



| Research Article / Araştırma Makalesi |

## An Evaluation of Employment of PhD Graduate Teachers in Turkey

### Türkiye’de Doktora Mezunu Öğretmenlerin İstihdamı Üzerine Bir Değerlendirme<sup>1</sup>

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#### Keywords

1. teacher employment
2. teacher career development
3. human resource administration
4. educational administration
5. education policies

#### Anahtar Kelimeler

1. öğretmen istihdamı
2. öğretmen kariyer gelişimi
3. insan kaynakları yönetimi
4. eğitim yönetimi
5. eğitim politikaları

Received/Başvuru Tarihi  
17.09.2020

Accepted / Kabul Tarihi  
24.04.2021

#### Abstract

*Purpose:* The aim of this study is to examine the policies, approaches and practices of the Ministry of National Education on career management and employment of PhD graduate teachers and to investigate the expectations of the relevant teachers in light of their opinions.

*Design/Methodology/Approach:* This research was carried out by qualitative research method. In this context, the research was carried out in the phenomenology pattern based on the interpretation of individual perceptions and perspectives related to a particular phenomenon or situation. The study was carried out with 21 teachers who agreed to participate in the interviews. In the study, face-to-face interviews were conducted individually to get the views of teachers with PhD degrees. Content analysis technique used in the analysis of research data. In order to interpret the phenomenon investigated in the research in a better way, the relevant texts (legislation, vision document etc.) were analyzed using the document analysis technique.

*Findings:* The teachers who participated in the study stated that they were not satisfied with their current employment, and the rights provided in legal legislation were inadequate. They implied that this situation negatively affected the job satisfaction and motivation levels, and they were not given value and importance institutionally. They also added that they never adequately benefited from their knowledge and that the policies carried out by the ministry on this issue were very inadequate.

*Suggestions:* Based on the results obtained within the scope of the research, it can be suggested to provide postgraduate teachers' employment in accordance with their knowledge and experience and to improve their personal rights. An incentive system similar to the academic incentive system applied in universities can also be created within the Ministry of Education (MEB). Concrete steps can be taken in the face of HEI for the employment of doctoral graduates with application experience in the faculty of education of universities. The personal rights of teachers working at MEB can be equalized by the personal rights of academicians working in universities with the same title.

#### Öz

*Çalışmanın amacı:* Yapılan bu çalışmanın amacı, doktora mezunu öğretmenlerin görüşleri ışığında, Milli Eğitim Bakanlığının (MEB), doktora mezunu öğretmenlerin kariyer yönetimi ve istihdamı konusundaki politika, yaklaşım ve uygulamalarının incelenmesi, ilgili öğretmenlerin beklentilerinin araştırılmasıdır.

*Materyal ve Yöntem:* Bu çalışmada, nitel araştırma yöntemi kullanılmıştır. Bu bağlamda araştırma, belli bir olguya veya duruma ilişkin bireysel algı ve perspektiflerin ortaya çıkarılarak yorumlanması esasına dayanan fenomenoloji deseninde yürütülmüştür. Çalışma yapılan görüşmelere katılmayı kabul eden 21 öğretmen ile gerçekleştirilmiştir. Araştırmada, doktora mezunu öğretmenlerin görüşlerini almak için birebir görüşmeler yapılmıştır. Ulaşılan verilerinin analizinde içerik analizi tekniğinden yararlanılmıştır. Çalışmada araştırılan olguyu okuyucuların daha sağlıklı bir şekilde yorumlayabilmesi için konuyla ilgili metinler (mevzuat, vizyon belgesi vb.) doküman incelemesi tekniği ile incelenmiştir.

*Bulgular:* Çalışmaya katılan öğretmenler, mevcut istihdamlarından memnun olmadıklarını, yasal mevzuatta sağlanan hakların yetersiz olduğunu bu durumun iş doyumunu ve motivasyon düzeylerini olumsuz yönde etkilediğini, kurumsal olarak kendilerine bir değer ve önem verilmediğini, bilgi ve birikimlerinden yeterince yararlanılmadığını, bakanlığın bu konuda yürüttüğü politikaların çok yetersiz olduğunu belirtmişlerdir.

*Öneriler:* Araştırma kapsamında elde edilen sonuçlardan yola çıkarak lisansüstü eğitim yapan öğretmenlerin bilgi ve birikimlerine uygun istihdamlarının sağlanması ve özlük haklarının geliştirilmesi önerilebilir. Üniversitelerde uygulanan akademik teşvik sistemine benzer bir teşvik sistemi MEB bünyesinde de oluşturulabilir. Uygulama tecrübesi olan doktora mezunu öğretmenlerin, üniversitelerin eğitim fakültelerinde istihdamına yönelik YÖK nezdinde somut adımlar atılabilir. MEB’de çalışan öğretmenlerin özlük hakları, aynı unvana sahip üniversitelerde çalışan akademisyenlerin özlük haklarıyla eşitlenebilir. Liyakate dayalı etkili insan kaynakları yönetimi ile insan kaynağını seçmek, motive etmek, performansını ölçmek ve yükseltmek için gereken düzenlemeler yapılabilir.

<sup>1</sup> Preliminary findings of this article was presented at the VIIth International Eurasian Educational Research Congress 2020, held in Eskişehir, TURKEY.

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## INTRODUCTION

Information has become the most important power today. From individuals raised in schools; it is desired to have features such as problem solving, questioning and researching, creative thinking, learning to learn, producing information, making use of technology, making effective decisions, and planning his life (Borich, 2004; Moore, 2005). The most effective institutions where the knowledge is produced, learned, taught and presented are undoubtedly educational institutions and schools (Can, 2002).

