WOMEN TEACHERS' PERCEPTIONS AND EXPERIENCES ON GENDER ROLES IN PUBLIC AND PRIVATE SPHERES

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ABSTRACT

WOMEN TEACHERS' PERCEPTIONS AND EXPERIENCES ON GENDER ROLES IN PUBLIC AND PRIVATE SPHERES

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Gender perceptions and gender-based stereotypes might heavily affect the motives behind the preference of a profession, and teaching is among the professions in which gender-based differences are most prominent. In terms of the qualifications it requires and the opportunities it offers, teaching is a profession where women can carry out their individual and professional roles together. The gender-based division of labor adheres to traditional norms both in the private sphere and in the public sphere, and it can be deduced that the professions are divided strongly on the basis of the gender-based division of labor. In this study, women teachers were asked about their motives in becoming a teacher and their views and experiences about teaching profession. As a result of the data analysis, the most important internal and external reasons for teachers to prefer teaching profession have been determined. The impact of family and social environment constitute the most important reasons along with loving children and loving being a teacher. Since external and personal reasons are interconnected, this interconnectedness is highly informed by traditional gender roles and patriarchal structure in Turkey.

Keywords: Gender Roles, Public and Private Realm, Teaching Profession, Married Women Teachers

ÖZ

KADIN ÖĞRETMENLERİN KAMUSAL VE ÖZEL ALANLARDAKİ TOPLUMSAL CİNSİYET ROLLERİNE İLİŞKİN ALGILARI VE DENEYİMLERİ

SAYIN GÜRAN, Ümmühan

Yüksek Lisans, Toplumsal Cinsiyet ve Kadın Çalışmaları Bölümü

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Cinsiyet algıları ve cinsiyete dayalı kalıp yargılar, bir mesleğin tercih edilmesinin ardındaki güdüleri büyük ölçüde etkileyebilir ve öğretmenlik, cinsiyete dayalı farklılıkların en belirgin olduğu meslekler arasında yer almaktadır. Öğretmenlik, sahip olduğu nitelikler ve sunduğu imkanlar açısından kadınların bireysel ve mesleki rollerini birlikte yürütebilecekleri bir meslektir. Cinsiyete dayalı iş bölümü hem özel hem de kamusal alanda geleneksel normlara bağlıdır ve mesleklerin cinsiyete dayalı iş bölümü temelinde güçlü bir şekilde bölündüğü sonucuna varılabilir. Bu araştırmada kadın öğretmenlere öğretmen olma nedenleri, öğretmenlik mesleğine ilişkin görüş ve deneyimleri sorulmuştur. Verilerin analizi sonucunda öğretmenlerin öğretmenlik mesleğini tercih etmelerinin en önemli içsel ve dışsal nedenleri belirlenmiştir. Çocukları sevmek ve öğretmenliği sevmekle birlikte aile ve sosyal çevrenin etkisi en önemli nedenleri oluşturmaktadır. Dışsal ve kişisel nedenler birbirine bağlı olduğundan, bu karşılıklı bağlılık, Türkiye'deki geleneksel cinsiyet rolleri ve ataerkil yapı tarafından oldukça etkilenmiştir.

Anahtar Kelimeler: Cinsiyet Rolleri, Kamusal ve Özel Alan, Öğretmenlik Mesleği, Evli Kadın Öğretmenler

To my life…

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

The lifestyles of societies have been shaped by gender norms over the years. Gender refers to the gender roles that surround the individual from the moment they are born. These roles determine the forms of communication and our behavioral criteria in daily life. Gender perception reports that women are more emotional, sensitive, and men are more logical and physically strong. It expresses general opinions, such as certain jobs are suitable for women and some jobs are for men. This situation leads to gender discrimination, social inequality and power differences not only in the workplace but also in many areas of society. Especially after the industrial revolution, although the activities of women in economic activities and business environment increased, this increase could not provide the balance between genders in the business environment and career choice (Parlaktuna, 2010). Despite developments such as the impact of the industrial revolution, the qualifications of the jobs deemed suitable for women cannot exceed the framework of the duty and mission that society imposes on the female gender (Pilcher &Whelehan, 2004). Therefore, it can be said that the passive roles attributed to women in social life limit women to a great extent. According to Correll (2001), such discriminatory attitudes restrict job opportunities, especially for women. This situation reveals the situation of orientation towards professions that are compatible with traditional gender roles with an apparently voluntary attitude during the choice of profession for both genders.

Stereotypes accepted in society are ideal identities to be achieved. Pre-acceptances about women are related to her being emotional, caring and a good mother. Therefore, women will grow up with the awareness of the necessity of having these qualities, and as a matter of fact, they will develop an identity suitable for these stereotypes.

1

While women are channeled into more emotional areas such as addiction, care, motherhood, compassion, in accordance with the common belief in society on the basis of gender roles, men are emphasized with success, power and activity (Lindsey, 1990).

With the arguments that women's roles in working life should not disrupt their domestic roles, women are approached to professions that are suitable for family roles, and a gender-based distinction emerges between professions. The woman is expected to undertake the responsibilities she undertakes in the context of emotional labor in the family, in the public sphere as well, and the perception of "ideal profession" emerges with the perception adopted in this direction. Teaching and especially professions such as classroom teacher and preschool teacher are among the most prominent occupational groups, which are the extensions of the responsibilities that women fulfill in the context of emotional labor in the family.

Teaching is a profession where women can carry out their individual and professional roles together in terms of the qualifications it requires and the opportunities it offers. In other words, teaching is "uniquely suited" job for a woman whose main role is motherhood, with its long vacations, flexible working options, emotionality and communication skills.

The gender-based division of labor reveals that adheres to traditional norms both in the domestic (private sphere) and in the public sphere, and it is seen that the professions are separated sharply on the basis of the gender-based division of labor.

1.1.   The Scope and the Significance of the Study

The aim of the study is to investigate the effects of the gender factor on the orientation of female employees to teaching profession, based on the view that some occupations are more suitable for women's nature, although there are no rules, laws and such written factors.

The more women participate in public life, the deeper the dimensions of occupational inequality are revealed, and it is better seen how intensely the values that cause inequality are adopted by women.

Richard Anker (1998) explains the importance of discrimination between men and women in working life and in choosing a profession as follows: "Discrimination on the basis of gender in the working life shows the negative effects of women's perspectives on themselves and plays an important role in increasing the effects of gender stereotypes".

By looking at the examples in the world, it can be easily said that the opinions about gender roles in societies have changed hardly and the change has spread over a long period of time. It is an important point that women's positions in working life and the problems in the internal dynamics of this position can be solved primarily by women.

Discovering the effect of the concept of gender on the employees and revealing the effect of the acceptance of this concept by the employees on the choice of profession and job satisfaction reveals the importance of this research.

In the scope of the present research, the role of married women in the society, and in public and private life has also been investigated deeply. Present study has chosen interviews as the data collection method and asked open-ended questions to get in-depth answers and find the real motivation behind the actions of female teachers.

In addition to the reasons why female teachers choose the teaching profession, this study also reveals the gap between their expectations and their experiences through the questions which asked them.

In this context, this research explored the perceptions of female teachers about the teaching profession and demonstrated their hardships or meeting their expectations in teaching.

The current study concentrated not only the motivations of women teachers in choosing the profession but also positive and negative experiences of teachers. Thanks to in- depth interviews with each interviewee, the present study allow them for what they experience while doing their job. By doing so, this study provided great variety of opinions about what were the expectations of teachers from the profession and what did they encounter.

3

1.2.   Choosing the Appropriate Research Method

According to Yin's point of view (Yin, 1984), the kind of research strategy should be determined by three conditions: The first one is the context and purpose of the research questions, the second is the necessity of the control of investigator and the third one is instead of concentrating on historical incidents, focusing should be on current events. In this regard, it would be logical to express our hypothesis as 'There are both internal and external motivations in becoming a teacher. Internal motivations include satisfying of love of teaching and love of children, and the prestige/respect of the profession. External motivators include family and environment related reasons.'

In the current study, we are investigating teachers' motivation and beliefs on why they choose their profession, and what kind of experiences do they have as a result of these motivations. Since it is concluded that people's opinions and sensations about being a teacher and their experiences in teaching profession can be obtained by interpreting the way they express themselves and by working out on the sentences they form. So, the study should be a qualitative research which focus on in-depth insights acquired from the participants.

Schell states that comparing to other research designs, the interview technique is describes as the most flexible one. This interviewing method gives opportunity to researcher to manipulate the findings, circumstances and resources while examining experimental incidents (Schell, 1992). This flexibility also makes the interview a suitable technique for our investigation, since according to our study flexibility is required when manipulating the conditions of the social context and external environment and changing the form of questions asked as we deem it necessary. In addition, when it is compared to the survey method, the interview method has more flexibility in giving the interviewees more freedom when they use words and phrases as they wish in expressing themselves, and their choice of words make better and more detailed indicators when evaluating our research questions and hypothesis. Therefore, interview is selected as our suitable method of research.

1.2.1. Data Collection

Fieldwork for the study has been conducted during the three-months preparation period of the research. Participants of this study consisted of seventeen married women teachers from one of the private schools in Ankara. This study was conducted with convenience sampling and with snowball sampling technique. The researcher chose married women teachers from the same private school in Ankara but the grades they teach are different. Four of them are elementary school teachers, seven of them are secondary school teachers, six of them are high school teachers. The participants' ages and the number of children they have are slightly different. This diversity was taken into consideration in determining the people to participate in the research. This variety was intentionally chosen to clearly find out the elements affecting married women teachers' role perceptions.

I am an English teacher in secondary school and I selected married women teachers from the same private school which I worked. I informed the respondents about my study and I explained the goal of the research to my colleagues face to face. During the explanation of the research, a few consent form were left for the teachers who were not there at that time and other teachers were asked to explain about the form if asked. Some of the participants were found with this method. Some of the teachers who were asked to participate the study rejected to participate in. But most teachers volunteered to participate in the research. Upon being volunteer to participate in the research, I made a visit to their teachers' room. If the teachers' room was available, the interviews were held in there but if it was not available the interviews were held in another room of the school. To protect their identities and their families, a pseudonym has given in place of their real name.

The respondents of the research have been contacted through online mediums, or through personal networks. The candidate participants are shortly informed about the topic of the study and about the content of the interview questions (without revealing the deeper motives, to avoid biases), and they also signed a consent form.

After that, an appointment was got from the married female teachers who volunteered for this study. At the same time, the necessary permission was obtained from them to record the interview with a voice recorder. The interview, which lasted about 25-30

minutes, was held and recorded individually between the researcher and the married female teacher. After the interview was completed, it was asked whether the interview questions were understandable enough and the answer was received that it was "clear and understandable". After the interview, the answers given by the married female teachers to the interview questions were listened to and itemized.

There are two different category of themes. One of the major categories allows researchers to classify the answers as internal and external motivation. The other theme category allows classification based on experiences of teachers in choosing the profession. Here, personal factors include personality or character based preferences, such as love of lessons, loving children, etc., while social factors include more environment related factors, such as better adaptation to family life, work/private life balance, expectations of the society, etc. Here, it is worth noting that sub themes are created under these central themes, based on the answers of the respondents.

One of the limitations of this study may be that teachers who participated the research work in private schools. As evident from a study the teachers who work in public sector were more pleased from the teaching profession than their colleagues who work in private sector (Togia, Koustelios & Tsigilis, 2004).

Here, the biggest advantage of the present research is that the data has been collected as an insider. As I am also a teacher as the researcher, it become possible for me to create and evaluate the interview questions from teachers' perspective. This also makes it easier for me to create the major themes of the interview questions and to reach an appropriate sample.

1.2.2. The Design of the Questions and Research Design

In order to develop the interview form, questions related to the purpose of the research were formed under main headings. To understand the classification and evaluation of motives in choosing teaching profession, questions such as "why do you prefer teaching" or "how do you evaluate your choice" were asked the respondents. Having a profession as a married woman was another heading to evaluate gender roles in terms of having a job. In order to understand the perception of the profession, status, the advantages and disadvantages of the profession, questions were asked about the social

status of the teaching profession and its benefits in public and private life. The relation of being married and having a family with the choice of profession was another subject that was researched in this study. There are also questions about how having economic independence is evaluated by female teachers. The views on the perception of the teaching profession as a female profession by the society and the views of female teachers on this issue are another question included in the study. Finally, questions were asked about how sexist concepts affect the lives of female teachers.

At that point, it is possible to claim that the standardized open-ended interview appears as the most suitable type of interview for our case, to be able to direct respondents according to the research questions and also to allow flexibility to respondents while answering. In this research, from the answers of the participants it has been aimed to use active meaning making method (Mishler, 1991). For this reason, to provide reliable and valid research, for each interviewee the questions must be asked in the same format. Furthermore, while we aim to maintain format of the questions, we also try to get flexible answers from the interviewees. Since human behavior and emotions are situations that are difficult to predict, the interview process would likely be determined in an interactive manner, depending on the participant's responses.

1.2.3. Interpreting Data

Interpreting data from the participants' answers is one of the most significant part of the study. To be able to grasp purposeful patterns and hints, analyzing the data in the right way is important. To examine the data, the interviewee's remarks should be categorized under particular keywords. This method is known as "coding". Thanks to this technique, implications can be made about our hypothesis (Jones, 2007). When these codes are detected, they should be converted to conceptional metaphors that would be expected answers to research questions. After this process, implications should be made about the consequences of the study, by examining the frequency of conceptional metaphors in the answers (Ellis, 2015).

In the first chapter, which is devoted to the method, information about the research model, the characteristics of the research area and group, the data collection technique and tool of the research, how the field research was conducted and processing of the data are presented.

In the second chapter titled theoretical background; there is literature information on the establishment and development of teaching as a feminine profession on the axis of gender, gender-based division of labor, roles of femininity and masculinity in the context of gender-based division of labor, and gender and career choice, which is the basis of the research topic. In addition, the concepts of public space and private space are explained. The relationship between these concepts and gender roles is evaluated and the effect of these relationships on female jobs is investigated.

In the third chapter, the data and its analysis along with major findings of the research is presented. In that part, I examine the findings of the study regarding the public and private realm concepts.

In the last chapter, the collected data has been analyzed. Evaluations were made and interpreted on the given data.

CHAPTER 2

THEORETICAL AND CONCEPTUAL FRAMEWORK

The role of men and women in the teaching profession has historically been shaped by the limitation of gender roles and other economic developments. Even women's education was not possible for them to be educated as individuals, but because they were able to teach spiritual values to children. It was also made possible for them to step into the teaching profession with the same logic, showing compassion to young children and passing on religious and spiritual teachings to them. Later, the increase in the number of female teachers took place due to the thought that they could be paid less than male teachers who would do this job and it paved the way for men to choose more prosperous occupations after industrialization (Boyle, 2004).

While areas such as directorate and specialty, which were opened with the formalization of education, were almost completely monopolized by men, the passive teacher position, which was underpaid, less respected, and thought to obey and implement the decisions of the male-dominated administration, became a profession mostly carried out by women (Boyle, 2004).

The major themes that have been discussed in the scope of theoretical and conceptual framework include the societal role of women.

2.1.   Public Life/ Private Life and Married Women

The human being who is born biologically as a man and a woman takes on a number of roles and responsibilities according to the culture they belong to (Greenhaus &Powell, 2003). Men and women, who differ in their daily lives through their duties and responsibilities due to patriarchal structures, are exposed to various gender-based divisions and barriers (Habermas, 1962).

The first public debate on public private distinction began in the 1960s, and this concept has been defined by Habermas as an area independent of the state, formed within civil society, where citizens are free and equal individuals to discuss and seek solutions to common problems (Habermas, 2004: 95-102). In fact, Habermas idealizes this liberal public sphere, assuming that citizens are homogeneous as equal and free individuals. At this point, Nancy Fraser, who criticizes Habermas's concept of public space, talks about the sub-public spaces (multi-publicity), which compete with each other such as the public space of the women, the public space of the workers, the public space of the peasants. Accordingly, members of these sub-anti-publicities constitute opposing discourses on their identity, interests and needs as oppressed social groups (Fraser, 1990: 107-110).

