

TEACHERS' VIEWS RELATED TO THE PROBLEM OF REWARDING AND CAREER DEVELOPMENT IN THE PROCESS OF TEACHER TRAINING

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Abstract

The aim of this study is to define the views of teachers related to rewarding and career development accepted as one of the problems in the process and the system of teacher training. 51 teachers, who are doing master's degree in the Institution of Educational Sciences, Department of Educational Administration, Supervision in 2013-2014 educational year, form the study group of the research. Being one of the nonprobability samples, purposeful sampling is used in the research. Some of the findings are like this: 25% of the teachers preferred teaching profession because of the love and interest they feel, loving to teach and learn and wish to be helpful for the country. 24 of the teachers state that in choosing the profession, their family and environment were effective. 29 of the teachers see themselves in the grade of self-improvement, 22 of them see themselves in the professional grade. 41 of the teachers see the profession as having no status, becoming ordinal, a profession everyone can do easily. 35 of the teachers were asked the question "How can the rewarding system work?" and they answered as, "It is essential to give responsibility, authority, wage rise to the teachers working hard, being successful, having the degrees of expert and head teacher and having a high degree of performance.

Key Words: Teacher training, career development, rewarding.