As in all of the organizations, the indispensable element of the educational institutions is the human. The quality of the education in the educational institutions is largely determined by the performance of the teachers. With this regard, it is very crucial that the teachers determine their own competencies, interests, needs and expectations, set career goals for future; and also put an effort to achieve these goals. In this context, teachers'; It is very important that it determines its own competencies, interests, needs and expectations, reveals forward-looking career goals, and strives to achieve these goals. The career offers the opportunities for the employee to achieve better status, gain dignity and earn higher income. Making a career provides important gains for the individual, and offers the employee the opportunity to reach their financial and moral expectations. Besides, the career is important for the organizations. It is also important for career organizations. The career also contributes to the increase of the organizational effectiveness and productivity, which has an effect on the employees' adaptation to the social and the technological conditions (Ülker, 1997).

Providing career opportunities for the teachers affects the teachers positively in psychological, social and economical terms. Both psychologically, socially and economically. When the career paths are drawn in front of the teacher, the teacher becomes more informed about his future, determines his personal vision, develops himself professionally, and becomes more willing and striving to achieve his goals. In addition, career opportunities increase teachers' job satisfaction and motivation, strengthen their organizational commitment and give them social status (Altunışık, 2010).

It is possible for those who work in many professions to advance through a career. A good example of the career system is that a personnel who starts started his military service with the rank of lieutenant will reach reached the ranks such as lieutenant, captain, major as a result of working for a certain period of time and being successful. An academician who starts his job as an assistant at the university can reach the titles of the doctor, the lecturer, the associate professor and the professor as a result of his necessary academic studies. The teaching profession as a carrer in Turkey is based on very stable, subjective, and dynamic non-traditional perspective. In terms of career teaching profession in Turkey, very stable, subjective, and is based on dynamic non-traditional perspective (Akçay, 2005). Firstly in 2005, the Ministry of National Education; It structured the teaching profession in the form of career steps with the aim of ensuring a modern structure of the education system, improving the status of teachers, supporting the professional and the personal development of the teachers, raising the prestige of the teaching profession, and divided the career steps into three such as the teacher, the specialist teacher and the head teacher (MEB, 2005). However, in this context, as a result of the court decisions taken as a result of the objections to the regulation, the career ladder system could only be applied once.

In the Teacher Strategy Document 2017-2023, "the pre-service training for teaching, the selection and the employment of the candidates for the teaching profession, the candidacy and the orientation training, the career development and the rewarding, the status of the teaching profession and the continuous professional development" (MEB, 2017) were discussed. The goals, the targets and the actions related to the subjects have been developed. The Education reform in Turkey in 2018 for the "Education Vision 2023" document has been prepared and submitted to all the public shares. With this document, it is aimed to reshape the education system according to the innovations that are constantly developing and changing globally and to develop all sub-components of the education system simultaneously. In this document, a special importance is attached to the professional and the personal development of the teachers, it is stated that the main actor of the vision is the teacher and it is emphasized that the key to success is through qualified teacher education, the importance of graduate education for all teachers and administrators is emphasized and it is stated that the necessary opportunities will be set. and opportunities?? (MEB, 2018). The teachers, who are the most important element factors in the education system; the postgraduate education has a great importance in terms of contributing to their professional development, preserving their professional vitality, specializing in their profession, following innovations and developments in the field of education, and the personal careers (Alabaş, 2011).

Postgraduate education is an education level applied to educate the scientists, the researchers and the highly qualified manpower that society needs (Bülbül, 2003). Postgraduate education can generally be defined as scientific activities that enable the acquisition of the knowledge through the inquiry and the research, and the training of the qualified manpower that is effective in the development of societies (İnel Ekici, Ekici & Can, 2020).

Postgraduate education contributes to teachers in terms of career (Sayın, 2005), gives the opportunity to make in-depth research on their fields, and provides teachers with high level of the knowledge and the skills (Çakar, 1997). Baş (2013), about the teachers' reasons for graduate education; He stated that it contributes to professional development levels, it is a tool of prestige in schools, and it helps them to take up the administrators, the inspectors and the senior positions. Graduate education (Alhas, 2006), of which whose the main purpose is to raise the individuals who can produce and transfer knowledge and solve the problems by thinking critically, is aimed to increase the number of more qualified teachers. Postgraduate education studies that increase communication and interaction between the schools and the universities in teacher education (Hulse & Hulme, 2012) also guide innovations in the education system of the countries (Papadopoulou, Arsenis, & Zmas, 2010).

According to the results of the International Teaching and Learning Survey, the rate of highly educated teachers is 84% for Belgium, 94% for Poland and 96% for Slovakia (Sabancı, 2011). Considering the developed country, it is possible to see the examples where the postgraduate education is compulsory in choosing the teaching profession. For example, the bachelors undergraduate graduates who want to become teachers in America and Canada must pass a certificate program that lasts for 4 semesters, at least one term being an internship in schools, and must do a master's degree must be graduate education graduates (Baki, 2010). According to the data of The Ministry of Education (2020) the doctoral graduate teacher ratio is 0.14% while the graduate degree teachers' ratio is 9.58%, according to data in Turkey. In Finland and Singapore, on the other hand, in order to become a teacher, it is compulsory to receive postgraduate education (Ostinelli, 2009). In the 2010-2014 Strategic Plan of the Ministry of National Education; It was stated that the most important element of the qualified education is well-trained and motivated teachers and that all personnel will be encouraged to obtain a master's degree (MEB, 2009). In the 18th National Education Council; It has been decided that the graduate education should be taken as a basis in the appointment of administrators to schools, ensuring that the current administrators and the teachers receive master's and doctoral education through distance or formal education in terms of personal development, and that these trainings should be effective in the personal rights and the promotion of the personnel. On page 41 of the 2023 Education Vision Document, it has been stated that graduate education would be compulsory for the teachers and the administrators (MEB, 2018).

It reduces the willingness of the teachers' having master's degree that the Postgraduate education is not encouraging enough, the importance given by the Ministry of National Education remains at the level of discourse and is not seen enough in the implementation dimension, teachers who continue their graduate education are not provided with the necessary convenience both at the legal level and at the level of school administrations, and the workload is high.