In this context, homogeneous public space has never existed, as Habermas idealized. On the contrary, this field turns into an area where an unequal and unfree relationship experienced and different publicities compete with each other in this relationship. This unequal relationship is mostly experienced when different identities have not got the opportunity to be represented in the public sphere and all individuals cannot access this area equally and freely (Marshall, 2000). The issue in this case is of course not the spatial boundaries of the public sphere. The issue here is how much you can exist as a 'subject' in this field, and how visible your identity, interests and needs are. In other words, this concept exists with its opposite from the very beginning and indicates the existence of a non-public (private) space. And some identities are excluded from the public sphere by being imprisoned within the boundaries of the private sphere. In other words, the distinction between the private and public spaces serves hegemonic discourses that legitimize the oppression of the private space and the unequal relationship between these two fields (Lindsey, 1990).

In the pre-modern period, the main producer is the household, and economic activities are related to the household, that is, to the private area. At this point, women are tied to the household as they are the main producers of economic activities. The public sphere is identical to being a "citizen" and points to the free association of free men. In short, before modernity, production and reproduction are not independent from each other and both production takes place within the household (Edholm, Harris & Young (1978).

The emergence of bourgeois society, on the other hand, separates the economic activities from the private-public space, leaving production and work in the public sphere and the reproduction in the private sphere, which makes this distinction even more complicated (Engels, 2021). Because the family is no longer the main producer and its traditional "producer role" has gone out of the household. In this context, while the public is the market where wage labor exists, the decentralized family remains the area of the private area, that is, the unpaid labor (Blackstone, 2003).

However, this distinction has meanings beyond wage labor / unpaid labor and this meaning refers to gender. In this context, while modernity creates a gender-based division of labor based on the distinction between private and public spheres, this division has also created the theoretical structure that legitimizes gender-based divisions (Chafetz, 1990). While women were excluded from the "paid work", political power, public life and property of the public sphere, they were identified with the "free labor" of the household and imprisoned in the private sphere (Sayer, 2005).

While the public sphere is defined as the sphere of reason, logic, objectivity, formal relations, justice, equality, rules, the private sphere is defined as the sphere of emotionality, subjectivity, nature, morality, culture and love. These definitions are identified with men and women, and the private sphere is defined as the women's sphere and the public sphere as the men's sphere (Lewis, 2021). Rousseau, for example, welcomes the separation of women and men as private and public spaces for the continuation of the social order. He thinks that the man should be in the public sphere because he has a mind and logic (Rousseau, 1971). The participation of women in the state and public sphere is often restricted and this restriction is explained by the "nature of women". Therefore, from the 18th century, women, like men, began to demand to be individuals and citizens. Therefore, the main goal of Liberal feminism has been to eliminate laws and practices that prevent women from entering the "public" space and imprison them at home (Baehr, 2017).

Liberalism, which aims to guarantee the freedom, autonomy and fundamental rights of the individual and therefore focuses on the restriction of political power, has led to the questioning of women's claims and their absence in the public sphere. Mary Wollstonecraft, one of the best-known names among the 18th century liberal feminists,

in her well-known work "A Vindication of Rights of Women"; argued that important works were carried out in the public sphere where the mind was valid. So, she opposed the connection of the unimportant works with women and being restricted to the private area. She argued that this both damaged the reputation of women and prevented them from developing their minds and critical abilities. According to her, the mind is the same in every person (Wollstonecraft, 2008)

With the establishment of the Republic of Turkey, women began to be defined in the public sphere. In the family life, women have started to become a spouse with equal rights. With the adoption of the civil law in 1926, women have made significant gains in their legal rights in Turkey. The official ideology of the Republic is in favor of the fact that women should appear in the public sphere and have a profession. However, when we take a closer look at the perception of women of the period, it is seen that there is no fundamental difference between the traditionalist and the modernist stereotypes in terms of gender roles. In addition to women's "natural duties" and responsibilities in the private sphere, the western model of what imposes self devotion and responsibility in the social sphere. This situation caused women to face "double burden" and cause role conflicts (Berktay, 2006:109). In fact, it was argued that public roles were imposed on these roles as in the case of citizen mother (Savran, 2006). In summary, the traditional roles assigned to women remain essentially the same while they are changing, transforming and evolving.

While the discourse of being a good wife and a good mother in socializing still continues, the traditional roles of women in the household are carried to the public sphere. Therefore, feminists advocated the "restructuring" of the male-dominated public sphere. Kate Millett states that liberalism's distinction between public sphere and private sphere justifies male domination over women. In this respect, while the government never accepts the existence of women, the public sphere is not much different from the traditional structure and the division of labor in the public sphere is also the extension of the division of labor in the private sphere (Millett, 1990). In other words, women's entry into the public sphere does not change women's secondary position, on the contrary, this oppression is strengthened due to the different power relations in the public sphere and women's labor is exploited in both spheres.

Carol Pateman (1988) describes this process as the transformation of household patriarchy into patriarchal civil society (the brotherhood of men). Therefore, according to him, the concepts of citizenship and civil society are also male dominant because the public sphere belongs to men. A woman is also a citizen, but she is also primarily a wife and a mother. Silvia Walby divides patriarchy into private and public space. At this point, patriarchy in the private sphere points to the service of women to men in the household, and patriarchy in the public sphere. Women are not excluded from the public sphere but they are exploited. The 'family', defined as a private area, is used by the state for political purposes (Marshall, 2000).

In addition, due to the close relationship between patriarchy and gender, women's labor is used as cheap labor. As men are still considered as "bring home the bread," the woman's wages remain secondary in the household, and this subsidization justifies the low salary given to her. In economic crises, women are primarily removed from work and they are discouraged to strive for high positions and good wages. While it is generally not preferable for women to be in high positions (glass ceiling), their rise is prevented or slowed down (Brenner-Idan, 2014).

In addition to all these, while the jobs are divided into "women's jobs" and "men's jobs", women are also expected to work in "women's jobs" such as nursing, teaching, and secretariat. They are excluded from some occupations like inspectors and district governors just because they are women (Anker, 1998).

Within this general framework, public representation and visibility of women, especially in paid work, have not automatically brought pluralism. Because women are still defined in the public sphere by their traditional roles as a mother and wife. Gender limits women's movement not only in the private sphere, but also in the public sphere. In short, the entrance to the public sphere did not 'liberate' women, but rather covered the fact that women were not considered as 'subjects' (Dekeseredy, 1990).

Looking at the historical process of women's participation in the public sphere, it has been regarded as an entity that has been excluded from the public sphere almost throughout history and must live in the private sphere. This situation constantly reinforces the secondary position of women in the face of male domination. Looking back to Ancient Greece, where the foundations of the public sphere were formed, it is

seen that the reason for being a citizen was land ownership, that men who have the right to use weapons were accepted as citizens, and from this point of view, it was impossible for women to become citizens (Ağaoğulları, 1989). The women's living space remained in the family space and could not go beyond this area, which is called private space and whose boundaries have been precisely determined. In everyday life, women are also excluded from the political sphere. This situation further strengthens the power held by the man (Pateman, 1983). Rational and decision-making men do business by holding the power and having the right to exercise authority as the main subject of the public sphere, whereas women's work consists of staying in the house associated with the private sphere and giving birth to children (Çiftçi, 1998).

The public sphere approaches that emerged with Habermas in the 17th century and afterwards make a masculine structure dominant and a public sphere in which women are excluded is mentioned (Nordquist, 2021).

When it comes to the 18th century, the concept of liberal public sphere is formed. The liberal public sphere, which develops from the philosophy of the equality and freedom of all individuals, sweeps the debate on freedom in the private sphere under the carpet and actually rebuilds the freedom of men. By stating that women can only participate in decision-making processes to a limited extent, it shows women as an actor even if it is limited (Chhetri, 2013).

When the patriarchal social structure is examined, it is noteworthy that power and authority are used in the representation of men. Women, on the other hand, are insufficient in power and authority. When the public sphere is examined in terms of private sphere, the patriarchal structure sees the man as a subject belonging to the public sphere, while leaving the borders of the woman in the private sphere (Walby, 1990: 24).

The point of view of feminists in the public and private sphere debate is that the domination of men over women is a form of expression. While public life is associated with masculinity, private sphere is associated with femininity. Public life determines the policy and does it by the man's hand, and the economic power takes place here. The woman, on the other hand, continues her existence in a position that is responsible

for the back service, her access to the streets is blocked and her voice is muted (Walby, 1990: 178).

It does not seem possible to say that there has been a major change in the modern form of the private sphere and public sphere structure. This situation further deepens the secondary position of women in the private sphere (Therborn, 2004: 17). Indeed, the place where many gender inequalities arise is within the household, where the private sphere is defined.

Because it is the source of this and similar inequalities, the public sphere-private sphere distinction is criticized by feminists and it is stated that this distinction should be eliminated. While the public sphere puts the already strong man in a much stronger position, women face difficulties in being in the public sphere (Roberts & Crossley, 2004).

Within the public sphere debates, it is emphasized that the state is separate from the public sphere and is only a tool. However, this tool forms the basis for gender inequality with the policies it produces. When the individual is born, this discrimination manifests itself with the colors of the identity cards for many years. With childhood, the individual is assumed of many different roles, and this situation is deepened by education and media content. As the policy maker, the state assumes the differences between men and women, thus paving the way for gender inequality (Wilson, 1977).

Man's understanding of power in the public sphere, his ability to maintain the legitimacy and continuity of the power he establishes and maintains within the sphere is related to the ways in which he makes sense of others and how he positions them (Sankır, 2010). Therefore, the masculine power has created its own public space and rules in the public sphere from the very beginning. It has left the areas of use other than itself, that is, the remaining areas as feminine, to the use of women.

The clear distinction of exclusion of women from the public sphere can be explained by the structure brought about by the industrial revolution. While this development deepens the position of women in private-home, it directs men to more public sphere. Because production systems and ways of doing business have undergone radical

changes. Home-based production creates larger and monopolistic structures due to mass production requirements. While home and workplace used to be the same, now these concepts come into being in different contexts. In this case, the woman had to be more confined to the private sphere, whose meaning has narrowed by completely breaking away from work (Honeyman & Goodman, 1991). In the ongoing process, women started to take place in the other position in the business world as the weak actors of the increasing labor supply.

Women's presence in the business world, which constitutes almost half of the population in the world, has been under the shadow of men in every historical period and reproduces their secondary position. The main reason for this is that the structure called the traditional division of labor and which obliges women to the private sphere ignores women as actors of the labor market. Since the issue of making money is a matter of men, men do not want a system in which women can earn more than themselves and continue to applaud the dynamics of the current system (Kolmar & Bartkowski, 2013).

Women's exit to the public sphere in the business world occurs as low-wage workers of the Industrial Revolution. Thus, while women become unpaid labor at home, working in low-wage jobs in the public sphere gains the appearance of labor. With the woman entering the business life, her traditional roles in the private sphere continue while working in the public sphere, making efforts for the living of the house, which is also a private space (Honeyman & Goodman, 1991). With the entry of women into the public sphere, men's gender roles remain the same, while new roles are added to women's traditional roles. In the role of working woman, which emerged with the opening of the public sphere, no progress has been made regarding gender equality, moreover, women find more places in jobs called women's work, while they encounter lower wages, worse working conditions and structures that prevent their promotion.

Statistics on how men and women in working life spend their time also show that expectations for women's traditional roles continue. When the statistics obtained from EU countries are analyzed, men spend a total of 49 hours, including 41 hours of paid work per week, 3 hours for housework and 5 hours for childcare. Women, on the other hand, allocate 34 hours per week to paid work and 24 hours to housework and child

care. Even in EU countries, the situation of women is in a difficult situation in front of men as seen in the figures.

Considering the recent reports in the context of Turkey and over 15 years of age, while those who were in employment rates for men 65.6%, women are seen in this ratio was 28.9%. When looking at the sectoral working structures of women, it is noteworthy that 56.1% are employed in the service sector.

2.2. Professional Discrimination Shaped in the Process of Socialization Through the History

Socialization is the individual's learning, embracing the socio-cultural elements of his environment, integrating them with his personality structure by being under the influence of groups such as family and school with his experiences and adapting to his social environment (Roberts, 1977).

"Woman-specific" gender-based privileged roles are started in all stages of the socialization process starting from the age of play and individuals are conditioned in this direction (Kimmel, 2000). Men are expected to be successful, constructive, aggressive and strong, and women are expected to be emotional, passive and grower (Oakley, 1972).

Mothers and fathers, teachers and broadcasting tools reinforce their gender role images by teaching girls and boys during the socialization process, and these images affect women's future professional choices. That is why women prefer to have professions such as nursing, teaching. Behaviors expected from these professions does not contrast with the behavioral patterns that the woman has been accustomed to beforehand. On the contrary, it supports the images she has already learned (Weisgram, Dinella & Fulcher, 2011).

The gender role images acquired by young women within these limits cause the social roles of women to be pushed to the second plan and prevent their advancement in the profession by restricting the choice of profession. It is often thought that the professional profession belongs to men, and maternity and accompanying roles are the main roles of women (Katkat, 2017).

Gender perceptions are reproduced through socialization process such as social values and rules and transferred from generation to generation. The fact that the areas in which men and women are trained differ from each other, leading them to master and acquire skills in different fields and disciplines, and to employ different sexes in different ways. This causes the gender-based division of labor to function as a strong restraint system. The gender division of labor causes women working in paid jobs to concentrate on jobs that are extensions of their household chores and to attend schools where such jobs are taught. (Pilcher & Whelehan, 2004) In table 1, labor force statictics of women and men is shown.

Table 1.1 Labor Force Statistics (TURKSTAT, 2021)

İstihdam edilenlerin yıllar ve cinsiyete göre meslek grubu
Occupation by years and sex
[15+ yaş - age]   (Bin kişi - Thousand person)

Yıllar - Years	Toplam Total	Yöneticiler Managers	Profesyonel meslek mensupları Professionals	Teknisyenler, teknikerler ve yardımcı profesyonel meslek mensupları Technicians and associate professionals	Büro ve müşteri hizmetlerinde çalışan elemanlar Clerical support workers	Hizmet ve satış elemanları Service and sales workers	Nitelikli tarım, ormancılık ve su ürünlerinde çalışanlar Skilled agricultural, forestry and fishery workers	Sanatkarlar ve ilgili işlerde çalışanlar Craft and related trades workers	Tesis ve makine operatörleri ve montajcılar Plant and machine operators and assemblers	Nitelik gerektirmeyen işlerde çalışanlar Elementary occupations
Toplam - Total										
2014 Yıllık - Annual	25 933	1 339	2 383	1 391	1 732	4 752	4 324	3 691	2 413	3 908
2015 Yıllık - Annual	26 621	1 381	2 570	1 474	1 840	4 963	4 235	3 644	2 437	4 075
2016 Yıllık - Annual	27 205	1 402	2 786	1 531	1 945	5 130	4 044	3 689	2 519	4 159
2017 Yıllık - Annual	28 189	1 417	2 866	1 636	1 984	5 381	4 153	3 849	2 679	4 222
2018 Yıllık - Annual	28 738	1 487	2 998	1 716	2 011	5 585	4 106	3 884	2 749	4 202
2019 Yıllık - Annual	28 080	1 504	3 157	1 718	1 949	5 673	3 976	3 519	2 591	3 993
2020 Yıllık - Annual	26 812	1 502	3 297	1 642	1 874	5 190	3 647	3 378	2 424	3 858
Erkek - Male										
2014 Yıllık - Annual	18 244	1 160	1 347	1 032	999	3 367	2 574	3 253	2 140	2 370
2015 Yıllık - Annual	18 562	1 199	1 414	1 083	1 050	3 458	2 557	3 227	2 170	2 404
2016 Yıllık - Annual	18 893	1 190	1 507	1 128	1 100	3 524	2 504	3 244	2 251	2 444
2017 Yıllık - Annual	19 460	1 205	1 516	1 211	1 152	3 629	2 568	3 378	2 382	2 419
2018 Yıllık - Annual	19 720	1 267	1 564	1 258	1 145	3 684	2 574	3 395	2 441	2 392
2019 Yıllık - Annual	19 156	1 260	1 671	1 239	1 109	3 758	2 477	3 072	2 289	2 281
2020 Yıllık - Annual	18 506	1 229	1 747	1 177	1 078	3 464	2 403	2 944	2 146	2 318
Kadın - Female										
2014 Yıllık - Annual	7 689	179	1 035	360	732	1 385	1 750	437	273	1 538
2015 Yıllık - Annual	8 058	182	1 156	391	790	1 505	1 679	417	267	1 671
2016 Yıllık - Annual	8 312	212	1 279	403	845	1 606	1 540	444	268	1 715
2017 Yıllık - Annual	8 729	213	1 350	425	831	1 752	1 585	471	297	1 804
2018 Yıllık - Annual	9 018	220	1 434	459	866	1 901	1 532	489	308	1 810
2019 Yıllık - Annual	8 924	244	1 486	480	840	1 915	1 499	447	303	1 712
2020 Yıllık - Annual	8 306	273	1 551	465	796	1 726	1 244	433	278	1 541

Kaynak: TÜİK, İşgücü İstatistikleri
Not 1) Rakamlar yuvarlamadan dolayı toplamı vermeyebilir.
2) Beş kişiden az gözlem değerlerinde örnek büyüklüğü güvenilir tahminler için yeterli değildir.
2014 yılı itibariyle hanehalkı işgücü anketinin tasarımının değiştirilmesiyle yeni bir seriye başlanılmıştır.Bu tabloya ilişkin 2014 yılı öncesi verilerine TÜİK web sayfasında "Konularına Göre İstatistikler" başlığı altında yer alan "2005-2013 dönemine ilişkin sonuçlar" bölümünden ulaşılabilir.

