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School Principal's Approach to Teachers Wanted to Career Development

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Saadet KASAPOGLU ¹ Bilal GUNGOR² Buket SAKALTAS³ Deniz TABAKCIOGLU ⁴

ABSTRACT


While this research examines the concept of career development, it also examines the duties and effects of school principals on teachers who want to develop careers. The approach of School Principals towards teachers who want to develop a career will only be understood by comparing the concept of career development with understanding the needs of individuals. While examining career development needs, the role of school principals in career development needs of teachers will be examined.

INTRODUCTION


Often, the concept of career, which refers to progress higher than the current position, which is tried to be made in progress and promotion movements, is to gain experience, professional experience during the years of one's professional life.


Nichols (2012) defines career development as individual development and emphasizes that career is the attitude and motivation for lifelong advancement in work-related positions. In other words, career can be called the development steps provided by the individual in business life (Fındıkcı 1996, 124 as cited by Gündüz 2013).

The organized working structure of the institution and career promotion activities, which have personal differences, are a planned and gradual process, except for random occurrences. In this planned gradual

¹  saadet72@gmail.com, Master's Degree (with Thesis), Gazi University Institute of Educational Sciences, Department of Special Education, Department of Education of the Visually Impaired, Ankara / TÜRKİYE

²  bilalungor81@hotmail.com, Fatih University/ Institute of Social Sciences/ Educational Administration Supervision Planning and Economics, Ankara / TÜRKİYE

³  sakaltasbuket11@gmail.com, Hodja Ahmed Yesevi International Turkish-Kazakh University / Faculty of Humanities / Educational Administration and Supervision, Ankara / TÜRKİYE

⁴  dtabakcioglu@gmail.com, Gazi University, Gazi Faculty of Education Physics Teacher Education, Ankara/ TÜRKİYE

process, it is the aim of developing all business life as well as professional and personal development. In this whole process of increasing this development, the person increases the ability to be a part of the corporate organizational structure. The purpose of development here is to enable the individual to see his work as part of a broader organization and to do his job more efficiently (Palmer & Winters, 1993: 120 as cited by Gündüz, 2013).

In this context, as a natural feedback, career development becomes a phenomenon that includes the whole life of the employee in professional life. In this factual process, social circles, interests, attitudes and behaviors, bilateral dialogues and possible opportunities play an active role. However, apart from these elements, individual efforts, talents, labor, wishes and goals are also intensely effective. In other words, this process, which starts from the career choice of the person, has many impact factors such as familial, economic, social and environmental. All these elements are still effective as an effective factor in the career development process as well as in the career choices of the people.

In order to ensure the motivation of individuals in business life within the corporate organizational structure, it is very important in the career management process to realize the goals, expectations and wishes of these people. Developing an effective career development system is one of the tasks that managers should undertake on behalf of both themselves and their employees. The fact that this planning, which is included in the duties, can be actively adapted to life in business life, provides both career development planning and confidence in the organizational structure of the organization, and positively affects business performance. In this context, it is seen as necessary to spread and implement long-term plans such as strategic plans in terms of the functioning of the corporate structure, employee satisfaction and ability to be effective.

According to some different approaches, professional progress planning is used as a tool to develop one's skills and to discover oneself. The effort to increase the knowledge, skills and abilities of the individual by discovering himself brings both individual and institutional development to the fore. During individual development, the employee experiences professional satisfaction and increases the corporate quality. In order for these positions to occur, corporate managers need to make a career planning with a broad perspective. In other words, the manager should be supportive and guiding the career planning of the employees as well as in many senses. As Harrington and Howery say; The role of the manager is to give encouragement, knowledge and support to the employee, while the role of the organization is to create a framework for the development of the person and to provide educational support and promotion opportunities (Harrington & Howery, 1995:282 as cited by Bakioglu & Inandi, 2001).