Postgraduate education is not encouraging enough, the importance given by the Ministry of National Education remains at the level of discourse and is not seen enough in the implementation dimension, teachers who continue their graduate education are not provided with the necessary convenience both at the legal level and at the level of school administrations, and the workload is high, reducing the willingness of teachers to receive this training (Doğusan 2003 Karakütük, 2000; Nayır, 2011; Oluk and Çolak, 2005; Sabancı, 2011). In our country, the education authorities recommend the graduate and the doctorate education, but the personal rights of the personnel who complete these trainings are not sufficiently improved and career process planning cannot be carried out effectively. For example, for a doctorate graduate teacher, one degree advancement, 15% more payment of the additional course fee, additional points are offered in the appointment of directors and in the selection of teachers to the science and the art centers. However, these rights are not considered sufficient by the teachers. According to Toprak and Taşkın (2017), the reasons teachers do not want to pursue graduate education; The fact that the education process is very intense, tiring and wearing, it brings financial burden, the difficulties in getting permission during the course attendance, receiving negative feedback from the graduate students, and not contributing enough to the personal career. However, it can be said that the postgraduate education improves the problem-solving skills of the teachers and the administrators, contributes to the development of leadership behaviors, provides professional development, and improves decision-making and effective communication skills (Turhan & Yaraş, 2013).

In order to structure school administration as a professional career field, it is important to make educational management programs widespread at the graduate level and to ensure that administrators receive training by taking them into these programs (Baş & Şentürk, 2017). In a study which compares the training and the selection criterias for the school principals; it indicates that it is not taken into the consideration and given importance enough in the appointments wheter having the master's and the doctoral degrees. The selection of school principals in Turkey and in some countries and in a study that compared the cultivation practices; In Turkey from alanların- related university graduate and expressed not taken makta - considered enough by the Ministry on the assignment of doctoral degrees (Akin, 2012). The future of the countries and the societies mostly depends on wheter the educational instutions fulfill their missions or not. Country and society of the future of their tasks largely educational institutions is dependent on their fulfillment complete. The efficiency in education is provided by human resources, not machines (Karaköse, 2005). Therefore, in educational organizations, human resources should be used effectively, efficiently, beneficially and consciously (Argon, 2001). In the process of finding, selecting and evaluating human resources, the important crucial? thing is to find the right person for the right job (Sabuncuoğlu, 2000). In the organizations that want to work with the highly qualified people, it should be aimed to select the right person for the right job rather than training individuals as suitable for the job (Kets de Vries, 2007).

Like those working in all organizations, teachers too; They need to plan their future, to provide a respectable status in the society, to develop their knowledge, skills and competencies, to gain the necessary personal rights to reach qualified living standards. To meet these needs; It will be possible for teachers to clearly determine their individual career goals and if the Ministry of National Education takes into account these goals and needs of the teachers in career management and employment practices in the educational institutions.

As a result of the review of the relevant literature in Turkey, it is seen that the studies mostly focus on the problems and expectations of the teachers who continue their graduate education (Altunışık, 2010; Başer, Narlı, & Günhan, 2005; Doğusan, 2003; İnel Ekici, Ekici & Can, 2020; Nayır, 2011). It has been observed that no studies have been conducted on the problems and expectations of graduate teachers in Turkey until now. In this context, the aim of this study is to examine the policies, approaches and the practices of the Ministry of National Education on career management and the employment of doctoral graduate teachers,

and to investigate the expectations of relevant teachers, in the light of the opinions of doctoral teachers. It is hoped that with the study, an awareness on the subject will be created at the ministerial and senior management level and it will contribute to the production of effective policies.

## METHOD

### Research Model

This study, which aims to examine the approaches and the practices of the Ministry of National Education on the career management and the employment of doctoral graduate teachers and to reveal the expectations of the teachers in the light of the opinions of doctoral graduate teachers, was carried out with a qualitative research method. Qualitative research is a research method in which qualitative data collection tools such as observation, interview and document analysis are used, and the qualitative processes are followed to reveal the developments in their nature in a realistic way (Yıldırım & Şimşek, 2018).

Merriam (2015) stated that the phenomenology research design included in the qualitative research method is more suitable for research that reveals and interprets the underlying meanings of the human experiences. In this context, the "phenomenology" pattern (Neuman, 2008, Yıldırım & Şimşek, 2018), which is based on revealing and interpreting individual perceptions about a certain phenomenon or situation, was used. In order for the readers to interpret the phenomenon investigated in the study in a healthier way, the relevant texts (legislation, vision document, etc.) were examined with the document review technique.

### Limitations of the Study

The findings of the research are limited by the views of the participating teachers (21 teachers) and the conditions at the time of the study (October 2019).

### Participant Group

In this study, the easily accessible sampling method, one of the purposeful sampling types, was used to determine the sample. It is stated that the data can be collected with easily accessible sampling method when it is desired to access data in a short time and with less cost (Eygü & Kılınc, 2019, p.1027). The working group of the study consisted of teachers who experienced the concepts studied and participated in the study voluntarily. In the study, the teachers who experienced the collected data in detail and in depth and were able to explain the studied phenomenon (Kuş, 2003; Yıldırım & Şimşek, 2016) were interviewed.

In phenomenology design studies, the important thing in participant selection is the individuals who experience the phenomenon, make sense of it in line with their experiences, and try to reveal the truth through the relationship they establish with the phenomenon. The participants in the study consisted of 21 teachers who were working in Eskişehir province in October 2019, when the data were collected, and had a doctorate degree. Table 1 contains information about the participants.

**Table 1. Personal information of the participants**

Gender	Frequency	Branch	Frequency
Woman	11	Mathematics	7
Male	10	English	6
Age	Frequency	Classroom Teacher	Frequency
31-35	7	Visual Arts	2
36-40	9	Science	2
41-45	2	Turkish Language and Literature	1
46-50	3	Religious Culture And Ethics	1
Working Year in the Profession	Frequency	Doctorate Field	Frequency
8-13	9	Educational Administration	8
14-19	7	Field Education	7
20-25	3	Curriculum and Instruction	3
26-31	2	Proficiency in Art	2
Mission	Frequency	Social services	Frequency
Teacher	18	Time to Hold PhD Titles (Years)	Frequency
R&D worker	2	1-2	8
Manager	1	3-4	7
Teaching level	Frequency	5-6	6
Primary School	1		
Secondary School	6		
High School	14		

When Table 1 is examined, it is seen that the majority of the participants continue to work as teachers in high schools, the number of graduates of the doctoral program in education management and 8-13 years of seniority in the profession is high, and the branch variable differs varies. In addition, participated 6 teachers hold the title of doctorate for 5 years.

