

The Training and Employment of Teachers of Physical Education and Sports in Turkey

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ABSTRACT

This paper examines the phenomenon of training teachers of Physical Education and Sports (PES) in Turkey with respect to its dimensions of student quotas, graduates, and employment; and performs analytical evaluations through the numeric data. In the last five years, the number of labor force participants in PES teaching posts was 14,459 on average and the average employment volume was 10.29%, which means that a great number of graduates have accumulated against employment. Thus, this indicates that no realistic planning was done in the past years »so as to create a supply-demand equilibrium between training and employment of PES teachers«.

Key words: *physical education and sports, teacher, training, employment*

Introduction

The higher education institutions training Physical Education and Sports (PES) in Turkey teach individuals to be professionally active in PES field through Physical Education and Sports Teacher Training, Sports Managership, Coaching and Recreation Programs. Within the scope of PES Teacher Training Program; the education is given in general knowledge, initial teacher training and content knowledge to be employed as physical education teachers in public and private institutions. Within the scope of Sports Managership Program; the education is mainly given in sports administration and organization and sports management fields to be employed in administration levels of public and private sectors. Within the scope of Coaching Program, the education is mainly given in the fields of training (movement) and general knowledge to be employed as coaches for various branches of public and private sport organizations. Also within the scope of Recreation Program, the education is given in content knowledge and general knowledge fields to be employed as sports animators and leaders to various sports branches and physical activities¹.

The number of universities in Turkey, which was only 29 two decades ago, rapidly rose particularly in the last decade to reach 114, of which 85 are public and 30 are private universities. In parallel, the number of the teacher training programs in PES, which was 10 in 1990, reached 51 in 2008. All PES teachers are trained in un-

dergraduate PES teacher training programs at higher education institutions of public universities. These programs aim to train PES teachers with required knowledge and skills to be employed in public and private educational institutions. The content of PES teacher training programs includes three main aspects, which are specific content knowledge, general knowledge, and professional teaching knowledge². The courses under the programs are grouped under these three aspects and form a whole.

Students who want to become PES teachers are required to take the Student Selection Examination (SSE), as well as an aptitude test administered by the particular higher education institutions training PES teachers that they plan to apply to; and students who have attained the fixed quotas are accepted to the programs. Furthermore, within the limits of a certain quota and under the precondition of passing the SSE exam, students who achieved outstanding success in the fields of sports and are/were selected for Turkish National Teams are placed by the Council of Higher Education (CHE) in higher education institutions that train PES teachers without being administered any aptitude tests.

After universities were entrusted the duty of teacher training in 1982, various problems have been experienced in the training of PES teachers with regard to

curricula³ and course contents⁴, and finally, CHE put into effect the new undergraduate PES teacher training program as of the academic year 2006–2007. This way, CHE brought up to date and standardized undergraduate PES teacher training program, as it did for other teacher training programs, in order to train teachers possessing the knowledge and skills at a level required by the modern age; to adapt to the curricular changes implemented by the Ministry of National Education (MNE); to define the »learning outcomes« expected from the undergraduate programs in the 'European Higher Education Area', of which Turkey has been a part since 2003; to determine the subjects to be taught to achieve these outcomes, along with the length of time and methods required to teach these subjects; and to use standardized methods to assess and evaluate the »learning outcomes«. Thus, this new program began to be implemented by the higher education institutions that train PES teachers. The most significant characteristic of the new program is that it is highly compatible with various aspects of the teacher training programs used in EU countries⁵.

Each year, the MNE appoints permanent and (since 2005) temporary teachers to public education institutions (primary and secondary schools). To become PES teachers in public education institutions, students who successfully complete the PES teacher training programs are required to take the Selection Examination for Professional Posts in Public Organizations (SEPPPO) administered by the Student Selection and Placement Center (SSPC) and to pass the test with a score above the predetermined base score so as to be selected for the employment quota fixed by the MNE. Yet, the Decree of the Council of Ministers (dated 18.3.2002 and no 2002/3975) stipulated that students who have been selected for Turkish National Teams and achieved international success could be appointed as PES teachers to public institutions under the MNE without the requirement of SEPPPO in case they requested⁶. Furthermore, those who graduate from PES teacher training programs also have the chance to become PES teachers in private educational institutions. However, the same qualifications apply to these persons as required by public education institutions⁷. On the other hand, graduates of PES teacher training programs who possess the required qualifications and passed »The Entrance Examination for Academic Personnel and Graduate Studies« and »foreign language« examinations are also eligible to be appointed as instructors in the same programs.