Vocational progress makes sense in the form of the achievement of upward movements in terms of professional competence skills and a systematic and regular development phenomenon that is planned in a way that this success is sustainably sustained. Professional development activities (İlğan, 2013) consist of comprehensive, sustainable and systematic learning experiences based on the defined needs

of the teacher; resulting in instructional effectiveness, increasing student achievement and performance outcomes.

Effective professional development activities that are in accordance with the general goals and objectives increase the knowledge and skills of teachers. The skills applied to the studies in educational activities are also enriched. As a natural consequence of this wealth, there is an approach to the short and long-term goals in the school.

The studies carried out on the development of teachers' professional skills have positive reflections on the students who are the target groups of these trainers to experience their professional success as employee satisfaction. In fact, social change, development and progress are provided by the employees who appeal to the masses who are the majority and who do the profession of this work. Teachers are one of the first occupational groups that can change society, which is at the top of this working group. School principals, who are counted as the primary administrators of teachers, should also take into account this current situation and act with the awareness that it is a very important issue. Although there are some limited circumstances, the path of career development should be opened even more to the mass of educators. In other words, the problems that come in the way of teachers who set out for career development should be eliminated and it should be ensured that teachers who do not set out on this path walk on these paths with minor disabilities by creating vision.

The fact that the individual development of the trainers themselves cannot be provided as much as required. In these trainers, the level of burnout in their profession increases unnecessarily quickly. In this situation, it is one of the duties of school administrators to make way for teachers who make career planning, to minimize feelings of burnout, and to create a vision of teachers who can embark on new career planning by ensuring their development.

Principals whose main responsibilities are to manage the school within the framework of laws and regulations (Huber 2003: 170 as cited by Gündüz, 2013) should not only act as legislative watchmen, but should be able to intervene in the process when necessary (Jenkins, 1991:95 as cited by Gündüz, 2013). In this context, school principals also have invisible and unwritten assignments under the iceberg.

Since school principals are the people who know the educators working in their institutions as a priority, they are the most important people who should be the most important people who should guide and pave the way for teachers to develop professionally, that is, to make a career and to be more successful. Principals should create a mass of teachers who can adapt to the world of rapid change and development and bring their institutions to a higher quality point. In the career development of educators, it will be ensured that the success of the school will be increased by paving the way for them. In this context, the special duty of school principals is to support the career development of teachers and to support career development by directing teachers in this career development process.

1. Necessity and Importance of Career Development

From the first moments when the individual starts his business life, he wants to meet some of his needs, to satisfy his expectations and needs, to rise in the sequential structure by making his plans for the future and to be very successful in his business. In line with all these requests, it will start to take place among the career target plans over time as it will not be able to get rid of human psychology, feelings and thoughts. In other words; Career development goals in the individual will prevent many needs.

Career has a very intense impact on the economic, social and psychological traces of an individual's life. Work, with financial priority plans at its center, serves to provide the income that many individuals need to sustain their lives. For this reason, it provides the satisfaction of these economic needs. It is known that in contemporary societies, individuals do not only earn for their basic needs, but also work in order to evaluate their free time in line with their individual enthusiasm and interests, or in other words, to provide spiritual satisfaction. Meeting these needs is the satisfaction in the social platform, but needs for different situations begin to occur for the purpose of professional satisfaction. In other words, apart from economic needs, there is an external need satisfaction requirement.

Well-structured and well-resourced onboarding programs can support teachers professionally in:

- Transitions to full teaching responsibilities before receiving all rights and entitlements Responsibilities of full-time professional teachers.

In some countries, teachers are intensively supervised for two years after completing their pre-service training and beginning teaching. In this process, teachers are guided by expert teachers (Figure 1) (Schleicher, 2011).

- Training involves practice, as effective professional development must continue. Receiving feedback and providing follow-up support is important in this respect. When successful programs involve teachers in learning activities similar to those they will use in their schools, it is thought that students and teachers will encourage the development of learning communities.
- Teacher development should be linked to the broader goals of the school and the system (development-evaluation-feedback practices).
- There is often a need to re-examine the structures and practices that impede interdisciplinary discipline.