## Data Collection and Analysis

In the study, face-to-face interviews were conducted individually in order to obtain the opinions of doctoral graduate teachers. During the interviews, a 12-question interview form developed by the researchers was used. In this direction, in the process of creating the interview form, literature was scanned and the forms and scales developed in the articles and theses produced on the subject were also used. In addition, while preparing the interview questions, the opinions of two faculty members who are specialized in education management were also taken; One linguist and two doctoral graduate teachers were also allowed to examine the interview questions, and the proposed changes were made on the form. The semi-structured form consists of a total of 12 questions, 8 for learning personal information and 4 for research purposes.

Before the interview, the participants were informed about the research and they were asked whether they would support the research or not. Face-to-face interviews were conducted with 21 teachers who agreed to participate in the study. It was emphasized that the data obtained from the interviews by the researchers will only be used in the research process in line with ethical principles. Before the interview, the participants were asked whether they allow the interviews to be recorded with a tape recorder. All participants agreed to the recording of the interview. The interviews lasted approximately 20-30 minutes.

Content analysis technique was used in the analysis of the research data. The main purpose in content analysis is to reach the concepts and data that can explain the collected data. In content analysis, similar data are brought together within the framework of certain concepts and themes and interpreted in a way that the reader can understand. In addition, quotations are included in content analysis to indicate ideas, subjects and concepts (Yıldırım & Şimşek, 2016). The data in this study; The obtained data were analyzed in four stages: coding, finding themes, organizing codes and themes, defining and interpreting the findings.

In the study, the data obtained from the interviews were written after listening to the audio recordings, codes were formed and the opinions were analyzed under themes and sub-themes. Each participant was given a number from 1 to 21, and it was expressed together with the first letter of his profession (T1: Number one participant teacher). In the analysis process, firstly, the themes and codes were determined by reading the answers given to the open-ended questions separately by the researchers. Later, these themes and codes were compared, and the themes and codes on which agreed and disagreed were determined. Miles and Huberman (1994) formula was used to calculate the reliability of the study. In this study, inter-researcher reliability was found to be 92%. Miles and Huberman (1994) state that 80% consensus is sufficient for the research to be reliable. Looking at these rates, it can be said that the study is reliable. In the research, a model was created in order to visualize the themes created as a result of participant opinions. The model created is presented in Figure 1.

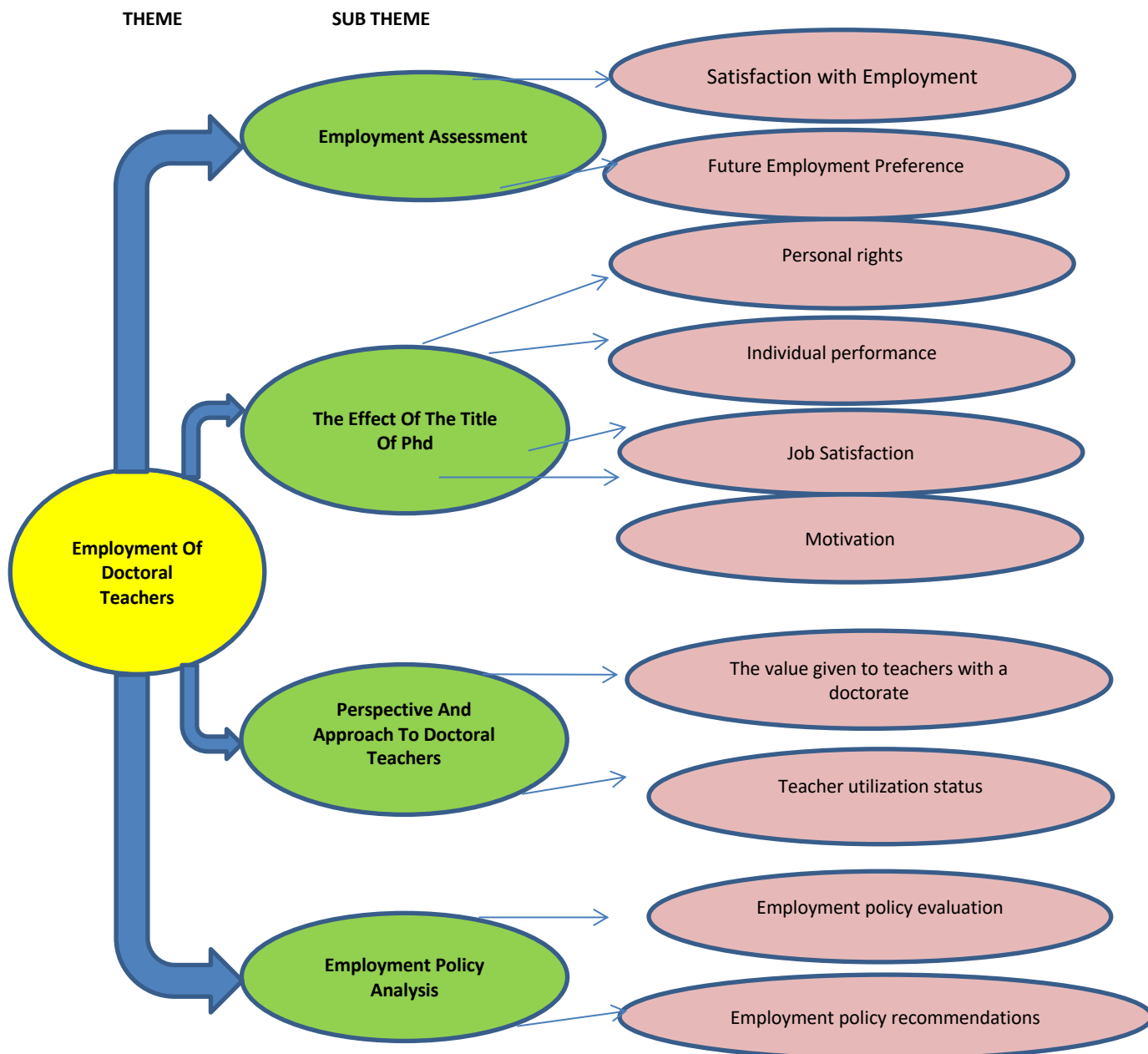


Figure 1. The model created as a result of the analysis of the views of the doctoral teachers.