This study aimed to examine the training and employment of PES teachers in Turkey. Using the survey model, the study examined the »student quotas« in higher education institutions, »graduates«, and »those employed« on the basis of numerical data. The most significant contribution of this study is that it points out to the importance of the planning of human resources in the PES teacher training system. As a result, in terms of education and career, inefficiently-planned human resources may cause significant problems such as waste of resources and unemployment. In line with the study's ob-

jective, general information is first provided about the higher education institutions that train PES teachers, which is followed by the analytical evaluations on the basis of numerical data about the student quotas between 1990 and 2008, the graduates and their employment status. These evaluations are consolidated by other studies and various suggestions are offered to solve the problems. Furthermore, this study focuses on the public education institutions with regard to employment and does not deal with the numerical data from private education institutions since the percentage of the private schools is around 2%, when compared to the public schools⁷ and it is difficult to access the employment data in private schools. Finally, the problems identified as a result of evaluations are discussed and various recommendations are made to solve these problems.

Turkish Educational Institutions That Train Physical Education and Sport Teachers From Past to Present

The birth and development process of modern education in Turkey was activated in the years before the foundation of the Turkish Republic with Selim Sirri Tarcan⁴, the Turkish sportsman who pioneered the scientific and methodical introduction of PES courses into the education system⁸ and played a significant role in the organization of PES in schools⁹. The »Committee of Science« convened in 1923, the year when Turkish Republic was founded, attached considerable importance to the training of PES teachers and decided that a specific school would be opened to train PES teachers; however, the decision could not be implemented despite all the efforts⁸. Finally, with Gazi Pedagogical Institute founded in 1932 and commencing its educational activities in 1933, formal training of PES teachers began in the country¹⁰.

In later years, institutions to train PES teachers were opened in various provinces under the names of institutes, graduate schools, and academies of youth and sports, which were finally combined under the umbrella of universities in 1982¹¹. And from the 1990s onwards, a majority of the restructured higher education institutions that train PES teachers¹⁰ were transformed into the Schools of Physical Education and Sports (SPES) in 1992¹¹.

Starting with the academic year 1992–1993, Second (Evening) Education programs was put into implementation within PES teacher training programs and thus, the mode of education was divided into two as First (Normal) and Second (Evening) Education. Within the First Education program, students were offered normal daytime education, while the Second Education programs offered evening education with the same facilities. Yet, this practice was ended in 2000.

Today, PES teachers are trained in the PES teacher training programs in the Schools of Physical Education and Sports (SPES), Schools of Sport Sciences and Technology (SSST), and the Faculties of Education (FE). The

following section presents the numeric data on the higher education institutions offering PES teacher training programs for the years between 1990 and 2008.

In the last two decades, the number of institutions of higher education which train PES teachers rapidly increased, reaching up to 51. Although the SSSTs and FEs offer PES teacher training programs, PES teachers are often trained by the programs in the SPESs. By 2008, there are a total of 42 SPESs in Turkey; yet, only 37 of them offer PES teacher training programs¹². The FEs are educational institutions with the sole aim of teacher training and these faculties contain a total of 12 PES teacher training programs at present. There are 2 SSSTs, both of which offer PES teacher training programs. Although the Faculties of Arts and Sciences (FAS) once opened PES teacher training programs, they then turned these programs over to the newly founded SPESs. PES teacher training programs were only offered by FEs from 1982 until 1990. From 1991 onwards, the FASs also opened PES teacher training programs, and since 1993, the number of these programs has been on a rapid increase with the founding of new educational institutions such as SPES and SSST. In 2008, the PES teacher training programs within the FASs have been closed down, while the FEs, SPESs and SSSTs still continue to offer these programs (Table 1).

Table 2 shows that an upward trend was observed in the student quotas of higher education institutions that train PES teachers and reached the maximum (from 740 to 4217) until 2000, which was followed by a decrease the next year and gained an upward trend again in 2008. Until the year 2008, higher education institutions that train PES teachers (First Education programs: 39,936 and Second Education programs between 1993 and 2000: 6,472) had a total student quota of 46,408.