Especially in the basic areas of the curriculum, both inquiry and group-based approaches and evaluation are the most important points.

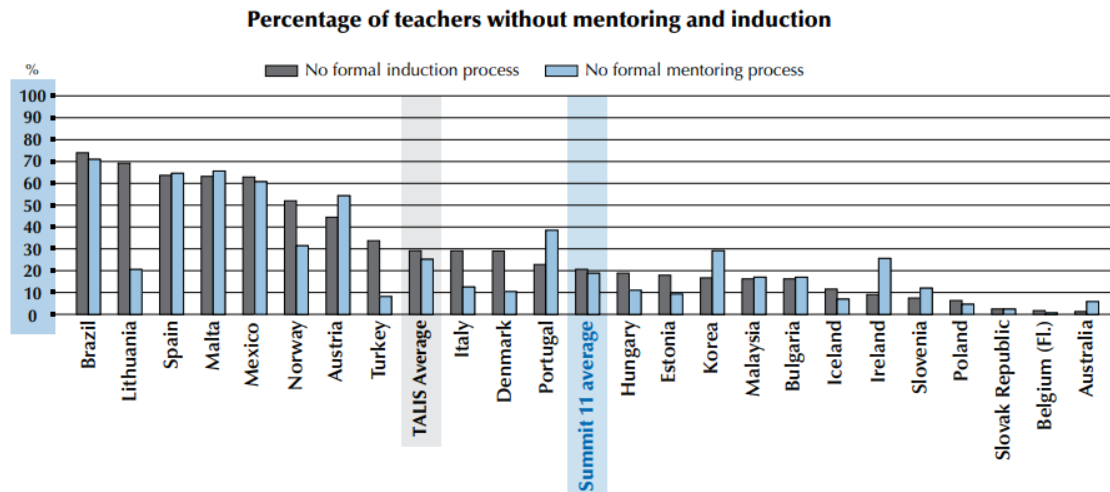


Figure 1. Percentage of teachers without mentoring and induction

Note: "Summit 11" represents the average figure for the countries that were represented in the International Summit on the Teaching Profession.

2. The Relationship of Career Concept with Different Concepts

The concept of career is primarily confronted with three different subheadings:

2.1. Career Planning

Along with career development, it also includes the management process of this development. It is defined as the future planning of the homework and positions related to the areas that the person will work in all his life. It is the development of the knowledge, abilities, skills and motives of the employee and the planning of his progress or concrete rise in the organization he is working with (Demir, 2006:5 as cited by Balta Aydın, 2007).

2.2. Career Development

It is the activity of using certain methods of institutions in order for individuals to progress in their professions and to improve themselves (Kök, Halis, 2007: 5 as cited by Türkay& Eryılmaz, 2010). It is a set of corporate organizations that are made in order to structure the development of individuals who offer their professional skills within the institutional structure in accordance with the objectives of the institution.

The planning of the persons should be in accordance with the career planning of the institutions they work in. In other words, it is the combination of career planning and development phases.

Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities (Goldring, Porter, Muprhy, Elliott & Cravens,2007).

Career development is also professional development (Skills) and the good use of the opportunity then provided to them to put these newly developed skills into practice, as well as the creation of opportunities for new teachers (e.g., new roles).



Figure 2. AMO modeli

Source: (Appelbaum, Bailey, Berg & Kalleberg, 2000)

Considering the career development of teachers, the AMO model originating from Human Resources provides a useful framework because the studies are taken into account. These are: the interaction between abilities (or 'competencies'), motivation and opportunities.

2.3. Career Mobility

It is the fact that the person works in different institutions and takes part in horizontal and vertical positions at different levels. The state of working in these different institutions, which is also counted as a change in the field of work, should also mean progress by increasing compared to the previous position.

The fact that teaching career paths move in different directions and the variety of options can help identify different opportunities and strategies for support.