**FINDINGS**

In this section, the findings obtained as a result of the content analysis made in order to determine the opinions of doctoral graduate teachers regarding their employment are included. In the content analysis, the opinions of the teachers were examined under 4 themes. To the teachers in the study group, "How do you evaluate the relationship between the position you work in and the doctorate education you have received? In which position do you think it would be appropriate for you to be employed?" The question has been posed. The distribution of teachers' opinions participating in the study is given in Table 2, and direct quotations from participant views are presented under Table 2.

Table 2. Doctoral graduate teachers' evaluation of their employment

Theme	Sub theme	Codes
Employment Assessment	Employment Satisfaction	Position, R&D, project generation, dissatisfaction, title, unhappiness
	Employment Preference	Academician, university, scientific work, R&D, manager, project school, career, program development,

When Table 2 is examined, two sub-themes are determined under this theme: employment satisfaction and employment preference. While 18 of the doctorate graduate teachers are not satisfied with the current employment (all of them work as

teachers), only 3 of them (2 teachers working in the R&D unit and a teacher working as a manager) are satisfied. Sample expressions from the opinions of the participants are presented below:

*"I have been working as an assignment in the R&D unit in a district national education directorate for about a year. I am satisfied with my position" (T10).*

*"My doctorate has no contribution to my title or position. As a result, I was a teacher before I completed my doctorate, and now I am a teacher" (T13).*

*"I am not happy. I did not see the positive effect of having a PhD on my position" (T18).*

*"I love teaching, but it is a complete disappointment to stay in the same status after a long process like doctorate" (T19).*

The future employment preferences of the teachers in the study group differ. 8 of these teachers prefer to work in the R&D unit, 8 of them are academicians, 6 of them are administrators, 2 of them are program development experts and 1 of them are teachers in project schools. Sample expressions of the participants regarding this sub-theme are presented below:

*"I prefer to be at university. An educational sciences institute should be established within the Ministry of National Education and teachers with postgraduate education should be evaluated with a different staff in this way" (Ö1).*

*"I prefer to be in an area where my academic studies will be more efficient" (T15).*

*"I would like to work in the R&D unit where I can do scientific studies and projects due to staff shortages in universities" (T2).*

*"I think that I should take an active role in the program development studies" (T8).*

*"I would like to be a top manager in MEB" (T13).*

*"It would be more appropriate for me to be employed in a project school in terms of productivity" (T19).*

The vast majority of doctoral teachers are not satisfied with their current employment. When 3 satisfied people are examined, it is seen that these people do not teach but are assigned to other positions. Doctorate graduate teachers especially want to work in universities and R & D units to carry out academic studies and produce projects, and teachers who have a doctorate in educational management want to be employed as top managers. To the teachers in the study group, "What do you think being a doctorate title contributed to you?" The question has been posed. The distribution of teachers' opinions participating in the study is given in Table 3, and direct quotations from participant views are presented under Table 3.

**Table 3 Teachers' evaluation of the effects of the title of doctorate**

Theme	Sub theme	Codes
The effect of the title of doctorate	Personal rights	Level progression, additional course fee, insufficiency, no contribution, legislation, additional points
	Individual performance	Personal performance, professionalization, expertise, project, effectiveness, well-equipped teacher
	Job Satisfaction	Inadequacy, negativity, dissatisfaction, unhappiness,
	Motivation	Peace of mind, motivation level, willingness to work, willingness.

When Table 3 is examined, four sub-themes are determined under this theme: personal rights, individual performance and professional development, job satisfaction and motivation. 7 of the doctorate graduate teachers stated that the title they received had no effect considering their current employment. The teachers stated that the title which they took, 10 for personal rights, 6 for individual performance, 5 for motivation and 3 for job satisfaction, had a very low effect. Sample expressions from the opinions of the participants are presented below:

*"Giving two levels and contributing to the additional course does not contribute except a 15% difference. This is not enough" (Ö7).*

*"I could not see an important contribution as a personal right. There was a small change in only one level and our additional lesson" (T19).*

*"It enabled me to continue my job with a professional eye and as a better equipped teacher" (T4).*

*"I just have the peace of mind of improving myself" (T8).*

*"It contributed positively to my performance, but not much in other issues" (T18).*

*"I do not find job satisfaction very sufficient. I use very little of my existing knowledge and experience. This affects my motivation negatively" (T15).*

*"I am not happy at all. After 4 years of undergraduate education, I received 10.5 years of education. My best years were spent on the road because of my education away from home. I had a child and I missed his childhood. If nothing would change, what was the hustle and bustle I was experiencing, the distress I had, the effort I made for my youth" (Ö6).*

*"I have never seen any contribution. Not a single step can be taken with an understanding that regards doctorate education as equivalent to a mediocre examination" (T1).*

*"The score given for a doctorate in executive appointments is very low, equivalent to a certificate of achievement. The points given in science and art centers are very low. The promotion, manager assignment and rewarding policies are not*

effective. For all these reasons, the number of teachers who want to pursue a master's and doctorate degree is decreasing "(T10).

"Sufficient rewarding and promotion opportunities are not provided, and the education and title received are not seen as a value" (T4).