Source: TURKSTAT, Labour Force Statistics
Note 1) Total figures may not be exact due to the rounding of the numbers.
2) Sample size is too small for reliable estimates for figures less than five thousand persons in each cell.
The new serie has been started by changing the design of household labour force survey in 2014.The data prior to 2014 related to this table can be reached from the link "Results from 2005 to 2013" located under the title of Statistics by Theme in TURKSTAT website.

Women are generally defined within certain areas within the patriarchal network. The most common of these areas is the domestic area. The roles in which women are defined are generally the roles of this domestic life. Their main roles are motherhood and being a wife. These roles continue almost throughout the life of a woman. Even a working woman is more likely to be involved in society according to the roles listed above rather than her work. This narrowed and delimited space causes the shaping of women's lives and restricts their choices (Pilcher & Whelehan, 2004).

It was detected that women are more prone to certain occupations and do not prefer some occupations; and they did not take part in managerial positions even in the occupations they preferred. This situation stems from the problem of gender discrimination in their professional lives (Vaus & Mcallistar, 1991). Because the career development of women is known to be quite different and complicated than the career development of men.

To better understand the role of women in society, it is noteworthy to investigate the role of women throughout our history, together with our culture. Although it is not possible to evaluate women's employment independently from our country's macroeconomic employment policies, the large differences observed between the genders in terms of both labor force participation and unemployment rates require this issue to be examined separately. The participation of women in the labor force in Turkey re-enter the upward trend in recent years shows a downward trend with proportionally since the mid-1950s. The main reason for this decline is that women who come to the city and stay away from agricultural activities are not included in the labor force. Women living in rural areas participate in the labor force as unpaid family workers without economic benefits and social security, and a significant portion of women living in urban areas are not included in the labor force under the name of housewives. It is theoretically not possible for these women, who do not even participate in labor force calculations, to remain unemployed, so prevention of unemployment of these women is not included in any employment policy.

In the Ottoman Empire, apart from the free participation of women in production in the rural area, the employment of women progressed simultaneously with the settlement of capitalism (Önder, 2013: 35-61). In the process that started with the Tanzimat, women started to participate in social life as a subject. However, this participation of women has been directly related to their social-class position. While Ottoman urban women with a good economic level participated in the working life with non-Muslim schools or education they received at home, low-income women in the city had to work in the workshop-type industry established in the cities for 14-15 hours a day at subsistence wages. Women in rural areas were either weaving carpets for western companies, earning money per loop, or mostly doing unpaid domestic agricultural work. In the Ottoman Empire, women first entered the private sector as in

the west. Although there are different estimates, there were 250 thousand industrial workers in the Ottoman Empire as of 1908, 75 thousand of them were women (Mikes,1999: 64).

From the second half of the 19th century, women have entered the public service primarily in health and education and their professions (Anker, 1997). Lady Montague, the wife of a British ambassador, telling about the 18th century Ottoman woman, stated that the home culture developed in urban Turkish families and that women's occupation consisted of doing housework or having them done, handicraft and caring for children. However, Turkish women living in villages and townships living in this period were far from this situation. The peasant woman is a producer with her man. He is an agricultural worker and has a great place in the home economy (İnan, 1982: 76-77). In this period, it is understood from the sultan's edicts that the women of the public class, who were excluded from the ruling class women, engaged in certain activities. During the periods of Suleiman the Magnificent and Selim I, there are fatwas and decrees regarding the participation of some women from the public class in the working life. For example, documents showing that women practiced medicine during these periods were found. During the legal period, bundling women wandering from house to house were considered working women. After the legal period, fatwas for women are generally related to women's clothing and their participation in social life (İnan, 1982: 63)

When we look at the 1913-1915 Ottoman industry statistics, which reflect the figures of big Anatolian cities such as Istanbul and Izmir, 32% of women in the manufacturing sector in 1913. It is seen that it corresponds to the employment of 29%. These rates rise to 90% in the weaving industry, especially in cotton and silk weaving. Another area where female participation is around 50% is the tobacco sector. The main determining factor in the employment of women in the Ottoman industry was the lower wages of girls and women compared to men, as elsewhere. On the other hand, the fact that women are seen in certain business lines such as weaving in the manufacturing industry stems from the fact that jobs are based on gender-based distinction between men and women (İnan, 1982: 120-121).

In addition, the cheapness of women's labor, the labor requirement created by the Balkan Wars and the First World War increased the demand for female labor due to the fact that men were in the military (Çitçi, 1982: 86-87). Even during World War I, women were recruited as civil servants and workers on a salary and were used for military back-up services such as tailoring. The Association for Women's Employment, which was established during the war, operated as an association between women and the jobs needed by the army (Çitçi, 1982: 122-129).

Despite the fact that the female labor force was used in many fields due to its cheapness and necessity in this period, the issue of female labor force was not included in the regulations made. In Mecelle, which entered into force in 1869 and can be qualified as the first labor law, the man who rented the labor service was defined as the "acarei man" (Çitçi, 1982). Within this framework, employees and employers have been given the opportunity to regulate their relations within the freedom of contract, but no mandatory rules have been introduced.

With the founding of the Republic, women who struggled with men in the struggle for liberation began to work to increase their current status in economic and legal fields, and therefore to take part more effectively in working life.

The first important numerical data for women workers in the Republic period are the results of the 1927 Industrial Census. Unlike the previous ones, all industrial establishments in the country are covered in this census; however, the gender distribution of the workforce has been taken into account only by enterprises employing four or more workers. According to the results of this census, the rate of working women is 25.58%. In other words, one out of every four workers working in industrial establishments employing more than four workers is a woman. The first reason for this result is that employment activities are concentrated in the employment sector where women traditionally take part; the second reason is the shortage of male labor due to wars. As the third reason, it can be shown that women who lost their husbands in the war had to enter the working life (Makal, 2001: 119).

There are statistics on women regarding the institutions within the scope of the Incentive-Industry Law, which was in effect between 1927-1942. According to these statistics, the rate of working women between 1932 and 1934 was around 25%, and

there was no significant change in this ratio until 1947. In this period, activity arenas traditionally dominated by women continued to maintain their dominance (Makal, 2001: 120).

With the General Hygiene Law enacted in 1930, protective provisions were introduced for women and child workers, as well as adult workers, regarding the working age, duration of leave, the subject of the job and other working conditions. With the Labor Law numbered 3008 enacted in 1936, there are no protective provisions regarding jobs where women are prohibited from working and maternity status, and a protective regulation regarding wage equality has not been introduced. With the Law on Work Accidents, Occupational Diseases and Maternity Insurance that entered into force in 1945, social security was introduced for women workers in case of maternity.

A new labor law has become obligatory due to the Labor Law numbered 3008 not meeting the developments in industrial relations and not being compatible with the 1961 Constitution. With the Labor Law No. 1475, which entered into force in 1971 and remained in effect until 2003, the principle of equal pay for equal work has finally entered into our legislation along with some provisions aimed at protecting the female workforce.

During the planned development period that started in 1963, regulations aiming at equality between women and men and targeting women as the subject of development are not common. In the Sixth Five-Year Development Plan (1990-1994), the issue of women is included as a sector for the first time. Until 1990, gender equality, more specifically, policies regarding women were not addressed under a separate heading in development plans. It was assumed that improvements in areas such as education, health, and employment will affect women as well. On the other hand, after 1990, the regulations for women in development plans did not go beyond being one of the regulations regarding special interest groups such as child families and the disabled. In other words, plans and policies for equality between women and men have been handled with a social service approach.

Although the first expressions of gender equality in Development Plans are found in the Sixth Five-Year Development Plan, it can be observed that the understanding that defines women within the family actually prevails when looking at their contents. In

the Sixth Five-Year Development Plan, under the title of "Social Goal Principles and Policies", principles and policies on family, women and children are included. However, the priority of the department is to strengthen the family institution, which is the main element in the protection and development of national and spiritual values, and therefore in consolidation of national unity and solidarity in all respects. In the annual program of the same development program, apart from increasing the education level of women and increasing the participation in the labor force, home-based work, women's entrepreneurship and violence within the family are included.

In the human resources development section of the Seventh Five-Year Development Plan (1996-2000), under the subtitle of population and family planning, the issue of women is again among the headings of family and children, and intangible expressions that will be summarized as improving the negative conditions of women in society are included. In the Eighth Five-Year Development Plan (2001-2005), on the other hand, women literacy, women's employment and increase in women's use of health services have been discussed.

2.3. Female Jobs

Social division of labor that separates men and women in the choice of profession is shaped by two regulatory principles. One of them is the "separation principle", which emphasizes the difference between the jobs of women and men; the other is the "hierarchy principle" which emphasizes that men's work is more valuable than women's work (Kergoat,2009). The principle of separation shows its practice in social life with the perception that men are more talented in different areas (such as numerical, technical, management) and women in different areas (such as care, communication, verbal). Bhasin (2003) explains this situation as follows:

Men and women only learn and specialize in skills that are supposed to be gender-appropriate, so that different skills and abilities are created in men and women, which are then attributed to one or the other (male vs. female), and these judgments play a decisive role in their career choices.

23

Correll (2001) also emphasizes that career choice is influenced by gender. According to her, widely shared cultural beliefs about gender roles lead men and women to evaluate themselves differently about their job qualifications.

The main reason for creating these inequalities is evaluated in the context of gender, and gender is stated as "a cultural building where appropriate roles for women and men are produced completely socially" (Scott, 2007: 139-167). In the structure where the behavior of the individual is learned and then staged, men and women exhibit the role that is assigned to him through "learning the role, socialization and internalization" (Connell, 2002: 56-79).

Gender has created the gendering of jobs in the economy, wage inequality, the hierarchy between the public and private spheres, and the classification of women and men. The judiciary, which identifies the role of women in the society with the home and the family, was based on this point of view during the labor division and forced women to participate in the public sphere and the economy as "mothers and wives" (Cohen & Huffman, 2003). The woman, who works both at home and as a wage labor worker, has become demanded on the capital side, taking into account her gender characteristics such as obedience, harmony and patience attributed to her (Cohen & Huffman, 2003).

In this context, although women's employment has increased in the economy, it is observed that the nature and sectoral distribution of jobs are concentrated at certain points. Women workers are generally employed in service jobs called "women's jobs" such as secretariat, nursing, teaching (Giddens & Sutton, 2016: 280), and are pushed under the superior identity of men with the patriarchal authority owned by the state (Morewedge, 1975).

While preparing the ground and the implementation of social roles that constitute the behavior of the individual, the cultural construction teaches the roles of women and men first and then creates an area to be staged (Connell, 2001: 56). The understanding that regulates the fulfillment of the social role that women assume at work or at home is a product of hegemonic masculinity, but also represents the functioning of a patriarchal social order (Connell, 2001: 245). All the female forms in the society exist in a structure that is subject to men. Moreover, it is not easy to get rid of the hegemonic

gripper in the social understanding, where home affairs, childcare and submission to male domination are valued as feminine virtues (Connell, 2001: 251). Even if she participates in the labor market on a paid basis, the majority of domestic labor continues to be on the shoulders of women and the general insensitivity of men in this issue causes women to be more tired in their struggles in business life and stay one step behind (Urhan, 2015: 123).

Along with these, another problem faced by women is the horizontal separation called "glass walls" with limited employment created by professional separation (Urhan, 2015: 137).

With horizontal separation, men and women are employed on the basis of sexist approach (Giddens & Sutton, 2016: 280). While glass walls prevent women from advancing in the workplace, they actually work as a system that tends to lead them to professions where progress is less likely (Cohen &Huffman, 2007). The attributes attributed to men and women have been legitimized, and the characters created by professions or jobs have become interconnected with gender. While qualities such as emotionality, fastidiousness, elaboration, passivity, naiveness are regarded as female traits; qualifications such as planning, ambition, self-esteem, rationality, and physical strength have been accepted as male-specific characteristics. And these have been the factors that shape employment by the employer (Petersen & Morgan,1995). The tendency of women to the types of jobs which they believe to have more chances in professional acquisitions emerges as a result of the social perception created and in a sense shows the acceptance of the majority.

In Turkey, teaching is one of the oldest occupational fields for women. When we look at the training of female teachers from a historical point of view, the doors of the teaching profession were opened for women to be "good mothers" and especially the role of women in raising generations was emphasized (Kandiyoti, 1988).

Turkish women entered the civil service for the first time as a teacher in Ottoman society. This priority of women in teaching profession continues with Atatürk during the Republican period. Atatürk's words "Teachers, the new generation will be your devotion" also emphasizes the importance of teaching in shaping the new generation. this case, women teachers will shape the new generation. In fact, it is true that raising

a child at home and raising students as being a teacher as a profession have lots of things in common, hinting that teaching is one of the most suitable professions for a woman.

What makes women dependent on child care, home services and man's work is not the woman's physiology, but the dominant way of living in society (Atabek, 2002). In Turkey, the difficulties faced by women in workplace and obstacles to the selection of management are closely related to the traditional, economic and socio-cultural structure of our country (Kandiyoti, 1988). Therefore, the teaching profession is first come to mind as the most suitable profession for women in Turkey. The reason for this can be seen as associating the teaching profession with motherhood and associating it with parenting.

Women's work which is outside of the home is often an extension of their work in the family. For example, many women work as kindergarten or primary school teachers or nurse. The professions that require authority, power and supervision are given to men; care, feeding and service-related occupations are assumed to be specific to women (Bhasin, 2003).

According to Tezcan, many motives play a role in the choice of the teaching profession for women (Çelebioğlu, 2017). The aim of women's orientation to teaching profession is;

- For female teachers, love of children plays a crucial role in the choice of this profession. Helping the child's development is closely related with this issue.
- According to the society's view about women's lifestyle and business orientation, the teaching profession is very suitable for women.
- Social security is high in the teaching profession. Therefore, most of the teachers want to be civil servants with state assurance in public institutions.
- It is important that holidays are longer than other professions. Half-day working hours, February breaks, summer holidays provide female teachers to take care of their children at home. These factors make the profession attractive.

Throughout the education process, the ideology of male-dominated society has been reproduced in various ways. Women are directed to occupations that provide more limited economic opportunities and social prestige in the social division of labor. This means that women intensively choose occupations in the areas of reproduction rather than production, which are derivatives and continuation of maternal and feminine roles. Women are advised not to be consumers but to be producers and to participate in economic life. In practice, it is understood that the occupations such as sewing-embroidery, nursing, teaching and secretary are the occupations that the society finds suitable for this gender. However, these occupations are labor-intensive, low-paying occupations that do not mobilize intellectual, creative capacities or prepare individuals for social decision-making processes.

The separation of professions as women's jobs-men's jobs is a result of a totally sexist approach. Women were seen as secondary sources of labor in all societies and in all time frames due to their physical and mental differences and different talent and skill areas. Transmitting the idea that the place of women is the home and providing the women with a suitable pattern and professions to this life limit the area of the woman. Since the traditional, gender-based division of labor caused jobs to be segregated by gender, women also turned to jobs that were parallel to their traditional role. For example, the attribution of the teaching profession to women can be associated with the social roles, as it is seen as the continuation of the role of motherhood and it is considered as a divine profession. Even if the woman wants to be active in working life, first of all she should perform the role of mother, spouse and housewife and then she should enter the identity of working women, and they should also do things in accordance with their "creation" as much as possible in working life. The traditional social structure has imprisoned women for centuries with these and similar myths. By blessing maternity and childcare, these responsibilities engraved into minds like the purpose of the woman's existence. The traditional social structure has not stopped chasing the woman who entered the working life with the modern ages and has classified the jobs according to gender roles and continued to narrow the living space of the woman. (Koenig & Eagly, 2014)

According to Connell (2001), women are largely not involved in occupations like management and business in all countries. But they are overrepresented in unskilled

civil service in all countries. Therefore, there is a direct discrimination that a married woman cannot act independently.