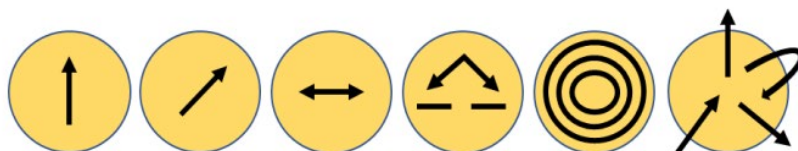


Figure 3. Teacher career paths

Source: (Appelbaum, Bailey, Berg & Kalleberg, 2000)

Career paths can be traced through a hierarchy of roles (e.g., from teacher to school leader) or to become a better teacher (e.g., an expert). Teachers can enjoy a career structure. Between a set of similarly placed roles (e.g., curriculum innovator, digital coordinator) or changing contexts (as illustrated by the first four circles above).

3. The Relationship of Career Concept with Different Concepts

The concept of career is the activation of behaviors that arise with the interests, values, attitudes and wishes of the person, keep the life of the individual in balance, and aim at the individual skills to the upper level. The career choice of the person is shaped according to the expectations of the individual based on these balances. The concept of value of the person is formed by basing on the most basic needs. It also emerges with motivations on these values. The concept of career is related to many concepts in the life of the individual. It is directly related to attitudes, values, expectations, needs and many other similar concepts.

There are certain conditions that surround the teacher, which must be taken into account when developing. Strategies to support their careers:



Figure 4. Career Strategies

Source: (Appelbaum, Bailey, Berg & Kalleberg, 2000)

Image	Teacher careers suffer multiple image problems that can hinder recruitment, including: criticisms on the quality of work or the amount of work; the growing demands of diverse pupil population; and the location. These perceptions must be better understood and counteracted.
'HRD'	Encouraging a system-wide commitment to the "human resource development" of teachers.
School Head	The school head has a significant influence on teacher careers as a "change manager". They need to be trained and ready to perform their role, but they should not operate alone. Creating new in-school leadership roles can help distribute teacher career guidance so that the responsibility does not lie with one person.
School Climate	Leadership needs to create a positive school climate and reinforce professional and social links amongst the staff.
School Organisation	Career advancement is not simply moving up a hierarchy. Many roles may constitute "being a teacher" but more often require working within teams. The capacity to support career advancement, including changing staff roles, will require flexibility and an openness to work in teams.
External Support	Actors and organisations external to the school (e.g. different educational services, the municipality, the ministry, etc.) should be encouraged to take the initiative where they see a need arise for teacher development and career guidance.

Figure 5. Career Strategies Definitions

Source: (Appelbaum, Bailey, Berg & Kalleberg, 2000)

4. School Principals' Approaches to the Concept of Career Development in Teachers

School principals occasionally fulfill the leading roles that teachers need to perform in their career development efforts. The student-based approach, which is the main task of teachers, is understood as a focal point in school principals.

School principals have classroom and student-oriented goals to avoid being subject to a written sanction. In this case, the career development planning of the teachers is among the priorities of the school principals. This situation makes the leadership roles of school principals and teachers on career development passive.

Results

All actions aimed at career development efforts provide motivation and success in teachers as well as in every individual. It offers the opportunity to make the personal development of the employees even richer for the loyalty of the individuals working within the corporate structure. In teachers, this opportunity can be used even more effectively in terms of the target audience and the number of accessible people. The corporate structure provides the opportunity to satisfy one's work efficiency and

develop different skills. Managers play a leading role in providing these opportunities. In order to use these roles actively, it is necessary to benefit from experts.

The ability to develop a career is one of the phenomena learned later in business life. However, it is a great advantage that experienced administrators and school principals are people who know this process before and can direct in this channel. The guidance that school principals will make to teachers in this sense is in line with expectations. Guiding teachers who are oriented towards independent career development from school principals and directing them to different career platforms are among the background duties of school principals. In this context, school principals should make efforts for the career development of teachers, and while creating awareness in teachers who do not have awareness, they should guide teachers who have reached the level of awareness in a way that can show further dimensions.

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