Most of the doctorate graduate teachers think that the title they receive has no effect on them, they state that the rights provided in the legal legislation are insufficient, and their effect on job satisfaction and motivation level is low. In this context, the teachers think that having the title of doctor has almost no contribution to them both in terms of their personal rights and psychologically. They also stated that this very low level of effect was seen by other colleagues and this reduced the willingness to pursue a doctorate. Teachers in the study group said, "How much importance (value) is given to teachers with doctorate degrees, and to what extent are their knowledge and experience benefited?" The question has been posed. The distribution of teachers' opinions participating in the study is given in Table 4, and direct quotations from participant views are presented under Table 4.

**Table 4: Evaluation of educational stakeholders' perspectives and approaches to doctoral teachers**

Theme	Sub Theme	Codes
Perspectives and approaches to doctoral teachers	The value given to teachers with a doctorate	Underestimation, indifference, ignoring, worthlessness, worthlessness
	Use of doctorate teachers	Lack of communication, drudgery workload, book writing commission, MEB, national education directorate, seminar

When Table 4 is examined, two sub-themes are determined under this theme: the value given to teachers with doctorate degree and the state of utilization of teachers with doctorate degree. While 18 of the doctorate graduate teachers think that they are not valued at all, only 3 of them (2 teachers working in the R&D unit and a teacher working as a manager) are of the opinion that they are partially valued. Teachers, stating that they are seen as insignificant and ignored, are of the opinion that they are not taken care of and that they are seen as worthless. Sample expressions from the opinions of the participants are presented below:

"Except for a few friends at school, no one is aware of and worth it. Undoubtedly, this is regrettable for the situation of the education community "(T11).

"There has not been an approach from the Ministry and the provincial directorate indicating that they are valued for me, I have not seen them. One of my school principals gave great importance and I supported the administration in all matters. However, our next managers were very uninterested. They said that although I stated that I could help with any issue in school management processes, we would take care of ourselves. However, our current district director of national education highly valued friends with a doctorate like me, and we work with enthusiasm. In short, some of our top managers valued us, although we were not appreciated much in the corporate sense" (T10).

"I generally think that the Ministries and Directorates of National Education do not give the necessary value to doctoral teachers. I think this is a human resource violation "(T17).

"My school principal and top managers do not care. When chore is a job, he tries to give it to me, but for some reason, our educational status is not taken into account in important tasks or rewards "(T18).

Most of the doctorate graduate teachers are of the opinion that their knowledge and experience are not sufficiently used and that they are not contacted institutionally. They state that they are given the duties that no one wants and which is seen as drudgery. Sample expressions from the opinions of the participants are presented below:

"The Ministry of National Education asked for support from us in various situations without a voluntary basis for some of the studies that it just wanted to do or not" (T13).

"Hardly the district MEB has cared and valued my knowledge for the last year" (T1).

"Balances within the institution, jealousy, etc. Considering the reasons, we almost ignore communicating with us "(T14).

"Nobody contacted us, we were not asked what subjects you could help us with or what would you like to do. Senior management sometimes sees educated people as rivals. They are closed to critical perspectives and creative ideas. For them, he makes those who are called the most respectable people unquestioned, do not express different opinions and do the chore, albeit by force "(T18).

"My knowledge and experience was not utilized, I am only given work that we call drudgery that requires theoretical knowledge. Writing reports, seminars, projects, etc. the tasks are generally assigned to me. As you can understand, the works that are not given to others as a workload are given to me. I think senior management acts with different reference points rather than merit "(T19).

The doctorate graduate teachers have the opinion of that they do not benefit from the knowledge and experience that they are not valued institutionally. They state that the attention shown remains only at a personal level, and that they are valued by the very few school principals and district national education principals. To the teachers in the study group, "How do you evaluate the employment policies of the teachers who have doctorate from the Ministry of National Education, what are your suggestions regarding the arrangements that can be made on this issue?" The question has been posed. The distribution of teachers' opinions



participating in the study is given in Table 5, and direct quotations from the opinions of the participants are presented under Table 5.

**Table 5. The evaluation of doctoral teachers' views on employment policies**

Theme	Sub Theme	Codes
Employment Policy Analysis	Evaluation of current employment policy	Inadequacy, worthlessness, indifference, disregard, lack of policy, HRM, employment, 2023 education vision
	Employment policy recommendations	Change of mindset, legal regulation, personal rights, merit-based employment, career planning, curriculum development, R&D unit, qualified in-service training, educational sciences institute

When Table 5 is examined, two sub-themes are determined under this theme: evaluation of the current employment policy and employment policy recommendations. All of the doctoral teachers are of the opinion that the current employment policies are insufficient. Teachers think that the ministry does not have any policy towards them, they are ignored and deemed worthless. Sample expressions from the opinions of the participants are presented below:

*"Sufficient rewarding and promotion opportunities are not provided and it is not seen as a value" (T4).*

*"Wretched. While I was waiting to be a specialist teacher, I paid thousands of Turkish lira to the Ministry of Education for the lawsuit I lost. I lost my job, my money, the childhood of my child and my youth, the result is "I cannot even say" 0 "" (T6).*

*"I don't think they have any policies" (T8).*

*"The score awarded for a doctorate in executive appointments is very low, almost equivalent to a certificate of achievement. The points given in science and art centers are very low. The promotion, manager assignment and rewarding policies are not effective. For all these reasons, the number of teachers who want to pursue a master's and doctorate degree is decreasing" (T10).*

*"I do not think that human resources are evaluated positively, not positively. I do not think who is educated or talented in what subjects and this situation is evaluated in employment" (T18).*

*"I do not think our ministry has an effective policy in this regard. While an emphasis is placed on the graduate education of teachers in the education vision of 2023, unfortunately, we cannot see an effective human resources policy for teachers with current doctorate degrees. As a result of great difficulties, the personal rights and status of the teachers who successfully graduated from the doctorate program and the undergraduate or even associate degree graduate teachers have almost no differences. The Ministry of Education needs to make concrete arrangements in terms of employment, personal rights and status for the teachers with doctoral degrees, whose number is increasing day by day" (T19).*