2.4. Career Barriers in Professional Lives of Married Women Teachers

In our society where stereotyped gender roles take place, the problems of married female teachers are overshadowed. Women teachers experience problems both in the family which we can define as private space and in the school and society which we can call as public space.

Main barriers that create disadvantage to the women are physical limitations and women's role in family life in the society. As an example, public and private dichotomy can be given. It affects the differences between male and female career experiences. It creates conflict between the roles related to work life and family, and the fact that housework and childcare are seen as the responsibility of women.

Social beliefs such as "motherhood and being a good wife", which are both cultural and structural aspects of career development and defined as one of the "role traps" for women by Kanter, negatively affect women's process of being a manager, helps to reproduce and maintain barriers (Kanter, 1977).

Women, whose motherhood and good-being roles have been imposed over the years, cannot find time to read and improve themselves, and they keep a distance from in-service training programs, conferences, research and development projects or union organizing activities that can go beyond the ordinary effects of the profession. Women who embrace these traditional roles put their roles in the public sphere as a second plan and consider them to be teachers rather than being managers. In addition, women want to work in high-level managerial positions but they cannot get enough support from their husbands (Ernst, 2003).

In addition, they do not want more successful and intelligent spouses who are paid more than themselves (Çelikten, Şanal &Yeni, 2005). Moreover, women cannot volunteer enthusiastically to work in at distant places, by throwing their families back for work. It can be said that women also have a conflict of role in separating their business and personal lives (Clark, 2000).

Another obstacle for women to have a career is the lack of self-confidence of women. Women's personal preferences such as positioning themselves as mothers and wives and not travelling and working long hours affect their careers. And also, women do not find the task of management appropriate for themselves and they create the glass ceiling barrier to themselves (Hymowitz & Schellhardt, 1986).

Research shows that even women in managerial positions state that they are always pushed to this position, they expect to be pushed, and they do not trust themselves. They need the support or approval of others (spouses, male and female teachers, male administrators) (Evetts, 2000).

Lack of self-confidence of women to become managers leads them to be perceived as passive characters in Turkish society. Therefore, the Turkish culture in which women are grown causes the perception of women as passive personalities. The fact that women who grew up in patriarchal families were never given priority to think and trust themselves, and the impregnation of male hegemony over the years caused them to take place as passive individuals in the society. Women who are interested in education and training for years and whose main professions are labeled as teachers, find education and training more attractive than management. Therefore, they do not look warmly towards their managerial duties and the idea of being a manager (Shakeshaft, 1987). At the same time, it is seen that the attitudes and behaviors of other women significantly affect the perspectives of women on management. In the research, female teachers stated that they do not want to work with female managers. This situation shows itself not only in the field of education, but in every field where women are employed. For example, in Ernst and Young's (2005) research on "Being a Woman at Work", the preferences of women and men on the gender of their managers in the workplace were investigated and out of 1003 respondents, 405 stated that they wanted their managers to be men and 85 wanted to be women. The number of people stating that it is not important whether the manager is male or female is 513. While more than half of the participants did not discriminate against gender, the rest preferred to work with male managers. On the other hand, the majority of women who do not want to work with a female manager reveal an important detail. While 14.66 percent of the men participating in the research prefer their manager to be female, the rate of women who prefer female manager is only 6.8 percent.

Guerrero (2019) stated that it is difficult to accept that female managers are at the same level as the opposite sex at any hierarchy level. It is a very difficult task for female managers to accepted themselves against male managers. Because on the one hand there are traditional responsibilities to be dealt with and on the other hand, the job she is trying to learn, is forcing the woman manager who strives to meet the expectations.

Although there is no legal obstacle, the majority of female teachers are very few in school management, assistant principals and management staff of national education. Due to the social roles and social stereotypes imposed on them, female teachers do not take part in managerial positions. When we look at the data of the Ministry of National Education in January 2018, the rate of female school principal is 8.51%, the rate of deputy head principal is 8.85% and the rate of assistant principal is 23.88. The ratio of female provincial director of national education is 2.47% and the ratio of female district national education director is 0.98% (TUSİAD, 2018). When we think female preschool teacher ratio in Turkey is 94.4% and the rate of female primary school teachers is 64%, we see that women are almost non-existent in the executive position.

Even in the teaching profession, which consist of mostly with women teachers, women are not appointed as managers, as seen in the fact that principals are men. This situation is largely determined by male decision-makers and women cannot object much. Female teachers do not want to be managers either because they are stuck in both the house and the work clamp, or they internalize established values, and they are afraid to take responsibility.

Discipline is among the reasons why men are preferred in school management. Parents prefer male administrators who are a symbol of discipline to bring children into line. The fact that women are accepted as tolerant, forgiving rather than disciplined is considered as an extension of her motherhood duty. It is assumed that the professions which require authority, power and supervision are specific to men while care, feeding and service-related occupations are specific to women (Bhasin, 2003).

In addition to such career barriers and challenges, the reasons why women prefer teaching rather than management are noteworthy. It is emphasized that there are three different motivations in choosing the teaching profession. The first one is external motivation; job guarantee, money, holidays, social security, assignment and comfort.

The second one is internal motivation; satisfaction, desire and love of profession. The third one is selfless motivation; to serve people, society and the country (Yüce, Şahin, Koçer and Kara, 2013). In a study conducted in the UK, there were differences between the reasons for preferring teaching for women and men. Women are influenced by internal reasons while men are influenced by external reasons. For example, while women prefer to work with children, men prefer the job for salary reasons (Johnston, McKeown &McEwen, 1999).

There are various factors that arise from women and their environment which may prevent women from rising to executive positions. In a research in Louisiana, in a school district, males discouraged women to be managers because they thought women lacked the necessary leadership qualities. Moreover, women who want to be managers are not supported by their own institutions or the people in the region they live in, thus making it more difficult for them to enter the system (Growe and Montgomery, 1999).

In their study, Poulpunitha and Murugan (2015) stated that management is generally occupied by men and women can play a very rare role. They emphasized that the importance of women in the field of education cannot be ignored so women should come to the places they deserve.

In social life, it is noteworthy that men and women are in a structure that is determined by the superiority of men over women rather than complementing each other. This distinction and one-sided determination play a decisive role in the public as well as the private lives of individuals. Therefore, it is clear that in the societies where women are taken to the secondary importance, only changing and transforming in a certain area cannot eliminate the inequalities created by gender without a radical change in the whole society (Aktaş, 2013).

CHAPTER 3

**PERCEPTIONS AND EXPERIENCES OF FEMALE TEACHERS
REGARDING THE TEACHING PROFESSION**

In this study, women teachers were asked about their motives in becoming a teacher. As a result of the evaluation of the data, the most important internal and external reasons for teachers to prefer teaching profession have been determined. Under the "external causes" category, "family and environmental impact" constitute the most important reasons. Under the "internal causes" category, the two most stated opinions are "loving children" and "loving teaching".

3.1.   Classification and Evaluation of Motives of Becoming a Teacher

The teaching profession is undoubtedly a profession that has a basic and comprehensive nature. Teachers are active in the development of a country, ensuring tranquility and social peace in the society, socializing individuals, preparing them for social life, bringing the culture and values of the society to young generations, and training qualified manpower, as they play a role in the training of people from all professions (Çelikten, Şanal, & Yeni, 2005). It is therefore no coincidence that critical pedagogues describe the teacher as an "intellectual" or a "cultural worker". This important position of the teaching profession reveals itself as a constant effort to examine the reasons for these preferences of students who prefer education faculties to become teachers.

Studies indicate that occupational preferences are predominantly based on economic factors, thus, occupational preferences of individuals differ from their real interests (Behymer & Cockriel, 1998; Kniveton, 2004). The situation is not different for the

teaching profession, because studies (Boz, Y., & Boz, N 2008; Papanastasiou, 1998) draw attention to the role of external factors in choosing the teaching profession. Findings of previous studies (Bastick, 2000; Boz, Y., & Boz, N. 2008; Saban, 2003) indicate that pre-service teachers' profession preferences are shaped based on factors in two main categories. These are expressed as internal reasons such as loving the profession, children, people, being interested in the job and thinking that they are talented, and as external reasons such as job guarantee, long vacation, social security and appointment conditions. Occupational preference reasons also vary due to the different social, cultural and economic structures of societies. For example, a study conducted by Papanastasiou (1997) on primary school teacher candidates in the USA and Cyprus has shown that internal factors in the USA and external factors in Cyprus are expressed as the strongest reason for preference. In general, it is observed that internal or altruistic reasons are more effective in developed and high-welfare societies and external preference reasons are more effective in developing societies (Bastick, 2000).

The findings of another study conducted in Cyprus showed that the strongest preference was the rapid employment after graduation, as an external factor. Similarly, Bastick (2000) found that external factors are of primary importance on Jamaican prospective teachers, followed by altruistic and internal reasons, and he stated that these findings are in line with the trend in developing countries. Boz Y., & Boz, N. (2008) examined the reasons why secondary school chemistry and mathematics teacher candidates, studying at two different universities in Ankara, preferred teaching and stated that external reasons were the strongest determinant, followed by internal and self-sacrificing reasons. However, it is known that other studies conducted in different contexts and times yield different results. While Saban's (2003) study indicates that self-sacrifice and external factors are more dominant than internal factors, a study conducted by Özbek, Kahyaoğlu& Özgen (2007) showed that factors related to personal preference are more dominant than economic and social factors.

In addition, it has been stated in many studies that teaching is perceived as a "female profession" and preferred by women (Foster & Newman, 2005; Johnston, McKeown& McEwen, 1999; Saban, 2003). In many studies conducted abroad, especially in England, this situation has been expressed as the "feminization" of the profession. In

a study conducted in Ontario, Canada, it was stated that the proportion of male primary school teachers fell below one tenth (Parr, Gosse & Allison, 2008). Therefore, the psychological pressure that emerges when the men participating in the teacher training program perceive themselves as entering a field belonging to women or being negatively labeled by women, reflected in the research results (Mulholland & Hansen, 2003). Studies conducted in Turkey (Şahin,2008) show that approximately two-thirds of the classroom teacher candidates are women. Saban's (2003) study emphasizes that women rely more on altruistic and internal reasons than men in their career preferences. Similarly, a study by Johnston, McKeown &McEwen (1999) in England; women are affected more by internal factors and men by external factors in their choice of teaching profession, so it shows that there is a significant difference between men and women in terms of "working with children" and the "salary factor". In other words, while women care more about working with children than men, men care more about the salary factor than women. A study aiming to examine the factors that lead men to choose the teaching profession in Australia (Mulholland & Hansen, 2003) revealed that the participants think that the teaching profession can be preferred provided that they have a good working environment. In the study, it is stated that parents are an important factor in choosing the teaching profession for men. There are scarcely any studies examining how people's preferences change in the teacher training program. A study conducted by Sinclair (2008) shows that although the commitment to the profession and motivation partially changed thanks to the lessons in the first year of the teacher training process, the practice of school experience is a more effective factor on people's commitment to the profession and motivation.

In today's world, it has been the subject of many studies to investigate the reasons for choosing the teaching profession at the point of career. These researches describe the reasons for choosing teaching and examine the teaching profession from various perspectives. (Taylor, 2006; Watt & Richardson, 2007).

Besides the individual interests and attitudes, the positive sides of the profession are effective in deciding the teaching profession (Johnston, Mckeown & Mcewen, 1999). This situation shows that multiple factors are effective in choosing the teaching profession. The results of the research basically point to the elements that can be gathered in three categories, choosing teaching as a profession; a) external reasons

such as salary, long holidays; b) intrinsic reasons such as interest, personal experience and intellectual satisfaction; and c) altruistic view, such as the desire to contribute to the development of another individual (Brookhart & Freeman, 1992).

Weisgram, Bigler and Liben (2010) state that individuals are willing to do the professions that society deems appropriate for the gender of women and men due to the idea of social support. While the society expects women to carry out instructive, psychological aspects such as nursing, teaching, and airline stewardship, it requires men to perform professions such as policing, firefighting and engineering, requiring power and authority (Bhasin, 2003).

Female teachers were encouraged and guided by their families when choosing their profession. We can mention that the most important reason for this guidance of families is that teaching is seen as a "woman profession" by the society. According to the teachers participating in the interview, it is seen that the roles of motherhood, housewife, and responsibility for the family are embraced by women and these roles are primarily effective in choosing a profession. In addition, it can be said from the discourses of female teachers that this orientation can turn into "pressure" in certain situations.

One of the most important factors for educational activities to achieve the desired goal and for students to gain desired behaviors is the teacher (Arslan, 2013). Teaching is always among the most popular professions. Many and various reasons may be effective for people to choose the teaching profession. Among these reasons, the possibility of finding a job, future guarantee, positive view of the profession in society and many other factors can be listed. When the relevant literature is examined, there are many studies on this subject (Sinclair, 2008; Richardson and Watt, 2005) draw attention. For example, in the study conducted by Çermik, Doğan, and Şahin (2010), it was concluded that the pre-service teachers' reasons for choosing the teaching profession were multidimensional. Studies in this field draw attention to three dimensions in the selection of the teaching profession: (1) the reasons related to the fact that teaching is a socially important job, the desire to help children succeed, and the desire to help the development of the society (2) the activity of teaching children, the subject area and the use of expertise. areas of interest (3) vacation, status etc.

related reasons (Kyriacou & Coulthard, 2000). When the relevant literature on this subject is examined, it is observed that there have been many studies conducted in different education systems to determine the reasons for choosing the teaching profession, and these studies examine the subject from different angles. For example, Rots, Aelterman, Devos, and Vlerick (2010) focused on how teacher education graduates (n = 436) decided to become teachers in their study, examining the relationship between teacher education and graduates' choice of employment, and proved the relationship between these two variables. Sinclair (2008) investigates the factors that motivate pre-service teachers to become classroom teachers, and determines the major factors as their commitment to teaching, motivation towards the profession, evaluating their own characteristics in a positive way, their ability to become a teacher and working with children.

Considering that teaching is considered as a professional profession in every society, the reasons for pre-service teachers to choose the teaching profession have always been a topic studied by researchers in different education systems. Brown (1992), in a study he conducted in Jamaica, investigated the reasons for choosing the teaching profession of first grade students in the faculty of education and the results showed that altruistic reasons are generally effective in choosing the profession. In a similar study, Kyriacou, Hultgren, and Stephens (1999) investigated the reasons why teacher candidates want to be teachers in England and Norway with their research. In the study, in which 105 teacher candidates from Norway and 112 from England participated in the study, the opinions of the candidates were collected through a questionnaire, and also 12 teacher candidates were interviewed. The results of the study showed that the pre-service teachers who participated in the study love the subject they will teach, love working with children and give them the opportunity to use subject areas are very influential factors in choosing teaching. In addition, teacher candidates in England stated that longer holidays and working hours, while teacher candidates in Norway stated that their desire to help children be successful and their liking to classroom teaching activities were effective in choosing the teaching profession. In a collaborative study, Kyriacou and Coulthard (2000) aimed to determine the pre-service teachers' views on teaching as a career choice. In the study, in which 298 pre-service teachers participated, the candidates were grouped into three groups: (1) pre-service teachers who never thought about teaching (n = 40), (2) those who thought about

teaching (n = 40) and (3) those who were undecided about teaching (n = 155). In the study, it was observed that the candidates marked the "finding teaching as a profession fun" factor among the 20 factors given to them in the survey. Mtika and Gates (2011), in their qualitative research using interview technique, aimed to determine the perceptions of secondary school teacher candidates about the teaching profession and their perspective on choosing a teacher education program in Malawi. They based the research on data obtained from interviews with 14 teacher candidates. Three questions were asked to the candidates during the interview process: 1. Why did you participate in the current education program? 2. Do you think to be a teacher or not? 3. What do you think about the teaching profession? Different databases were created for these three questions and some interesting results were obtained as a result of the analysis. The findings of the research showed that the teacher candidates preferred the teaching profession for many different reasons and thought of the teaching profession in different ways such as the ability to increase knowledge and a low-status profession. In another study, Richardson and Watt (2005) investigated the reasons for graduates to choose teaching as a profession and conducted a screening study with 74 pre-service teachers who attended a pre-service teacher education program in a university in Melbourne, Australia. Interesting results have emerged as a result of the analysis of the data obtained with the help of open-ended questions, which are used to provide both closed-ended and rich information, especially family and responsibility conditions have been the reasons that attract many participants to the profession. Another striking result of the study is that although they are aware of the psychological and social demands of the teaching, the answers of the participants showed a consensus on the satisfactory nature of the teaching. Tomšik (2016) investigated types of motivation and their importance in students' choosing teaching as a profession. In the study, he worked with 324 first-year pre-service teachers, and in addition to the statistical findings, some results similar to the results of other studies on this subject were also mentioned. For example, research findings have shown that students who choose the teaching profession are interested in working with children and young people, which has been identified in many studies. Krečič and Grmek (2005) similarly tried to determine the reasons for pre-service teachers (n = 237) to choose the teaching profession in their study in Slovenija, Maribor. In their studies, among the reasons for choosing teaching, the most frequently stated dimension by the candidates was self-

assessment, and significant differences were found between the opinions of students from different disciplines. Manuel and Hughes (2006), on the other hand, in a study they conducted in Australia, investigated the factors that affect the candidates' choice of the teaching profession. The data they gathered from the questionnaire indicated that most of the candidates had a personal willingness to work with young people and engage in a subject area.

