processes. Instead of such an exam, an appointment process to be made as a result of more intensive practice courses, longer internship periods and the experience gained in these internships would be more beneficial. It is understood that especially the interview system creates distrust among teacher candidates within teacher appointments, and there is a common belief that many factors other than merit play a role in these interview exams. Accordingly, there have come across psychological counsellor candidates who thought that they could never be appointed due to their ethnic, political, and religious identity.

As a result, it is understood that the future prospects of the young people who graduate from the university are adversely affected because of the neoliberal economic policies that started to spread worldwide in the 1980s and today closer rising unemployment due to underemployment and flexible employment conditions. This gloomy picture based on being unemployed and precarious or temporary work called "crisis of the future" by Castel (2003) is a major problem for university students who study in the GPC field at Bulent Ecevit University in Turkey. According to this situation, the teacher merit system to the Ministry of Education should be reviewed. It would be appropriate to update the written exam content applied as a prerequisite for the field of GPC and implementation of the performance-based exam. The appointments from the other fields to the Ministry should also be prevented. Besides, the examination fee should be removed or reduced to a reasonable amount. Urgent measures should be considered to do the interview exams of teacher appointments be applied more objectively. In this context, an important result emerged from the students' expressions that the quality of the instruction in Education Faculties should be increased, especially the opportunities for professional practice should be more emphasized.

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