Doctorate graduate teachers have made various suggestions regarding the arrangements that can be made in the processes of the management and employment of human resources. Sample expressions from the opinions of the participants are presented below:

*"By establishing an educational sciences institute, these teachers can be staffed under the roof of the Ministry of National Education and necessary conditions can be created for them to bring innovation to the field" (Ö1).*

*"Doctorate teachers can be used in different tasks such as education, curriculum development, teacher training and inspection in institutions affiliated to the Ministry of Education" (Ö7).*

*"When a system based on merit is established, many of our problems will disappear. I have never had a monetary motivation to pursue a Ph.D. However, there should be a hierarchical system based on self-improvement among teachers as in physicians. In platforms such as E-OKUL and MEBBİS, the processing of titles will raise awareness and maybe encourage teachers" (Ö9).*

*"Especially senior administrators (school principals, provincial and district national education principals) should be selected from teachers who do master's and doctorate degrees with thesis. The prerequisite for branch offices can be a doctor. Meetings can be held with doctoral teachers, depending on their field, and their views can be received at regular intervals. These teachers, who are equipped with high-level knowledge, should always be utilized" (T10).*

*"I think it would be better for him to take a more active role in planning, managing and implementing education and training, considering the competencies specific to the field he / she is doing" (T13).*

*"First of all, there is a need for a radical change in mentality. Later, arrangements can be made to satisfy doctoral teachers financially and morally" (T14).*

*"Personal rights of doctorate graduate teachers can be regulated by legal regulations. In financial terms, the salary coefficient can be increased, and doctoral education can be encouraged. A master's degree requirement may be imposed, especially for executive appointments. Doctoral teachers can be directly appointed as administrators if their fields are suitable. Teachers with doctorate degrees can be recruited to science and arts schools, and additional course fees can be doubled. A unit can be established in the provinces and the teachers in this unit can be assigned in the process of writing books, determining the curriculum, creating a strategic plan, and in-service training of teachers. The task of these teachers*

may be to produce ideas and projects that improve the quality of education. Management of human resources should be handled at a more professional level. Each personnel can be considered individually, developed to be successful, and utilized in a wide variety of areas "(Ö18).

"The Ministry of Education should be aware of its qualified human resources with doctorate degrees, and create a structure in which they can continue their academic lives and careers. Necessary regulation should be made in terms of status. The personal rights granted to doctoral faculty members at universities should also be given to the Ministry of Education "(T19).

The doctorate graduate teachers have the opinion of that they do not benefit from the knowledge and experience and they are not valued institutionally. Doctorate graduate teachers; they stated that there is a need for a mentality change first, personal rights can be improved with legal regulations, the employment based on merit and the knowledge can be made, the personal career planning can be created and an educational sciences institute can be established within the Ministry of National Education. In Table 6, the findings resulting from the examination of the texts about the importance of teachers' graduate education are presented.

**Table 6. Evaluation of texts that emphasize the importance of teachers' graduate education**

Theme	Sub Theme	Codes
The importance of higher education for teachers	Regulation for promotion in teaching career steps (2005)	Career, specialist teacher, head teacher, graduate education, doctoral graduate teacher
	Teaching strategy document (2017)	Career development, rewarding, the status of the teaching profession, continuous professional development
	2023 Education Vision Document (2018)	Professional development, personal development, qualified teacher training, compulsory graduate education
	Appointment and Relocation Regulation (2020)	Project, article, eTwinning, patent, competition, award, master's degree, doctorate degree

When Table 6 is examined, it is observed that the findings obtained as a result of the document analysis technique emphasize concepts such as career, specialist teacher, graduate education, project, article, patent, competition. In the light of these concepts, teachers are expected to produce articles in the fields of self-development, career, graduate education, and project production. As a matter of fact, in the regulation for promotion of teaching career steps (2005), it is stated that teachers can be promoted to specialist teachers or head teachers according to certain quotas where they will be evaluated according to certain criteria (education, exam success, seniority, activities and registration score).

In the Teaching Strategy Document (2017), the issues of "career development and rewarding, the status of the teaching profession and continuous professional development" were discussed, and objectives, targets and actions related to these issues were developed. In the 2023 Education Vision Document (2018), a special importance was attached to the professional and personal development of teachers, it was stated that the main actor of the vision was teachers, and it was emphasized that the key to success was qualified teacher education, and the importance of graduate education for all teachers and the administrators was emphasized and it was stated that the necessary opportunities and facilities will be offered to the personnel in this regard. In the Teacher Appointment and Relocation Regulation (MEB, 2020b), it is stated that teachers' projects, producing articles, participating in competitions and being placed in a postgraduate education will be evaluated as service points. When all these texts are examined, it was constantly emphasized that the Ministry of National Education should develop teachers professionally, make a career and do postgraduate education.

## DISCUSSION, CONCLUSION AND RECOMMENDATIONS

As a result of the study, it was understood that most of the teachers with doctorate degree (18 teachers) were not satisfied with their current employment. Three satisfied teachers were assigned as directors in the R&D unit. Doctorate graduate teachers especially want to be employed as top managers in universities, R&D units, project schools, program development units and within the Ministry of National Education in order to carry out academic studies and produce projects. In this context, it is understood that teachers want to be employed in positions where they can use their knowledge and experience. As a matter of fact, Çevik and Yiğit (2009) concluded in their study that personal development and the desire to rise in the job are in the first two reasons for teachers to pursue a master's degree. In the study conducted by Adıgüzel and İpek (2011), graduate education was found to be positive in terms of general benefit, personal development and financial interest dimensions. In another study, the personal development and professional career desires of teachers in their graduate education came before their desire to become academic staff (Alabaş, Kamer, & Polat, 2012).

The results obtained within the scope of the research revealed that the teachers who graduated from the doctorate are not satisfied with their current situation, and that most of them want to work in different positions within the university, R&D or MEB. It is understood that there are almost no teachers who express the contributions of doctorate education to them as being scientific, being aware of new developments, being aware of different learning practices, and having a different perspective. In the study, most of the doctorate teachers (18 people) think that the title they receive does not affect them, they state that the

rights provided in the legal legislation are insufficient, and this situation negatively affects their job satisfaction and motivation levels.