As could be seen in Table 3, the distribution of the student quotas of higher education institutions that train PES teachers varies between »15« and »500«. Quotas above »70« were ended from 2002 onwards. Although the quotas in 2008 range between »26« and »70«, nearly half (49%) of these institutions have adopted a quota of »40«. In general, the quotas are assumed to be planned in accordance with the institution size. All institutions of higher education officialize the student quota it plans for the next year by notifying the CHE.

Employment of Physical Education and Sport Teachers

Individuals trained in line with the aims of PES programs have the opportunity to be employed in public and private educational institutions as teachers upon graduation. Majority (98%) of PES teachers are employed by the MNE. PES teachers are employed in private educational institutions as temporary (contracted) teachers, while they are employed by the MNE in two ways: permanent and temporary. Employment of permanent teachers is based on paragraph A of the Article 4 of the Civil Servants Law (CSL) no 657 and these teachers form the

TABLE 1
THE NUMBER OF HIGHER EDUCATIONAL INSTITUTIONS OFFERING PES TEACHER TRAINING PROGRAMS

The higher educational institutions offering PES teacher training programs					
Years	SPES	SSST	FE	FAS	Total (Institutions)
1990			10		10
1991			10	2	12
1992			13	2	15
1993	11	1	12	4	28
1994	12	1	14	5	32
1995	16	1	14	7	38
1996	20	1	12	7	40
1997	21	1	13	8	43
1998	27	1	12	5	45
1999	30	1	11	3	45
2000	32	1	10	2	45
2001	34	1	12	1	48
2002	33	1	13	1	48
2003	32	1	13	1	47
2004	34	2	13	1	50
2005	35	2	13	1	51
2006	35	2	13	1	51
2007	35	2	13	1	51
2008	37	2	12		51

Source: www.osym.gov.tr

SPES – Schools of Physical Education and Sports, SSST – Schools of Sport Sciences and Technology, FE – Faculties of Education, FAS – Faculties of Arts and Sciences

main group with the guarantee of public office. Temporary teachers, on the other hand, could be employed in case the vacancies occurring as a result of the norm staff in the MNE cannot be filled by permanent teachers. Temporary teachers are employed in two ways based on the paragraphs B and C of Article 4 of CSL no 657. Paragraph B of the law offers employment opportunity with »permanent contract« for teachers, while paragraph C offers employment in the context of »provisional contract«. Table 4 presents the number of permanent and temporary teachers who took the SEPPPO examination from 2004 onwards to become teachers and have been employed between 1994 and 2008 in the educational institutions under the MNE. Moreover, the number of graduating students was also added to allow a comparison with the PES teachers employed.

As seen in Table 4, the number of students graduating from PES teacher training programs reached a maximum in 2003 and started to decline in the following years. Between 1994 and 2008, the total number of graduates was 40,780, while the total number of employed PES teachers was 18,636, with a difference of 22,144. The difference between this number and the number of

TABLE 2
STUDENT QUOTAS OF THE HIGHER EDUCATIONAL INSTITUTIONS THAT TRAIN PES TEACHERS

Years	SPES		SSST		FE		FAS		Total (Students)			
	PESD		PESD		PESD		PESD		FEP	SEP	Total	
	FEP	SEP	FEP	FEP	SEP	FEP	FEP	SEP	FEP	SEP	Total	
1990				690		50			740		740	
1991				785		30	60		875		875	
1992				915		30	110		1055		1055	
1993	785		30	791	176		150		1756	176	1932	
1994	1290	243	30	736	227		240	30	2296	500	2796	
1995	1515	300	30	701	227		310	50	2556	577	2733	
1996	1503	369	30	673	180		380	170	2586	719	3305	
1997	1623	515	30	778	260		435	230	2866	1005	3044	
1998	1935	705	30	715	170		260	170	2940	1045	3985	
1999	2162	905	20	630	120		170	110	2982	1135	3161	
2000	2232	1125	20	540	140		110	50	2902	1315	4217	
2001	2045		20	590			50		2705		2705	
2002	1345		20	505			40		1910		1910	
2003	1295		20	505			40		1860		1860	
2004	1360		60	475			40		1935		1935	
2005	1400		60	475			40		1975		1975	
2006	1390		60	470			30		1950		1950	
2007	1380		60	460			30		1930		1930	
2008	1611		60	446					2117		2117	
									Total Students	39936	6472	46408