From more studies on the teaching profession, the reasons for choosing the profession or the factors motivating the profession. Öztürk and Kılınç (2014) applied a 31-item questionnaire to students (n = 439) of Gazi University Gazi Education Faculty Primary Education Department in their study, in which they aimed to describe the reasons for pre-service teachers to choose teaching as a profession. The results of the study showed that the reasons for students to choose the profession differ significantly according to the variables of having a relative of the teacher, the department they studied and the department they studied in the university entrance exam. The study of Orhan and Ok (2014) analyzed the main factors affecting the entrance characteristics, attitudes and attitudes towards the teaching profession of first grade teacher candidates (n = 312) who preferred teacher training programs. In the study, it was found that the gender of the teacher candidates, their teaching departments, whether they want to be a teacher, their satisfaction with their departments and country conditions, and their general life satisfaction significantly affect their attitudes towards teaching. In the study, it was also determined that the educational status of the teacher candidates' parents, the type of high school they graduated from, and the presence of teachers in their families did not affect their attitudes towards teaching. With a slightly different study than others, Padhy, Emo, Djira, and Deokar (2015) conducted a study based on the analysis of factors affecting teaching as a career choice in America, they worked with 458 students in their research, and as a result of the analysis of the data, 10 motivation variables to choose the teaching profession were determined. They concluded that it is effective. Bursal and Buldur (2016) also investigated 477 prospective teachers' expectations for their professional future and the level of influence of altruistic, internal and external factors on their teaching profession preferences. The results of the study showed that the candidates were affected by altruism, internal and external factors, respectively, in their choice of teaching profession.

So far, it has been observed that many studies have been conducted focusing on the effective reasons for choosing the teaching profession and the profession, and these studies frequently use quantitative research methods in a methodological sense and use various scales to get students' opinions on this issue. Watt & Richardson (2007) also structured a similar research on the reasons for candidates to choose teaching profession. The researchers pointed out that the Effective Factors in Choosing the Teaching Profession Scale, which they also used and developed by Watt and Richardson in 2007, was also used in studies conducted in different education systems, and this scale showed a good validity-reliability structure in different sample groups.

The main purpose of the education system is to train qualified manpower of that country and to provide citizenship education to its citizens. The strategic person who will give citizenship education is the teacher. Teachers are engineers, doctors, lawyers, teachers, military, police, drivers, in short, people who train manpower serving in all segments of society. The quality of the new generations will undoubtedly be identical with the quality of the teacher who raised them (Çelikten, Şanal, & Yeni, 2005).

The need for teacher training is currently met by education faculties. The quality of the teachers to be trained is of great importance. For this purpose, considering the interests, abilities and wishes of the candidates to be selected for education faculties is important in terms of quality and efficiency. Because the success of an individual in a certain profession is closely related to whether he / she has proficiency related to the profession or not (Yazıcı, 2009). This may be about choosing the right profession. The choice of profession is expressed as an individual's decision on one of his preferred professions and making an effort to prepare for it. The profession chosen is the most important factor that determines the lifestyle of the person. Because the chosen profession determines whether a person will be successful in his / her working life and where he / she will sit and interact with whom in the future (Kuzgun, 2004: 6).

The main priority in choosing a profession is to be able to get a job in a short time (Çeliköz & Çetin, 2004). However, individuals who prefer the teaching profession are expected to have sufficient sensitivity towards the people they will serve. This sensitivity is associated with personal characteristics. The sensitivity levels of those who choose the teaching profession significantly affect their own mental health.

39

Because profession is an endeavor not only to meet economic needs but also to provide psycho-social development and satisfaction (Yazıcı, 2009).

Teacher candidates choose the teaching profession for personal, social or economic reasons. It is expected that teacher education will affect these thoughts in a positive or negative way. Studies indicate that pre-service teachers' profession preferences are shaped by different factors. According to Bastick (2000: 347), it is seen that among these factors, internal or altruistic reasons are more effective in developed societies with high welfare level, and external preference reasons are more effective in developing societies, as it is also supported by the current findings.

Övet (2006) named the factors affecting the preference in four different categories as "awareness, assurance, ideal and influence" in his study on the reasons for pre-service teachers to choose teaching. Statements such as "I chose it because I think I have the skills required by this profession", "I chose it because I believe it will give me happiness" are under the "consciousness" factor. Expressions such as "I chose it because it has job security", "I chose it because it has social security" are under the "assurance" factor; expressions such as "I chose other departments because my grades were not enough in the university entrance", "I chose it because it is my ideal profession" are under the "ideal" factor; expressions such as "I chose someone from my family because he is a teacher", "I chose someone from my close circle because he is a teacher" were also examined under the "influence" factor.

According to Fuller (1969), when teacher candidates who prefer teaching as a profession come to teacher training institutions, they start to develop many concerns about this profession that requires expertise. Due to their role as teachers, they will assume various responsibilities towards the school administration, students and students' families. These responsibilities cause pre-service teachers to have some concerns about the profession.

According to Fuller (1969), prospective teachers' anxieties about the profession concentrate at certain points at certain times, and these concerns can be grouped under three groups as student-centered anxieties, task-centered anxieties, and self-centered anxieties. Students are the focus of student-centered concerns. A prospective teacher with student-centered concerns is more student-centered in his thinking and design

regarding teaching. That is, he begins to wonder and research how best to meet the mental, emotional and social needs of each student. The focus of self-centered concerns is the individual. A pre-service teacher who has self-centered concerns worries about whether he will be able to continue his teaching profession successfully and is therefore constantly under intense stress. The focus of task-centered concerns is the teaching task of the individual. A pre-service teacher who has task-centered concerns is worried about being a good teacher and therefore begins to search for new teaching methods, materials and tools that he can use in his field.

In general, the concept of class and experience has been included in studies on professional anxiety. As an experience, teacher candidates' school experiences (internships) are mentioned in teacher training institutions. Teacher candidates do not worry at all because they have not yet fully encountered the "teaching" reality in the first years of the education process. Over time, they start to feel anxious about themselves. This includes concerns about what others think of, whether they are able to teach or not. Following this, his worries about teaching (like planning the lesson, managing time) begin. Self-centered anxieties about the teaching process can be called as immature concerns (Parsons, 1972). In the last stage, which is the most mature of the stages, concerns about the student are mentioned. Fuller (1969) made suggestions for these concerns to develop and move towards the final stage, the student, and mentioned various early field experiences (internships) for teachers. Thanks to internships, prospective teachers will encounter the reality of teaching earlier. Thus, it was predicted that they would start to develop concerns about student needs earlier.

In line with the extant literature, in our study conducted in Turkey, in terms of internal factors, it might be seen that individuals with altruistic motives and individuals who love spending time with children usually prefer teaching as a profession more. Individuals who internally love lessons and teaching also appear to prefer being a teacher. As Turkey is still a developing country in terms of economic conditions, it is also true that external factors play a more apparent role than the internal factors, while choosing the profession. One of the prominent concepts in these interviews are the concepts of "family pressure" and "society pressure". In fact, an important part of participants emphasized the fact that they choose this profession because of their family. "My mother thought that I would be more comfortable in this profession when

41

I become a mother in my future life or they said, teaching is a female profession. You will be comfortable if you have a job in the state." (Sare)

Some of the married women teachers stated that they preferred their profession because of being women. In their thinking in this way, the evaluation of the teaching profession as a "women's profession" in the society has a large share. They preferred this profession because they wanted to spend more time with their families. Being a teacher for them allows them to spend enough time for their families. Some of the teachers who participated in the interview stated that they can spend enough time with their families due to working hours. According to the teachers the appropriate working hours are the most important motivation factor in choosing the teaching profession. For instance, in the citation below, the major apparent concept is the "working conditions" concept.

> When I first entered the university, I didn't actually want to teach. That's why I chose the American philology. But then I thought as a working condition teaching might be more suitable for me. Because when I got married, I was studying my 2nd university. I thought teaching might be more appropriate in terms of working hours. But I did not choose teaching as a first choice at university. If I worked in a normal shift, I had no chance to leave earlier than 6 p.m. But if I work at a school, I could have a chance to leave at around 4 p.m. and 4.30 p.m. (Hatice)

Other factors showing themselves in the interviews is the "teacher role models" and familiarity towards the profession as individuals are mostly familiar with teacher role models starting from childhood. It is also common for individuals to have an admiration towards teachers especially at the times when they just started primary school. This admiration may also lead their later choices in life of becoming a teacher. "The profession I was most familiar with was teaching. In addition, my teachers who were successful in their profession also had an impact on my choice of this profession." (Ezgi)

Some teachers, on the other hand, chose this profession without any role model, only with a desire from childhood because they love teaching. One of the teachers argues that she never thought of herself as a doctor or an engineer. Ever since she was a kid, she always found herself teaching a lesson in front of a little board. She was saying she would be a teacher. It happened that way too. (Beren)

It is also possible for teaching to be the childhood dream of the participants. "My dream since childhood. That's why I chose it. The factors that affect my dream are that there are many teacher relatives in my family and I have met two teachers who touched my life very well." (Tuğba)

"Altruistic factors" are one of the most important reasons for choosing the teaching profession (Sinclair, Dowson & McInerney, 2006). Internal and altruistic reasons include seeing teaching as a socially valuable and important job. Opportunity to serve others (help-support), to make a difference in children's lives or to contribute to the society (to raise awareness) supports the individual's altruistic view. Some of the teachers participating in the research stated that they preferred the profession of teaching because of altruistic factors as follows. "It made me very happy to be able to open up horizons and be role models in other people. I think I made the right choice." (Elif)

"Love of lesson" is another important source of intrinsic motivation for them to prefer teaching profession. Some teachers have stated that love for lessons is the most important reason for choosing the teaching profession.

> I love teaching, touching, educating. In addition, I love English. Being to teach English attracted me. When I was studying as a student at TED, I decided to do this job in a private school in secondary school because I was very impressed with my English teachers. (Kezban)

Besides love of lesson, "love of children" is also a prominent reason for choosing the profession. "Because I find myself more suitable, because I love children. That's why I preferred primary school teaching." (Şeyda)

Having teaching experience is another important factor in choosing teachers' profession, which might also be related to the familiarity concept. Experiences such as working with children and giving private lessons were also effective in choosing teaching as a profession.

One female teacher who participated in the interview stated that she preferred to be a teacher because of her university entrance score and it was an unconscious choice. But when she started doing the profession, she said that she started to love her profession.

43

In fact, I did not choose very consciously. A list of preferences was created completely according to my score and I was guided in this way. In fact, I was not happy at my first year at university. I started teaching as a trainee in the second year of the university. I wanted to work as a teacher in a classroom. After doing it, I liked this profession and I actually understood why I chose it. (Elif)

Following their motivation in choosing the profession, the teachers were asked to evaluate their choices. Due to the education system, it is also possible that people choose teaching not consciously but by coincidence. For instance, it is possible for the participants the grade that get from the entrance exam might not be sufficient for other departments so they prefer teaching, or they might not want to go to a different city and they may prefer choosing a teaching department in their own city.

As I said, it was not a very conscious choice at first. In my first year, the teachers who were happy to be teachers seemed strange to me, but later I started to say 'fortunately I am a teacher'. When I took a break for two years, I turned into a person crying and missing my students even on teachers' day. And I said 'fortunately, teaching is my profession. (Zeliha)

It is also apparent that teaching is difficult at the beginning, especially at the point of communicating effectively with students.

7 out of 17 women teachers question their choices due to recruitment problems, low status, negative working conditions and parents' expectations. Here, it is apparent that the participant's inner motivation for the profession has been harmed by the external conditions:

I think that I am getting away from my goals and ideals about my profession day by day. That's why I question my choice. It is actually because of recruitment negotiations. This is the main reason why I feel bad. For example, in the recruitment interview I come across a question like this: 'Do you think of having a child?' I am having this questioning when I encounter such questions. (Ezgi)

Meanwhile, for the participant below, external factors were the motivation for becoming a teacher but these factors have changed in a disadvantageous way over the years.

I would definitely not choose teaching in today's conditions. When I started 14 years ago, parents' perspective on teaching and children's respect for their teachers were much different. Managers were different. At that time, when I first started there were not so many colleges, and there wasn't much

44

competition. When this is the case, we are more concerned about how and what we can do better with education than parents and students. Currently, concerns are a bit more commercial. So if I had a choice today, I wouldn't choose teaching. (Hatice)

It is apparent that adaptation to the marriage is among the primary factors for women, for choosing teaching as a profession.

The big reason I chose to be a teacher was that I turned to this profession after marriage. Because there are working hours deemed appropriate for us, or I can say that I chose to be a teacher because it is financially better than most professions. (Yaprak)

Excitement of the profession is another factor, as teachers communicate with different students each year and as their life is no stable and boring.

When I first started my career, I was much more excited in the first years. In fact, you can renew your excitement every year when new children and little students come. But in the first years, while tolerating parents more, it is very difficult to really tolerate some requests. Because now they are starting to expect everything from you. This is tiring. Frankly, I can not predict how tiring it will be in my 16th year. For example, you are going home, at 11 am of the night, the parents send a message to you. 'Will we pop corn tomorrow'. These are a little tiring. (Şeyda)

The findings indicate that not every teacher is idealist, but idealist people may mostly prefer teaching as a profession as their inner motivation and satisfaction involved within the profession.

I was very idealist at first. I started with the teaching life as I experienced. I tried to implement what I saw and said I would be much strict but as a result of my life I lost a little bit of my idealism. Of course, it stems from my change of school. I changed. Because there were different rules and disciplines in different schools. So I can say that I was a bit more school and student oriented. I couldn't follow my own rules. (Ceyda)

Teaching profession is a profession in which women work more intensively. It is observed that many professions, which were generally carried out by men in the past, were performed by women today.

Terzi and Tezci (2007) found that students' attitudes towards teaching profession differ significantly according to gender in their study on the attitudes of education faculty students towards the teaching profession. The average of attitudes scores of female students about teaching profession was higher than male students. As a result of the

45

research, the perceptions about the working and living conditions of the teaching profession are in line with the understanding that the profession is more suitable for women. In their study, Terzi and Tezci (2007) also found findings that women preferred the teaching profession more in different countries.

In the majority of the world, the vast majority of primary education teachers are women, and the number decreases gradually towards the upper levels. The teaching profession is one of the oldest profession in the field for women in Turkey, it carries the first public professional property and it has the first public occupation feature.

3.2.   Gender and Teaching Profession

Together with the high status of the teaching profession in the first years of the Republic has decreased gradually, the low wages of the profession, the fact that the profession is generally regarded as a women's profession, the lack of effective professional organizations of teachers, political effects and the selection of teachers from other sources affect the choice of the teaching profession (Tok, 1995). The reason why women prefer teaching profession more can be seen as the similarity and harmony between teaching profession and child rearing. In addition, the teaching profession is a profession that exists in the nature of the woman and integrates with the way the woman is raised. Because the female teacher is a mother. Therefore, the development of the child is at the forefront for her. When we look at the identity of teaching, it is the most suitable profession for women. Because the teacher; is a tutorial that will show a real life to the child, an educator that will provide the child certain information and knowledge, a socializer that prepares the child for society, a fuser that brings the school, family and environment together. Regarding this issue, one of the teachers participating in the research stated that she put her students in her own child's place and behaved accordingly.