According to Kaygısız (2014), the employees who are not employed in accordance with their education level and the experience become unhappy in their organizations and as a result of this situation, the job satisfaction levels of the employees decrease. In addition, by providing career opportunities for teachers, the teachers; It was stated that it was affected positively in psychological, social and economic aspects (Altunışık, 2010). According to the European Commission Report, the well-designed and comprehensive early career support programs are seen as the best way to increase the attractiveness of the teaching profession and retain teachers (European Commission, 2013). Turhan and Yaraş (2013) stated that postgraduate education is not encouraging enough and the Ministry of National Education does not give the necessary importance to this issue, negatively affecting the higher education process. In this context, the teachers in the study group think that having the title of doctor has almost no contribution to them both in terms of personal rights and psychologically.

They also stated that this very low level of influence was seen by other colleagues, and this reduced the willingness of teachers to pursue a doctorate. According to the research findings of Can (2016), it was stated that the career development of teachers could not be achieved in the profession, the professional standards, the personal rights and the working conditions were insufficient, and the teaching profession and the teachers lost their reputation in the society in recent years. In this context, in the 11th Development Plan (2019), the goals regarding the strengthening of the social status of the teaching profession and the enactment of a teaching profession law are included.

Doctorate graduate teachers in the study are of the opinion that they are not valued institutionally and their knowledge and experience are not used. They state that the attention shown remains only at a personal level, and that they are valued by the very few school principals and district national education principals. As a matter of fact, Erdem (2010) states that the graduate education voluntarily given by teachers are not sufficiently important by the Ministry of Education and that the relevant teachers are not rewarded. Toprak and Taşkın (2017) analyzed the reasons for teachers not pursuing a master's degree in their study; They stated that the education process is intense and weary, receiving negative feedback from graduates, and not believing in their contribution to the profession.

In the research, all of the doctorate teachers are in the sense of they are not sufficiently valued institutionally in these matters and that the policies carried out by the ministry on this issue are very insufficient in terms of personal rights, being employed, benefiting from their knowledge and experience (not providing the opportunity and environment to use academic knowledge) and so on. Doctorate graduate teachers stated that there is a need for a mentality change first, the personal rights can be improved with the legal regulations, the employment based on merit can be made, the personal career planning can be created and an educational sciences institute can be established within the Ministry of National Education. As a result of his study, Bülbül (2003) made the following suggestions for the teachers who are postgraduated education: The studies should be initiated to improve the personal rights of these teachers, their motivation should be increased by making the changes in the relevant legislation, the priority should be given to their assignment in administrative positions and the research and the development units in MoNE and the provincial directorates of national education should be given and it should be ensured that they take an active role in in-service trainings. In the studies on the executive appointments, there are many findings that the postgraduate education should be included in the evaluation (Bozanoğlu & Çetin, 2017; Çinkır, 2010; Ertürk, 2020; Konan, Bozanoğlu, & Çetin, 2017; Özmen & Kömürlü, 2010).

Among the aims of the Teacher Strategy Document (MEB, 2017) are to perpetuate the personal and professional development of teachers, to improve the perception of the teaching profession, to strengthen the status of the profession, and to develop a career and reward system. For this purpose, it is planned to establish a performance management system to determine the professional development needs of teachers, to monitor, direct and evaluate their professional development needs, and to use the performance evaluation result as a criterion for career development, the promotion and the service scores. According to the Ministry of National Education 2023 Vision Document (MEB, 2018), it is stated that by reconsidering the professional development of teachers, the career specialization areas and the professional development programs will be designed horizontally and vertically for the teachers, and it will be ensured that the certificates and the diplomas of the teachers related to their professional development are reflected in their personal rights equitably.

In the study conducted by Baş (2013), where teachers' expectations for starting postgraduate education were examined, it was found that teachers had expectations not only in terms of academic benefit but also in terms of personal benefit. As a result of this research, they emphasized that teachers who have completed their postgraduate education are not satisfied with their current situation, that most of them want to work in the university, R&D or Ministry of National Education, and that doctorate education is insufficient to meet their personal benefit expectations.

This study is limited to the views of the doctoral graduate teachers determined as the participants.

Based on the research results, the following recommendations are made:

The Ministry of Education can support teachers with the postgraduate education on the employment and the personal rights, create a professional development incentive system similar to the academic incentive system applied at universities, a functional and applicable teaching profession law can be enacted with the participation of all relevant sectors, Concrete steps can be taken by Council of Higher Education for the employment in education faculties, doctoral teachers can be employed as lecturers in a

structure to be established within the Ministry of Education (institute, academy, etc.) to ensure the continuity of the professional development of its human resources, Employee rights can be equalized, with the understanding of human resources management based on merit, necessary arrangements can be made to select, motivate, measure and increase the performance of human resources.

The structural arrangements can be made by Council of Higher Education for the doctorate graduate teachers to work in the universities, both in employment and with academicians. Model suggestions can be made by researchers in order to benefit from doctorate graduate teachers effectively and efficiently.

### **Declaration of Conflicting Interests**

Any financial or other substantive interests that may affect the results or interpretations of the work. We declare that there is no conflict.

### **Funding**

We received no financial support for the research, submission and publication of this article.

### **Statements of publication ethics**

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

### **Examples of author contribution statements**

As the authors of the study, we declare that we have contributed equally to the article.

### **Researchers' contribution rate**

The study was conducted and reported with equal collaboration of the researchers.

### **Ethical Statement**

All researchers complied with the scientific and ethical rules in the Scientific Research and Publication Ethics Directive of the Council of Higher Education (Higher Education Council [YÖK]) during the writing process of this study. In this direction, the participant information from which the data used in the article was obtained was kept confidential, the purpose of the study was clearly and clearly explained to the participants, the participants of the study were determined on a voluntary basis, and no falsification was made in the data used. The data of the study was collected before 2020 (October, 2019) and the bibliography list was prepared completely.

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