Source: www.osym.gov.tr

SPES – Schools of Physical Education and Sports, SSST – Schools of Sport Sciences and Technology, FE – Faculties of Education, FAS – Faculties of Arts and Sciences, PESD – Physical Education and Sports Department, SSTT – Sport Sciences and Technology Department, FEP – First Education Program, SEP – Second Education Program

PES teacher candidates taking the SEPPPO exam in 2008 is 8,626. In brief, it could be argued that 8,626 students who graduated from PES teacher training programs between 1994–2008 have not been selected for teaching profession. On the other hand, if we proportion the number of PES teachers employed since 2004 to the number of PES teacher candidates taking the SEPPPO exam, actual employment rates were 5.19%, 9.07%, 12.35%, 12.23%, and 12.62%, respectively. In the last five years, the average number of PES teacher candidates taking the SEPPPO exam was 14,459, the ratio of employment to this number was only 10.29 on average.

Discussions

Those in charge of the education system in the past were always in search of developing and improving an ideal education system and to solve the problems occurring in the process. The institutions of higher education that train PES teachers evolved through different stages from 1933 until 1982 and finally, in 1982, all these institutions were combined under the roof of universities. Although that entrustment of the duty of teacher training

to the universities in Turkey – as is the case in many developed countries – is a favorable improvement in the field of teacher training, this has not solved the problems in the field¹³. Today, institutions of higher education face with pressing problems with regard to the training of PES teachers, one of which being the problem of employment¹. By demonstrating that the employment rate in the last five years has been as low as 10.29%, this study reveals a significant problem about planning of human resources. Although studies on the employment of PES teachers are limited in Turkey, there are in fact highly effective studies, the most important of which was conducted by Yildiz and Tufekcioglu¹⁴. In their study, the students and instructors in a PES teacher training program identified the problem of employment as the most important problem. The perceived employment problem is clear, given that as a broad empirical research, the study reached 32.2% of the student environment and 36.7% of the instructor environment. On the other hand, another study concluded that limited employment opportunities create considerable stress on the students of the higher education institutions offering PES education. This research demonstrates that most a majority of the students were pessimistic about their future¹⁵.

TABLE 3
THE DISTRIBUTIONS OF STUDENT QUOTAS OF THE HIGHER EDUCATIONAL INSTITUTIONS THAT TRAIN PES TEACHERS

Q	ME	YEARS																		
		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
15	FEP												1	1	1	1	1			
20	FEP		1		1		1				1	1	1		1	2	2	1	1	
	SEP								1	1	1	1								
24	SEP							1												
25	FEP				1	1	1	1												
26	FEP																			1
30	FEP	1	1	2	5	7	7	4	3	2	1	2	3	4	4	5	5	14	14	10
	SEP					2	1			1										
35	FEP						1	1	3	2	1					1	1			
36	FEP					1														
	SEP				1															
40	FEP	1	1	1	4	2	4	3	2	2	2	2	5	36	35	35	36	28	28	26
	SEP				2	1	2	1	2	1	2	1								
42	FEP					1	1													
	SEP					1	1													
45	FEP				1	1	2			2	3	2	2	1	1	1	1			
	SEP							1	1	1	1	1								
49	FEP							1	1											
50	FEP	2	3	5	4	6	6	10	9	8	10	10	11	6	6	5	5	6	7	10
	SEP					2	3	3	2	3	3	6								
51	FEP						1													
55	FEP									1										
60	FEP	2		1	3	4	4	9	13	11	10	10	15					2	1	3
	SEP				1			4	4	6	6	7								
65	FEP								1											
67	FEP										1	1								
70	FEP	1	2	2	2	1				3	2	3	2							1
	SEP											1								
75	FEP				1		1			3	3	3	2							
80	FEP							1	1	3	1	1	2							
	SEP				2	1	1	3	1	1	1	1								
81	FEP				1															
83	FEP					1	1	1	1											
84	FEP							1	1											
85	FEP		1	1																
90	FEP				1	1	1	3	3	2	2	2	1							
	SEP							1	2			1								
95	FEP					1	1													
	SEP					1	1													
100	FEP	1				2	2	1	3	4	8	7	3							
	SEP						1	1		2	4	3								
120	FEP									1		1								
	SEP									1										
130	FEP	1	2	1	1	1	1	1	1											
140	FEP			1	2															
150	FEP	1	1	1		1	1	1	1	1	1									
200	FEP				1															
250	FEP							1	1											
500	FEP					1	1													