Contrary to the general belief that women are more prone to teaching profession, Aslim (2013) says that male and female teacher candidates who will become primary teachers have similar attitudes towards their professions. In connection with this view, some of the teachers participating in the research stated that there is no difference between men and women in the practice of the teaching profession. "I don't think gender makes a difference." (Jale)

Some of the teachers stated that the profession does not have a gender-specific aspect, and that teaching can be done regardless of men or women, and working hours are not so important. They stated that the most important thing is to love the profession and the profession should be chosen according to the character. "Since male teachers have different perspectives, they can look at teaching from a very different dimension and gives a magic touch." (Sare)

One of the teachers interviewed stated that social perception is shaped according to the branch, especially female teachers working with a young age group are thought to be more successful, but she does not agree with this idea.

Some of the teachers stated that the perception of the female teacher and male teacher specific to the branch could occur. They stated that women encounter less difficulties in pre-school and males have less problems in high schools.

However, Nazlı teacher criticized the idea that male teachers are seen to be more successful than female teachers in certain branches.

> In certain branches, male teachers are more likely to be preferred. For example, the mathematician should be male or male mathematicians gives maths class better. As in every field, I think we have a situation of being pushed back a bit in this field as well. (Nazlı)

Saracaloğlu, Serin, Bozkurt & Serin (2004) stated that women's perceptions about the working and living conditions of the teaching profession are in line with the understanding that the profession is more suitable for women. In connection with this idea, one of the teacher expressed her opinion by saying that teaching is a "women profession" as the working hours are fixed. That is, teaching profession gives opportunity to their private life. "I used to work in the lodging industry. My phone was ringing at 4 am. My husband was disturbed by this situation. That's why I switched to teaching." (Yaprak)

Some of the teachers stated that they did not have difficulty in teaching as a woman. Because of this reason women prefer teaching profession more. "As a female, I did not have any additional problems." (Hatice)

Teaching is one of the top occupations of the occupational groups in which women work intensively. Teaching has been accepted as an extension of the maternal duty imposed on women, a profession that women can do even in the most conservative and closed societies. One of the professions where women work equally with men is teaching. One of the teachers participating in the interview expressed this situation as follows:

> Teaching is a profession led by women. Because there was something in the mindset of our society in the past. Teaching was half a day occupation. The girl will take care of her home as well, she has to take care of her child. She should also take care of her husband. She works half a day and goes to school. School is also one of the most reliable places. It fits both the bigoted family structure and fit the multicultural, different, marginal thinking family structure. It is a common profession. She will both earn money and take care of her house, food and care of her child for half a day. This idea was transferred from generation to generation. That is just the way it goes. It is still the same. (Kezban)

In the classroom, the teacher may face many student behaviors that do not parallel their expectations. At such times, the teacher should not be angry immediately, be tolerant and patient, and try to understand the students. Two of the teachers participating in the research said these sentences on problem solving, being caring and being patient, and added that these attitudes are more common among women.

> I think the teacher should be a woman. Male teachers are also being liked, but due to the hormones of the woman, 24 students in the classroom sometimes exceed the tolerance limit, the female teacher may think that they are child and small. But the male teacher sometimes cannot tolerate his own child. He shouts. (Beren)

As a natural consequence of the perception of gender-based division of labor, women concentrate on low status jobs that are considered to be "suitable for women" and do not require qualification (TÜİK, 2006). A teacher on this topic shows materiality/earnings as the reason why men do not prefer low status professions.

> Teaching is considered a women's profession because I think it does not satisfy a man as a gain. First of all, I think that men do not prefer teaching because of this reason. Secondly, since it needs maternal instinct teaching suits women more. (Jülide)

Many factors, usually the positive aspects of the profession, play a role in the selection of the teaching profession. The tendency of women to the teaching profession can be explained as follows:

Child love plays an important role in female teachers choosing the profession, and helping children develop is included in this context.

- The perspective of the society on the lifestyle of women and business orientations are appropriate for the profession.
- The fact that the holidays are long and the working hours are suitable enables to allocate time for private life.
- The desire to be a civil servant with state assurance in public institutions ensures trust in the teaching profession.

Although discrimination and problems faced by women in working life are also valid for women working in the education sector, it is not possible to talk about discrimination against women, especially in the public sector, in this field. On the contrary, women are encouraged to become teachers, since the teaching profession is considered a suitable job for women. Usluer (2000) emphasizes that it is not a coincidence that the professions such as midwifery, nursing, and teaching, which are considered as extensions of motherhood are preferred by women. This is a reflection of gender discrimination in business life in the patriarchal order.

One of the most important causes of gender discrimination in working life is the socially shaped roles given to the woman because of her biological difference. During the socialization process, the behavior of girls to be docile, soft and selfless is reinforced. In contrast, the behavior of boys to be competitor, confident and sociable is reinforced. Apparently, this affects the difference in education, the types of free activities for girls and boys, and therefore the areas where they can develop their potential, further their career choice and professional life.

While men turn to professions such as power, the control of nature or entrepreneur, women turn to "relational" areas; they turn to professions for education, social and health purposes.

On the other hand, women in social conditioning tend to do certain jobs. Therefore, women can choose jobs in which they can have more flexible time periods, but with lower earnings or fewer opportunities, to be closer to home and / or their children. It is also stated that women prefer working in the service sector where they will deal with

49

people to the production sector, which requires working with objects (Chafetz, 1990: 51).

Depending on the sexist division of labor, women's work is often a continuation of domestic work. There is a pre-acceptance that occupations requiring authority and power are unique to men; caring, nutrition and service-related professions are specific to women (Bhasin, 2003).

In addition, according to the dual role approach, women are ready to work with low wages because they do not have big goals. They are only willing to have enough money for the sake of their children. They do not mind getting paid much less than male employees. This theory emphasizes that the choice of gender-based professions is usual. It advocates that men should be in working life, but women should fulfill their duties and responsibilities at home. This theory, which argues that women have to pause their jobs for reasons such as childbirth and childcare, and that they are more inadequate than men, also meets job inequalities as usual (Metz and Tharaneou, 2001).

The majority of the participants stated that they thought being a woman had an advantage in terms of teaching profession. According to the participants, being a woman adds some added value to the profession of teaching, such as maternity, compassion, emotionality, empathy, elaboration, dedication and better communication with students.

3.2.1. Increasing Roles of Women and Work-Life Balance

"Status is defined as a position or function that is occupied by a person at a given time, and the role is the behavior expected of an individual who occupies a status" (Linton, 2010). For example, if an individual is a mother or a father, it means that he gains a new status in social life. After achieving this status, if the person exhibits the behavior expected from him, it means that he performs his role.

The concept of role is a social concept that includes the position of the individual and the responsibilities and privileges related to this position. Gender roles refer to the roles imposed on women and men.

According to the traditional view of patriarchal thinking, it is seen as women who are primarily held responsible for the daily work of the family. In this context, work-family life balance is mostly considered as the problem of women. While it is easy to use time and energy for the family for non-working women, it is difficult for the working woman to maintain the balance of work and family in countries where traditional gender roles are common. Working women who want to perform both roles adequately make more efforts to achieve balance. However, sometimes all these efforts are not sufficient for balance.

The fact that working women take responsibility for family life and work life can bring difficulties for them. When she focuses on working life, she can sacrifice the responsibilities of the spouse and mother roles in the family. On the other hand, when she gives weight to her family life, she may not be able to show her desired performance in working life.

The fact that the woman prioritizes her family life leaves her to be a second-class employee in her business life, while her emphasis on her business life makes her compromise on her traditional sacred duty, "good mother" and "good wife". Thus, the woman fights great battles in an effort to balance the responsibilities of work life and family life.

As well as working and working conditions for women affect family life, family structure and responsibilities affect women more than men in business life. Although the woman works in an income generating job outside the home, the gender-based division of labor continues to exist, and this dual role of the woman (working woman / housewife) generally affects each other negatively. "Since the resources owned by the individual (such as time, attention, energy) are limited, more resources spent for one role reduce or decrease the quality of the resources to be spent for the other role. The individual's multiple roles (such as work and family) cause conflicts and stress that negatively affect the quality of life" (Greenhaus & Powell, 2003).

Work and family conflict is widely discussed in the literature in 3 groups in terms of structural differences and characteristics that cause conflict. These are "time-based conflict, tension-based conflict and behavior-based conflict" (Greenhaus & Beutell, 1985: 77). Later, one more type of conflict was added to these three types of conflict

and it was called psychological based conflict (Van Steenbergen, Ellemers &Mooijaart, 2007).

Time- based conflict is a type of conflict caused by the time that individuals spend to fulfill a role, not having time to fulfill the expectations and responsibilities of other roles. "Time-based conflict occurs when the time-related demands of one role cannot compete with the temporal demands of the other role" (Greenhaus & Beutell 1985: 80). Time-based work-family conflict may be due to the excessive and irregular time allocated to the work, inelastic work schedule, and the work of both spouses.

Related to this issue, one of the teachers in the interview give her opinions on the theme of "not having enough time for the family". She stated that she does not have enough time at home due to the intensive working conditions at her workplaces.

> Sometimes we experience problems in our busy weeks. For example, I can not cook at home during my busy weeks at school. I expect support from my husband, mother or mother-in-law. Or my laundry may go wrong. My work at home was disorganized that week. I cannot carry out at the same time. Or if I had a problem at home, I had an illness, this could be reflected at school. (Elif)

When the answers of the teachers participating in the interview were examined, several teachers gave their opinions to the theme of "decreasing the energy of working at home". They stated that they were very tired because of the situations they encountered in their workplaces, and therefore their energy was exhausted at home.

> You are dealing with many problems of children at school. They have a fever, lose their shoes, loses their coat. You are interested in all of them. You have to find them. Parent is calling you about these. While consuming so much at school, you do not have any energy at home. (Şeyda)

It is also apparent from the answers that there are intense expectations from teachers.

> There is a lot of expectation because we are a private school teacher. We actually spend most of our energy in school and children. Our energy is not left to our home life too much. Therefore, although female teachers are very good as a qualification in school life, they cannot show the same qualification in their homes. Her interest in her children and spouse and the time she spent with them is more limited and there is no energy left. (Tuğba)

Despite women might prefer teaching to balance their work and private life, it is also true that sometimes teachers are not able to find the balance between their home duties and teaching duties.

> I think I have done both as much as I can. Sometimes I may not be able to suffice home. Because I would work harder in the previous years. When I was an IB teacher, I used to work very hard and brought home a lot of work. I may not have been able to do my duties at that time. Most likely I wasn't doing it. (Jale)

Women live in a tiring tempo between home and work and try to fulfill their responsibilities under the pressure of using time efficiently. In this process, the existence of unfinished or waiting jobs at home stress participants out at the end of their working hours. The participants stated that they do not allow the jobs left in the house to hinder their responsibilities in the workplace, but they feel fatigue, and try to arrange their works without losing time.

> I think I fulfill my professional responsibilities more. I sometimes postpone my responsibilities at home or my private life for my profession. If I have not been able to read my exams and have an iron at home, my priority is to complete the exams. If I can finish the exams, I will make the iron if the time remains, even though I am very tired. If my exams are not over, I will finish my exams before I get sleepy. My private life or my job at home is my priority after my job. (Yaprak)

The working woman must both prove herself and fulfill the job performances required by her work life. In addition, they may also have to perform their traditional roles. Incompatibility between responsibilities required by both environments leads to role conflict in working women (Kunt, 2011: 36–37). Every role wants time for itself. This may cause working women to be under heavy burden, conflict of roles and confusion.

> From time to time, there are times when I think I can not suffice both. When I am very busy at school, I do not think that I can keep up with the work at home, nor do I think I can do it at school. Because both are the same jobs that require the same attention, the same care and responsibility. One is being a wife, being a mother. The other is teaching. In all of them, you are responsible for someone. That's why I'm trying to make it the best I can. (Hatice)

When we look at the relationship between work-family conflict; an individual who is highly committed to her job is expected to devote more time to her job to fulfill her obligations, and therefore unable to perform the family role properly, so it may inevitable to face work-family conflict. "I think I fulfilled my responsibilities both in

my professional life and my private life. But my professional life is one step ahead. I can make concessions from my private life, but I cannot make it from my professional life." (Beren)

When role expectations in business and family areas often show incompatibility, it is inevitable for individuals to experience role conflict (Michel, Kotrba, Mitchelson, Clark & Baltes, 2011). The negative effects of the work-family conflict that individuals experience reflected in the work and family life. Business and family lives are two important areas of living as people are engaged in a significant part of their daily lives and want to be successful in one area (work life) and to achieve satisfaction in the other area (family life). It is possible to say that those working in both public and private sectors are stuck between work and family roles. However, when it comes to the private sector, employees experience this situation more frequently and intensely. Because those working in the private sector are at risk of losing their jobs at any time. "I can't do it all. But my priority is my job and myself. Because if my business fails, I can be financially affected and, as I said, economic freedom is more important for me. I can disrupt my home, my priorities have changed." (Ceyda)

Psychological based conflict is that while the individual is physically performing a role, he is mentally engaged with another role and this negatively affects the activities in the physically performed role. "While the individual is physically performing a role, being mentally engaged with responsibilities related to another role distracts the individual by occupying his mind; and this causes psychological conflict. For example, thinking about the responsibilities or problems that the employee has to fulfill at work, his family may prevent him from concentrating on work" (Van Steenbergen, Ellemers & Mooijaart, 2007). While he is with his family, thinking about what to do at work can prevent him from focusing on family activities. While the woman experiences the tension created by all the contradictions, she also loses her health. A teacher in the interview told this situation with the following sentences:

> I think I do it more than enough, but I am aware that this is very wearful. I have a lot of problems in terms of physical health and there are situations when I feel burnout from time to time. Because I can't leave my family in the secondary plan because I have two children in need. I can't leave my students in the secondary plan. I try to use as much energy as possible here, since I look

at each of them as a child, especially after becoming a mother. Therefore, I am most worn out. (Jülide)

When there are differences or contrasts between the rules and expectations of the different roles that the individual undertakes, conflict occurs on the basis of behavior. It is important for the individual to act in accordance with his role. "If the individual does not have the ability to adapt to conflicting behavior expectations regarding their roles, there is behavioral work and family conflict between their roles" (Greenhaus & Beutell, 1985: 82, 83). Behavior-based work-family conflict can be mentioned if the behaviors required by the individual's job role create problems in the realization of the family role; if the behaviors of the family role affect job performance, it will be mentioned again behavioral family-work conflict. Some teachers in the interview mentioned about their role conflicts. "Sometimes I feel like I am having a confusion. My teaching side can outweigh at home. You can be a more dominant character." (Nazlı)

It is also true that some aspects of teaching might cause problems for women at homeü such as getting used to being dominant and rigid.

> Problems may sometimes arise in the family when we show a dominant character as an educator. There was a word I heard from my ex-husband. "Am I a student?" However, I think that he uses this sentence because I am a teacher. Otherwise, every spouse is already making those sentences. (Kezban)

With regard to the level of work-family conflict, women are thought to have more conflicts than men. The first reason for this is gender roles. Traditionally, even in Western societies, the role of men is to work and support the home, while the role of women is family. As women entering the working life does not eliminate the traditional roles of women, it also puts new roles on them such as job roles (Cinamon & Rich, 2002: 533).

The woman who tries to fulfill her responsibilities towards her family and her home, on the other hand, tries to do her job in the best way and to keep her working life, may also have some problems with her. Under the challenging conditions of her job, she can get stressed and depressed. For the same reason, she may have problems with her husband and children and their family order may deteriorate. But the real source of all these problems is not the work of women, but the sharing of responsibilities.

55

Most of the teachers who participated in the research stated that teaching in private institutions led them to push their family relations to the second plan. As it can be seen, since the woman in business has more than one role, the conflicts and problems arise from the approach of women to business activities and the difference in priority between the two areas (work-family). There are imbalances in two areas due to the fact that the woman does not share some of her obligations with other family members and shoulder the responsibilities on her own. In solving the mentioned problem, the woman is placed in the focus of the problem and solutions are developed in this aspect and the efforts of the woman are demanded in creating suggestions. Consequently, the woman is in a difficult situation between the two choices. She is obliged continue her working life and live with an excessive workload.

