

TEACHER CANDIDATES' PERCEPTIONS OF THE PROFESSION OF RESEARCH ASSISTANT

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Abstract

The aim of the study is to determine final year educational faculty students' perception of the occupation of Research Assistant. The study made use of phenomenology which is one of the qualitative research methods. The maximum variation sampling method was preferred in the study so as to gather detailed information about participants. Within the study context, semi-structured interview forms, which were designed by the researchers, were delivered. The data was analyzed through the use of the content analysis method. The study findings were categorized under the titles like definition of the Research Assistant profession, duties research assistants do, their primary duties, characteristics of research assistants and teacher candidates' career plans. The findings suggest that the definition of the profession is grouped under "assistant" and "career" themes. Other findings revealed that duties research assistants do were generally thought by the participants to be "whatever they are given." And the primary duties research assistants were expected to do were grouped under the "academic" title. The characteristics of research assistants were grouped into two categories - "positive" and "negative." Additionally, the study findings revealed that the majority of teacher candidates wanted to work and gain experience in the Ministry of Education for some time after graduation and then to start working as a research assistant at a university.

Keywords: Research Assistant, Perception, Teacher Candidate.