Source: The Higher Education Statistics, from Student Selection and Placement Center Publications
Q – Quotas, ME – Mode of Education, FEP – First Education Program, SEP – Second Education Program

TABLE 4
 THE NUMBER OF GRADUATES, THE NUMBER OF PES TEACHERS TAKING THE SEPPPO EXAM, AND THE NUMBER OF PES TEACHERS EMPLOYED BY THE MNE, ALONG WITH THE RATIO OF EMPLOYED PES TEACHERS TO THOSE TAKING THE SEPPPO EXAMINATION

Years	The number of graduates ¹	The number of PES teachers taking the SEPPPO exam ²	The Number of Permanent PES Teachers Appointed by the MNE ²	The Number of Temporary PES Teachers Employed by the MNE ²	The Total Number of PES Teachers Employed ²	The Ratio of Employed PES Teachers to the PES Teacher Candidates Taking the SEPPPO Examination (%) ²
1994	860		578		578	
1995	896		798		798	
1996	1442		1057		1057	
1997	1884		1688		1688	
1998	2619		2483		2483	
1999	3495		561		561	
2000	3583		500		500	
2001	3814		353		353	
2002	4120		1517		1517	
2003	4324		1699		1699	
2004	4275	15005	779		779	5.19
2005	2875	14463	669	644	1313	9.07
2006	2333	14985	921	930	1851	12.35
2007	2137	14324	892	860	1752	12.23
2008	2123	13518	1165	542	1707	12.62
Mean	–	14459	–	–	–	10.29
Total	40780	–	15660	2976	18636	–

¹ Source: The Higher Education Statistics, from Student Selection and Placement Center Publications

² The data obtained from the General Directorate of Staff of the Ministry of National Education (The data were sent to the author upon request by the General Directorate of Staff of the Ministry of National Education with official letters no 02.07.2008 – 326/46934 and no 12.01.2009 – 18/6955).

In 1990 and before, there were problems concerning facilities and equipment, the number and quality of academic personnel^{16,17}, and training qualified teachers, not many problems were experienced with respect to employment. Even though teacher candidates were administered the »teacher proficiency examination« between 1985 and 1991, PES teacher candidates did not face any problems about employment in this period. Although there was a deficit of PES teachers during that period, the number of students graduating from PES teacher training programs was few. Therefore, PES teacher candidates could be easily employed. Teacher proficiency examination was abolished in 1992 and the lot-drawing procedure was introduced in appointments in accordance with the teacher need of the MNE, based on the assumption that teacher candidates acquired sufficient skills in the institutions they graduated from¹⁸. No serious employment problems were experienced until 1994 since the number of the graduates of PES teacher training pro-

grams was close to the teacher demand by the MNE. However, in later years, examination system had to be re-introduced as the number of graduates far exceeded the teacher need of the MNE¹⁸.

In the last two decades, with the opening of 56 new universities, the number of public universities in Turkey amounted to 85. In the last decade, in particular, the increase in the number of public universities was 39.27%⁵. In parallel, the number of the PES teacher training programs, which was 10 in 1990, reached 51 in 2008 and thus, such rapid rises reached a point where the supply-demand equilibrium between teacher training and employment was disturbed. The high number of graduates accumulating so far is a clear evidence of this imbalance. The fact that the PES teacher training programs were overburdened with excessive student load until 2000¹⁰ and addition of the Second Education programs to normal programs contributed to the disequilibrium¹. Despite the recent decline in student quotas, no sufficient

balance has so far been established between the training and employment of teachers. For instance, in 2008, the number of labor power was 13,518, while the employment volume only amounted to 1,707 and the ratio of employed PES teachers to the PES teacher candidates taking the SEPPPO examination was 12.62%. Nevertheless, it is probable that newly-founded universities will open PES teacher training programs. Even if this is the case, establishing a balance between teacher training and employment does not seem to be possible.

To sum up, given their graduates amounting up to over ten thousand, this study demonstrates that human resources have not been used on the basis of realistic planning in line with current needs in the process of PES teacher training particularly within the last decade. This finding is similar to that in Cerez's study¹⁹. Cerez¹⁹ suggested establishing more planned programs to train individuals who can actually meet the needs, instead of those unplanned programs opened without considering sectoral relations. Kavak et al.²⁰ attributes the current failure to the lack of healthy communication and cooperation between the CHE (therefore, the higher education institutions that train teachers) and the MNE, which employs teachers.