3.2.2. Gender Equality Perception

The expectations and value judgments of every society about women and men shape their place in the society. The viewpoint of the society to women is primarily "woman and mother". Being a "woman and a mother" takes precedence over women's education and work. And even working women's priority become her home and family. While the participation of women in working life provides many benefits, on the other hand, it confronts them with many problems. These problems are unequal responsibilities in the family and negative working conditions that women experience.

Gender discrimination is a concept that can be examined by dividing it into two as direct and indirect discrimination. Direct discrimination is that a person's behavior towards women is more negative than that of men, whereas indirect discrimination is that the behaviors of women and men appear equal and then cause discriminatory effects on women. In general terms, gender discrimination in working life is encountered in recruitment and placement, remuneration, career advancement, education, vocational training and benefiting from social rights. To give details; women have lower wages than men, they have to make more efforts in order to be able to advance in their career steps in the workplace, they cannot benefit from the rights in vocational training and education equally with men. These are examples of gender discrimination faced by women in working life.

Discrimination in recruitment is one of the difficulties women face in working life. Women are not employed in some positions only because of their gender. Due to the role of motherhood, women have not got a strong place in employment with the belief that they can put their jobs on the second plan or leave their jobs.

In addition, there is a common belief that women will pay less attention to their work, as their home and work responsibilities must work together. As a result, employers consider the gender dimension in recruiting staff. Another point where discrimination is made in recruitment is the evaluation of women and men according to different criteria in interviews. While female candidates have to answer questions about their private life during the interview, men are not subjected to this assessment. Asking female candidates about their private lives and putting pressure on the timing of having children are examples of such practices.

> When I met with various schools on the job interview, the most disturbing thing for me was when they heard that I was just married, they ask "do you plan on having any children?" Because if I think of a child, I will not be hired. I wonder if such a question was asked to male teachers. (Yaprak)

In a study conducted in France in 2007, it was investigated whether individual factors such as age and family restrictions affect gender inequality in employment. In the study, it is suggested that young and old female candidates face different levels of discrimination in applying for both low and high paid jobs with the influence of the perspective of employees. This is due to the fact that stereotypes regarding women's family responsibilities and the possibility of interrupting their careers change depending on the age and marital status of female candidates in job applications (Petit 2007: 373). As a result of the study, 25-year-old female candidates were discriminated against for high-skill managerial duties; it is revealed that young men are preferred more especially in long-term employment contracts. On the other hand, it was found that female candidates who are single and 37 years old without children do not experience any discrimination in recruitment (Petit 2007: 384-385).

Professional women spend most of their lives, like men, to achieve a professional career. However, when women get married and have children, they can not have equal share with their husbands about raising children. Employers do not provide support to women to ensure flexible working time to continue their career under these conditions.

That is, they do not reduce pressure on women. These factors create stereotypes on women and gender discrimination. And it forces women to contradict women's professional goals and decisions. One of the teachers participating in the interview stated that after giving birth to her own baby, she pushed her profession into the background by giving importance to her personal responsibilities.

> I think it affects negatively. For example, I had children before I started my profession. I waited until the child grows up a little and can express himself. Because they said, "let the child grow up, express himself and not send him to school at a very young age immediately. Let him grow under mother's compassion". Of course I wanted so. My inner conscience, as a mother, did not let that child leave and start to work. But I was negatively affected by this situation. Because I may have a 6-year teaching experience, I am a 4-year teacher now. I think that I was negatively affected in this matter because we have more responsibilities in this life as a woman. (Rabia)

For the same reasons, the woman who leaves her job and changes jobs frequently, who has to get permission in order to fulfill her motherhood role, and who has the possibility of quitting her job, may also face discrimination in terms of remuneration or staffing.

> When I look at my male colleagues about the issue of assignment, I would like to work in a village in the East, but as a woman I know how difficult it is. Because unfortunately the viewpoint towards the woman is stricter there. -even I have friends who have experienced it – they say that "Go there by wearing rings. Because anybody there can keep an eye on you. Anything can happen". Unfortunately, there is such a thing. Therefore, unfortunately, our appointments and working in the state are restricted in this respect. Why are male teachers not in the private sector? Because they can usually be easily appointed to the state. If I say I want to go to the village of Bitlis today, my family will not help. My husband cannot find a job there. Even if I was single, I could not go as I said. So, this is an advantage for men. (Zeliha)

Housework, pregnancy consisting of physical obligations, childbearing, cleaning, cooking, etc. These are the works related to the production of the workforce that resulting in physical production. Following these works there are also responsibilities such as coordination of family relations, managing family relations, socializing children. Only a small part of these works are carried out by men, and a large part of them is considered entirely as women's work. Undoubtedly, women are faced with the obligation to undertake most of these jobs. One of the teachers participating in the interview said the following about the troublesome responsibilities imposed on her

shoulder. "Of course, sexist concepts affect negatively. For example, this is women's work, this is men's work, he can not do. I think being the mother and being in working life is the hardest thing in the world." (Nazlı)

Nazlı teacher also emphasized the gender characteristics of women and stated that being more emotional affects them negatively.

> There is definitely gender inequality in professional life. To give an example; men being preferred in certain branches, women are not preferred in emotional issues, the selection of male teachers in the disciplinary board and not trusting women in emotional issues. (Nazlı)

Unlike the others, a teacher who participated in the interview argued that the teaching profession is a profession suitable for the nature of women. "I say that teaching is the women's profession. So, this situation turns to us positively." (Gözde)

In response to this saying, one of the teachers participating the interview stated that the perspective of the society is more confident in male teachers. "The viewpoint of society may be to rely more on the male teacher. You know, there is this point of view; 'do not spare the rod'. At this point, I think the society trust male teachers more." (Ezgi)

Therefore, while Gözde teacher focused directly on the nature of women, Ezgi teacher focused on the place of men in the eyes of the society.

In response to this discourse, Sare teacher stated that there is a discrimination against men in this profession and that there should be more male classroom teachers.

> As a society, I think that a little more distinction has been made towards men in teaching profession Since the perspectives of male teachers are different, they can look at teaching from a very different dimension and add color. I think they should definitely be in classroom teaching. We are 13 people at the classroom teachers group. We have one male teacher. To me, equalizing this number is more important in balancing gender discrimination. (Sare)

Under the pretext of social and family gender roles, women are either not hired or employed under very difficult conditions. Afterwards, women are given less opportunity to improve their careers. Men are generally preferred in subjects such as business travels, foreign education programs, and long-term assignments. This is generally due to the misperception that the woman will surely pose a problem.

Preparing for a managerial position with foreign trainings and various seminars is generally very low for women. For such investments, men are preferred more. The perception of women as temporary workers hinders such investments because there is an opinion that women will have to choose between their family and work one day. Regarding this situation, a teacher said the following.

> I think that sexist concepts are effective in deciding the salaries of male teachers because it is still considered that "men bring home the bread" in the society. Or when I look at the jobs in the private sector, I witness that male candidates are given higher priority, more contribution is made to their development, and women stay in the background in this sense. (Jülide)

This situation comes to life with practices such as preferring male employees in long-term jobs, subordination of women in urban and international careers, not choosing women in intensive business communications, giving priority to men in business activities such as travel and business dinner. Such practices are often made with the idea that the woman will not succeed or the conditions are not appropriate, and sometimes in order to prevent the female employee from having problems in family life. However, this idea, which tries to protect the woman, also puts obstacles in front of the woman. One of the teachers participating in the interview mentioned that her husband makes troubles about her business trip. "It is not a problem when he goes on boarding trip with his students outside of town, but it is a problem when I go." (Tuğba)

In our society, whether men define themselves with conservative or modern values, they allow their wives to work in a more controllable area where keep in sight them. When women move from private to public space like men, they cannot exist by being abstracted from their bodily identity. One of the teachers in the interview said the following about women's limitations in the public sphere.

> When a male teacher gives private lessons, they can go to evening lessons, but as a woman you cannot go somewhere in the evening. 'You are a woman teacher, why are you at someone else's house in the evening or why are you not at home?' You are having this problem. But I think there is no such thing in men. (Ceyda)

Women can also become defenders and protectors of the patriarchal system more than men in the patriarchal system. A teacher participating in the interview expressed the sentences that a female manager told her about this issue.

> Until my daughter was 1 year old, I did not want to work with my own preference to spare more time for her. Unfortunately, I met with a women manager in an institution when my daughter was 1 year old. She said to me, 'Your kid is too young, you cannot adapt here, so wait another year.' So, there are people who think that women who are mothers or married cannot adapt to the profession. (Nazlı)

The fact that women participating in the labor market have to do double work because they cannot adequately share housework responsibilities is one of the important problems created by the existing gender-based division of labor (Hamilton & Barrett, 1986).

According to gender roles, women hold themselves responsible for housework and family. Research participants have not made narratives that will shake their traditional gender roles from past to present with discourses appropriate for this view.

> When I look at household chores, the burden on women is to cook and clean the house. We are experiencing the conflicts of this from time to time with my husband. Since it is a situation that men get used to from the mother. According to their point of view, the mother does the housework, the father goes to work. This situation is still not fully established in our society. Unfortunately, there is no such understanding: The woman also works, we are equal. I feel the effects of this in my marriage life. I necessarily ask the question of what should I cook? I do not receive such request from my husband. (Zeliha)

The first thing women do when they come home from work is kitchen work and house cleaning. One of the teachers participating in the interview questioned this situation by asking a question to herself. "I feel gender inequality so much in my private life. Why do I feel obliged to cook?" (Beren)

Working women see household chores as their own responsibilities. However, they expect their spouses to help them to a certain extent because they are working. However, this never eases women's affairs, and it never means an equal division.

> I think that the burden of women is heavier in home life. There are husbands who are more sharing but I can say this for my own husband. He does his best, of course, there is a help, but "men make the houses women make homes". You have to think of all the responsibilities of your child, your home, your work simultaneously. So there is an inequality here. This inequality is the burden of women. (Hatice)

Because of men do not properly train themselves about home and child care, women are needed in the same direction both in working life and in the home. The need in

these two separate areas often contradicts each other. The need for women especially about raising children naturally prevents women from working life. A woman is a wife and a mother, of course, but taking responsibility for all children and families pushes her to a heavy responsibility. In the intense balance between home and work, the woman is exhausted while performing both roles properly. One of the teachers interviewed stated that his husband evades from responsibilities of the children and loaded the responsibilities to her. "I say to my husband 'you should look after our child right now'. But he says 'I am very tired'. I am tired too. I also attended classes for hours. Sometimes even my husband does not understand this." (Beren)

According to time use survey data conducted by TUIK in 2018, the difference between the time spent by women and men for household and family care activities in Turkey is very high. Accordingly, women spend 32 hours a week and men spend 6 hours a week for household and family care.

Although this patriarchal cultural structure established by men now seems to have accepted women in the social environment, in fact, the "glass ceiling" event, the employment of women in low-wage jobs, the density of women in temporary and unskilled jobs, and most importantly, the fact that working women still do housework and childcare mostly by themselves shows the opposite. In other words, patriarchal culture continues to exist effectively.

3.2.3. Teachers' Views On The Status of the Profession

Status is a concept that expresses the level of respect and dignity a group has in society (Linton, 1945). In the formation of professional status; prestige, wealth, and respect of professionals and other individuals in the society are determinants.

Hoyle talks about three factors that make up the status. These are professional prestige, professional status and professional respect. (Hoyle, 2001:139).

In his book on the social status of teachers, Monteiro states that professional status and social status are used closely or in the same sense. Monteiro expresses professional status and social status as "two sides of the same coin". While the identity and autonomy components of the profession constitute the professional status, social status shows the position of the profession in the professional hierarchy; however, both

emerge as a result of the service quality or status of the profession (Monteiro, 2015). In this study, starting from Monteiro's terminology, social status and professional status will be used in the same sense. Each profession has its own characteristic and, in a sense, these characteristics provide information about the position of that profession in society.

Among the factors that make up the professional status of teachers; respect in society as a result of comparison with other professions, its position compared to other professions, parents 'orientation of their children to the teaching profession, children's perception of respect towards teachers, teachers' wages and current status, salary-performance criteria, trust in the education system of the society can be listed.

When the answers given by the teachers regarding the status of the profession are examined, the number of teachers who find the status of the profession high is only 3 out of 17 women teachers. The number of teachers who find the status of the profession low is 14 teachers. According to these numbers, most of the teachers participating in the interview found the status of the teaching profession low.

The teachers, who found the status of the teaching profession low, stated the reason as the economic conditions, the perception of the profession as an easy occupation by the society, the high number of teachers, the higher expectations from the teacher, the disappointment experienced when this expectation did not come true and the fact that the material values became a more important value in the society.

The dynamics involved in the process of social change and development affect education, so it also affects the teaching profession. For this reason, the quality of the education and teaching profession changes over time, and the importance given by the society to the teaching profession yesterday and today differs. Some of the opinions of the teachers participating in the interview regarding the past and present status of the profession are given below.

> While teaching was a very respected profession in the past, I think that it has lost its prestige nowadays. Frankly this situation makes me very sad. The respect you get from students or the respect you get from parents decreases. You give them the effort, of course you do not reduce it but in return, a person is waiting for a smile or respect. I am negatively affected when I cannot see this expectation. Especially for a teacher at the beginning of her profession,

63

this would be a very negative situation. It is not too troublesome for an accustomed teacher, but it has negative effects for a teacher who has just started her profession. (Zeliha)

Teachers believe that the status of the profession has deteriorated over the years, which affectts teachers negatively.

Teaching was always at the top in society. But the status of teaching has dropped a little more in recent years. In one-on-one meetings with parents, you can see that this status has decreased. I am affected by this status as follows: If this status will decrease so much, I would not recommend teaching profession to future generations. (Jale)

One participant stated that seeing teaching as a profession that everyone can do from past to present, in other words, not seeing it as a professional profession causes the profession to become worthless and decrease the status of the profession. The opinion of a participant on this subject is given below.

My profession was once one of the most valuable professions in the community. For example, now I am a high school teacher. There is such a logic in high school students. I have seen such an approach of a few children, such as "If I cannot be anything, I will be a teacher at worst." This is not a pleasant situation. I do not know how children can progress in a country where you can be nothing but a teacher. Of course I am not satisfied with this status. I think the necessary importance is not given. We work in the private sector. This is worse. There is no guarantee for our next year. We renew the contract every year. I think this makes the teaching profession the worst profession in society. (Nazlı)

While professions such as medicine and law fully meet the definition of professional occupation, teaching is included in the semi-professional occupation class in numerous sources in the literature. (Hoyle, 2001; lngersoll & Merrill, 2012). Ingersoll & Merrill (2012), revealed in the study where they examined the professionalization process of teaching that teaching mostly met the criteria of being a professional profession. There are also many reforms implemented and planned for the professionalization of teachers. Despite this, teaching continues to be considered a semi-professional occupation.

Since teaching does not fully contain the features that define the professional profession, it is expressed as a pro-professional or developing profession. Teaching has lagged behind the fields of law or medicine in the process of professionalization

due to its lack of special field knowledge and skills, providing entry conditions, competence in decision making, high prestige and economic conditions.

The low status of the teaching profession compared to the professions requiring 'high level' skills and expertise such as doctors, lawyers and engineering causes the successful students not to prefer the teaching profession, which is another factor that causes the low level of the teaching profession.

> As a profession, I said it is valuable, but does it see the necessary value and status in our society? No. Even years ago, there is still the phrase that you will become a teacher if you cannot do anything. The teaching profession has no distinctive feature or definition when entering university. If you get few points, you can enter. One of the reasons why our profession is considered inadequate in society is salary. This is the determining factor. If the teachers had paid well, it would have been the preferred group in the university exam. Who takes good wages? Doctor, engineer. Then all the clever, bright, diamond-like children head these departmens. And young people with low scores become teachers. (Gözde)

In order to observe to what extent the teaching profession is preferred by talented candidates, it will be useful to look at the university entrance exam data organized annually by the Student Selection and Placement Center (ÖSYM). The university entrance examination is of course not the only and sufficient criterion for determining talented young people; however, it is informative about the value of those departments which preferred by the candidates with high scores. The ranking of the candidates who applied to the preferred university departments according to the results of the exam can show how valuable the professions these departments raise students in society. According to the 2017 data published by ÖSYM, the students who got the highest scores from the exam choose the departments such as medicine, engineering, dentistry, law, etc., candidates who prefer teaching departments generally have lower scores than those listed above (ÖSYM, 2017).