Conclusion and Recommendations

As a consequence, this study clearly demonstrates the employment problem and its findings are supported by the students' and instructors' perceptions in the empirical studies on employment^{14,15,19}. The analytical evaluations in this study based on statistical data reveal that previous feedback about employment were not reflected in student input as a part of the teacher training system. This is clear from the redundant PES teacher training programs established and the high student quotas in these programs.

The number of labor force participants in the PES teaching profession was 14,459 on average between 2004 and 2008, while the actual employment volume was 10.29%, which is an obvious indicator of the employment problem. The mass of the graduates of teacher training programs who have not been appointed as teachers have set their hopes on becoming teachers either as unemployed or while working in different jobs.

The suggestions of this study to the employment problem are presented in two dimensions: »(a) suggestions to create new employment opportunities« and »(b) suggestions to re-establish the supply-demand equilibrium«:

(a) Suggestions to create new employment opportunities:

- Serious critiques have been put forward, claiming that the PES course hours in the educational institutions controlled by the MNE^{21,22} and the education offered in these institutions has fallen behind

the European countries²³. In accordance with such critiques, the PES course hours could be increased. Then, a need, though limited, will arise to employ new teachers.

- The PES courses and extracurricular exercise programs (sportive events in and out of the school) in the educational institutions controlled by the MNE are taught by the same PES teachers, which creates a heavy workload for the teachers²⁴. To improve efficiency, two teachers could be in charge of the courses and the exercise programs. Thus, a need will arise for teachers and this will open the way to employment for those waiting to become teachers.

If the abovementioned suggestions are put into practice, prospective PES teachers, though only some, could be employed. However, it is essential to establish the supply-demand equilibrium to eliminate the employment problem in the years to come.

(b) Suggestions to re-establish the supply-demand equilibrium:

- In order to establish the supply-demand equilibrium for the training and employment of PES teachers in the short, medium, and long term, cooperation is required between the CHE and the MNE through commissions to be formed. These commissions should guide the higher education institutions in line with the number of teachers to be employed in the future (on student quotas and number of programs).
- The CHE should establish a balance between the PES teacher training programs and the number of students to be accepted to these programs on the basis of certain criteria it will identify by considering the employment opportunities for teaching profession and the development level of the universities. These attempts should focus on the understanding that »train as many as you can employ, not as many as you can train« and accordingly, organizational downsizing should be realized. To this end, it will be rational to close down the programs offered by those educational institutions which have failed to attain a certain quality level and to improve themselves; for instance those with inadequate physical facilities^{22,25} and instructors²⁶ and even to avoid opening up the new planned programs until the need emerges.
- Universities that train PES teachers should focus on training qualified teachers by using the scarce resources in an effective and efficient manner, instead of trying to establish multiple programs to train a great number of teachers. For instance, multiple PES teacher training programs run by a single university could be combined and transformed into a single program.

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OBRAZOVANJE I ZAPOSLENJE PROFESORA TJELESNE I ZDRAVSTVENE KULTURE U TURSKOJ

SAŽETAK

Studija istražuje obrazovanje profesora tjelesne i zdravstvene kulture u Turskoj kroz dimenzije studenskih upisnih kvota, diploma i zaposlenja; te se izvodi analitička evaluacija kroz numeričke podatke. U posljednjih pet godina, radna mjesta profesora tjelesne i zdravstvene kulture bilo je u prosjeku 14,459, a prosječno zaposlenje je bilo 10,29%, što znači da se veliki broj diplomiranih nije zaposlio. Ovo ukazuje kako u posljednjih par godina nije postojao plan kojim bi se ujednačile potrebe zaposlenja i obrazovanja profesora tjelesne i zdravstvene kulture u Turskoj.

Glossary

CHE	Council of Higher Education
FAS	Faculties of Arts and Sciences
FE	Faculties of Education
MNE	Ministry of National Education
PES	Physical Education and Sports
SEPPPO	Selection Examination for Professional Posts in Public Organizations
SPES	Schools of Physical Education and Sports
SSE	Student Selection Examination
SSPC	Student Selection and Placement Center
SSST	Schools of Sport Sciences and Technology