> If I consider the current conditions, I do not think that teaching has a positive aspect. When we say a doctor, an engineer, we see that everyone is looking them with open eyes, but we cannot see it in teaching. I think the necessary value is not given to teaching. (Beren)

One of the reasons for the degradation of the social status of teachers in Turkey, is the socio-economic situation of young people who choose to teach. Teaching profession is mostly preferred by young people at lower and middle socio-economic level of society.

> If I were a doctor and lawyer now, I would have thought that I had a more prestigious profession in society and felt better. Unfortunately, teaching is perceived as a profession for people who do not have much status. This is of course very sad. (Rabia)

As a reason for the low level of teachers' status; some of the teachers said that the intervention of governments and parents was excessive, and as a result of this intervention, the morale of teachers and the value of the profession decreased.

> I want to be teacher again but I do not want to be in Turkey. Especially the educational structure is getting worse day by day. Now that we have become a country that can receive diplomas with money, our teaching has no qualification. I look at the periods when I was a student. What the teachers say was law for us. Even our families could never say anything if the teacher said something. But now we cannot even raise our voices to children. Because if the school doesn't say anything, parents say. If the parent doesn't say anything, the ministry says, the state says. Therefore, I do not think that teaching is a very valuable profession in our society anymore. Therefore, we are demoralized. We give so much effort. We try to raise the children. We want them to be as useful to society as possible. Our society has certain ideological values, and we want them to get those values. We have customs like respect for adults. Unfortunately, the young do not have them. Children have lost their conscience. In the new generation, there is no such thing as conscience. We try to infuse them a bit. But when we try to do something good and encounter negative things in return, we are demoralized and give up. (Tuğba)

Tuğba teacher also stated that the status of the profession was lower than the professions requiring undergraduate graduation. "I do not think it has a positive aspect in any area in public life. We have no difference from a high school graduate. Obviously, we do not see much value either financially or morally." (Tuğba)

Some problems experienced in the relations between teachers and Ministry of National Education reflect negatively on the social status of the profession. Teachers do not feel valuable. It is thought that this idea will also have an impact on the inner world of teachers, and there will be deteriorations in the quality of the service provided by a teacher who does not feel valuable in a professional sense.

Considering the opinions of the teachers about the factors affecting the professional status, under the political actor sub-theme; it is understood that the governments leave the teacher unprotected and alone and do not value the teacher. Because the more the state values the teacher, the more valuable the teacher feels in society. One of the teachers in the interview stated her ideas about this issue as follow.

> I have been a teacher for 31 years. The status is always the same. The society did not value collectively. This is probably due to the fact that our state, our country and those who come to the fore do not make the teachers valuable. When they do not value us, I cannot say that I am valuable to myself, I cannot say, and I am not accepted. (Gözde)

According to Maslow's (1943) needs hierarchy, the individual who wants to meet his physiological needs must first meet the needs of security, love and value, so that he can reach the stage of self-realization. The main motivating factor for enabling self-realization in teaching is professional motivation. The teacher with professional motivation will get satisfaction from his job, which will contribute to his happiness and professional success in life. Higginson (1996) also emphasized the connection between professional motivation and the status of teaching, and that low motivation teachers have low commitment to the profession and contribute negatively to the development of teaching status. Some of the participants expressed their views on how they are affected by the negative perception of the society towards their profession as follows. "I think it continues to lose its social status rapidly. Of course, it affects my view of the profession and my motivation to work negatively." (Ezgi)

There is a direct relationship between professional autonomy and the status of the profession. Autonomy allows teachers to use their creativity. It increases their loyalty and motivation and allows them to adopt the education process more.

> I think the status today is not a very nice one. Because everyone is getting involved in the work of teachers right now. Parents get involved, administrators can get involved. You may not be able to freely apply what you think will be better, more efficient. You have a certain limit. I think this affects motivation negatively. (Elif)

Preference of the teaching profession by women affects the status of teaching. Traditionally, the higher number of women working in lower wage and less respectable jobs than men also shape the perception of the status of the profession (Ingersoll & Merrill, 2012). According to UNESCO, in general, the reputation of the

profession decreases as the proportion of women working in a profession increases. This situation is associated with the fact that women mostly work with lower wages.

According to a view expressed by a participating teacher corresponding with this issue is that salaries are insufficient. Insufficient economic conditions are thought to have negative repercussions on both the emotional motivation of teachers and the view of society towards teaching.

> It is called a respected profession, but I don't think we have a very high status economically. I think that middle-class or low-income people are turning to teaching these days. It is spoken and launched as if everyone respects this profession. I get good reactions by people in my private life like "Oh, it is good you are a teacher, it is fun, you add something to people". But frankly, I can't feel that dignity from parents. (Yaprak)

All parents know very well where and how to complain about the teacher on every issue. Parents think that the way to be a conscious parent is to seek rights and to complain about the teacher. In fact, claiming one's right is primarily to fulfill the responsibility of being a parent. The parent, who does not fulfill his responsibility, reduces the performance of the teacher, which is the most important dynamics of the education system,

> We are facing a very different parent profile. They have a mentality like this. The teacher is criticized, the teacher is complained, the teacher does not do the right thing. Many parents have such a perception. This perception really makes me very sad. That's why I always say this for teaching. Children alone are not a problem, but some parents really need to know where to stand. (Hatice)

According to the opinion of some of the participants, another factor that is the determinant of the change in the position of teaching in the society is the change in the social structure. However, teachers think that dealing with children is a job that is presented as important by others but is not taken very seriously. One of the teachers stated that she is not satisfied with parent's attitudes and behaviors towards teachers. She expressed the views about this issue as follows.

> It is spoken and launched as if everyone respects this profession. I get good reactions by people in my private life like "Oh, it is good you are a teacher, it is fun, you add something to people". But frankly, I can't feel that dignity from parents. (Yaprak)

Although the negativity of the living conditions of the teachers and the dignity of the profession gradually disappeared, a teacher drew attention to the excessive expectations from the teachers. She thinks that the society regards teachers as educated babysitters and they put the responsibilities which they do not want to undertake on teacher's shoulders. She stated that her belief in the dignity of the profession decreased as she teaches.

> I have been a teacher for 14 years. There is a lot of difference between before and now. Previously, when you said a teacher, it was perceived as respectable people who touch their children and educate their children, and this would be felt to us. It would be felt spiritually. But I see that it varies over the years. Now, there is an opinion that we are obliged to do this because teaching is an ordinary job. Yes, we receive thanks for our efforts, but even when we receive those thanks, we do not get them emotionally charged and grateful as they were. Parents are approaching from "this is your job" perspective. (Jülide)

Regarding the roles imposed on teachers, especially the judgment that the teacher should be an exemplary person, puts the teacher under excessive burden. And the "humane" characteristics of teachers have been overlooked.

> I think like this. My profession is a regular, disciplined profession. A planned profession. I get reactions such as "Are you a teacher? You should be more organized, you should be more disciplined" because it is a profession that can set an example for students, parents or those around me. Your clothing should be more careful, your speech should be careful, your self-care should be careful. (Ceyda)

Some teachers highlighted the quality factor as the reason for the decrease in respect for the profession.

> Teaching has a certain status, but not as before. When I think about my own childhood, the teachers were very valuable to us. They are still much more valuable. I think it is much simpler now. Of course, there is a perception that I have studied and become a teacher, but I do not think it has as much status as before. (Günce)

One of the most important criteria determining the status of a profession is the value and importance of the service provided by the profession to society. In addition, teachers' being in touch with the society due to professional requirements causes the profession to lose its mystery (Monteiro, 2015). It is much easier to contact any teacher than to contact a cardiac surgeon or judge. "I don't think it has a very positive side. It

is no different from any other profession. Nobody applauds me for being a teacher. I think there is no difference." (Yaprak)

It is thought that the teaching profession is a more respected and higher status profession when education is less accessible to society. However, the changing time, the development of information technologies and the fact that information can now be accessed have begun to change the character of the teaching profession, like most other professions. As students began to access a large number of information faster and easier at the touch of a button, the role of the teacher, who was once the only source of information, began to erode.

> *Regarding the ancient times, while teaching is a truly respected profession today, unfortunately, with the increase of private schools, teaching is not as much a respected profession as before. Now children can learn everything themselves, either through the internet or technology. I do not think that there is respect and value previously given to the teacher. (Zeliha)*

Teachers generally think that the dignity and image of the teaching profession has worn out for various reasons, and that the society is insensitive to the problems of teachers, and teachers with more experience have decreased their beliefs in improving the prestige of the profession. As can be seen from the studies, teachers perceived the prestige / status of the profession and the appreciation of the profession as low. And it is seen that they are adversely affected both individually and in the process of performing their professional roles.

3.2.4. Positive Sides of the Profession

Despite all these views, some teachers stated that although the prestige of the profession has decreased recently, it is still a respected profession among the professions. In addition to this, teaching profession is a profession that is carried out in relation and interaction with a wide range of people, unlike some other professions in terms of relations. "Education is the foundation of everything. That is, the foundation of the public is teaching, too. You touch the life of a doctor You touch the life of an engineer. The important thing is to touch in the most correct way." (Jülide)

There are also teachers who think that being respected in the society has positive effects on their social life. The quotations from the opinions of the teachers are given below.

> Of course, there are still people who think that being a teacher has different dignity. I think that I was taken a little more seriously when I said I am a teacher. While sharing information with anyone they think that I say the pedagogically correct things. Especially my friends in my close circle take my opinion when choosing a school for their children. I think it is useful in this respect. (Hatice)

It is apparent that some teachers find teaching as a respectable profession among the society, which is maong the external motivators for them to choose the profession.

> I think my profession is a profession that has a place in society. I think teaching is respected in our society. But current events, changing perspectives on teaching, corruption of society, and changing can change the perspective of teaching. But I still think that teaching has a status in society. (Sare)

Some teachers also perceive teaching as an effective way of transferring their skills as as a teacher towards their children. "I think it has positive aspects. Parents who encounter some problems related to their child can consult me on many issues. I feel better this way." (Rabia)

Some of the teachers in the interview also stated that although the respect for the profession decreases, the teaching profession is still one of the most trusted profession groups in the society. "I think when you say that you are a teacher, people trust you differently. They look differently. When people are in trouble, they come to you for an idea." (Şeyda)

One remarkable finding from the interview is that according to the statements of teachers who gave positive opinions about the status of teaching it can be said that the primary expectations of teachers are feeling value from the people around. Economic expectations are not a prior determinant in terms of teacher needs.

The other one of the remarkable findings according to the results of the research is that some of the participants still think that despite the decline in the social status of the profession, it did not lose its holiness. Some of the teachers think that the teaching profession still does not lose its "dignity" or "respectability" despite the decline of

social status. These participants stated that the attitudes and behaviors of the social environment are very positive towards their profession. Various reasons changed the social position of the profession, but the determinant of this situation is the person herself.

3.2.5. Economic Freedom

"Feminist social scientists focused primarily on the concept of production in order to explain the origin of discrimination and explained that the social role of women was handled together with the maternal function as the reason why women were lower than men. Social theorists such as Herbert Spencer, Emile Durkheim and Georg Simmel have suggested that the social position and role of women are determined by the biology of women " (Rosaldo, 1973).

"The assumption of universal unequal relations between the genders is that men are active and women are passive; it focuses on the thesis that men represent the public sphere and women represent the private sphere, and that the man is engaged in production and the woman is engaged in reproduction activities" (Özbay, 1992: 153). Özbay who emphasize the passive position of the woman, states that gender relations do not comply with this dual opposition.

The isolation of women from the public sphere also means the lack of power. Because power is concentrated in the public sphere. Thus, the woman is held in the position desired by the man and is in the passive and second position towards the man (MacKinnon, 1982: 17).

In his study, De Beauvoir emphasized the importance of women's economic freedom and emphasized the economic aspect of women's freedom. He claimed that the work of women gave the woman a concrete freedom and that the pressure against the woman would disappear only when she entered the working life and gained economic freedom (De Beauvoir, 1993: 12). Most of the female teachers who participated in the study also stated that being in the working life and having economic independence provided them great freedom. "It is a phenomenon that frees people, provides self-confidence, and gets our feet firmly on the ground." (Jülide)

It was inevitable that the woman, who could take part in the economic development process, as well as the man, started to become equal with the man in decision-making, distribution of responsibilities and family roles (Kurtkan, 1990: 91). The two female teachers who participated in the study stated that economic independence gives them the right to have a say in the family and in all areas of life.

> Everyone should earn their own money. Everybody should stand on their own feet. But especially in a difficult country like Turkey, although discourses such as gender equality, unfortunately, in a country where there is no such equality, I think women and girls need to stand their own two feet. Because when you earn more or less money, your self-confidence increases a bit and you can take more determined steps in the steps you will take. You feel that you don't owe anyone. You can make more free decisions. You can think more about yourself. Especially in marriage relations, your husband's respect for you is also increasing. (Tuğba)

The economic independence towards the family is among other important factors of choosing to become a teacher.

> It means being strong. Especially when we are communicating with parents, while talking, if the teacher feels the absence of it, this will hurt her. She begins to look for other things. So, it lowers performance. You should have at least a minimum income. This is the case in every profession, but I think that we should have a higher economic level in front of the parents. I care a lot about the economy. (Gözde)

The fact that women are involved in working life, being productive and making money makes them feel safer, valuable, more empowered and useful. "For me, it means serious freedom and value for a woman." (Zeliha)

Since the past, women have served in economic activities in every field permitted by masculine hegemony in working life. The professions obtained as a result of the training were expected to offer women the opportunity to live with self-confidence, self-esteem and the feeling of freedom. Women explained that having a profession primarily provides the opportunity to meet their individual needs and to create a standard of living according to the income they earn without being dependent on somebody.

> Economic independence is everything. I think the most important thing is to live without being connected to anyone. I think being married, being single, living with the family does not affect in any way. It does not mean that we are

73

always married. Economic independence comes first. A woman should stand on her feet without trusting anyone. (Yaprak)

The economic independence towards the husband is also among the important factors.

> I evaluate it well. That's what I always wanted. People want money from their spouses. I think it is hurtful that his husband came and put some money in her wallet every day. You may give birth or get sick, you may become unable to work. It is acceptable in such cases, but while both of us have equal conditions, I have never experienced pocket money from someone else, but I think it would be a bit boring situation. (Şeyda)

The teacher women participating in the research evaluate the opportunities offered by the working life as personal gains. However, they explained that their income could not go beyond providing themselves and their close needs. But they think that working life makes them more free.

> I think that having economic independence for a woman is the biggest thing in the world. I would spend the money on myself before I got married. But I always made savings. It is the same after my marriage. In general, I do not contribute much to the family. But it is a great self-confidence that I have money and that I spend on my own budget when necessary. (Rabia)

It seems that women whose mothers are working grow up with the idea that they will work when they grow up and internalize working outside the home, even if they face various obstacles, they prefer their preferences for labor supply.

> As a teacher, we have some earnings, but unfortunately it is not an amount that I can have economic independence. Although colleges give heavy workload to us a lot, they are not institutions that pay a lot of money. That's why I'm lucky to be with my husband. At least that's a good thing. I am the child of a working mother. I always saw a working mother figure myself. I continue the same way. It is nice to be able to make my son have something with my own money when he wants something, or to keep my life going without expectation from my husband. But I will always say this again. My income is not for our family, it is just a gain for my needs. Unfortunately, this is not enough to maintain household. (Hatice)

On the other hand, a teacher said that all of her expenses were for her family, and her spending for her hobbies was very limited. "All of the expenses are for my family. A budget that we can allocate individually for ourselves, personal hobbies, personal tastes is very limited." (Jülide)

74

Even if women work, their responsibilities continue to be carried out due to their traditional gender roles, such as carrying out domestic work and elderly / child care. Therefore, working women expect to earn the amount to pay for the labor of women who can perform these services themselves or to pay for the nursery costs in order to join the workforce. One of the teachers participating in the interview expressed her husband's remarks about the work after giving birth.

> My husband did not want me to work after having our child. He said "don't work, we do not need. Raise our child, because there is nobody to look after. So let's draw a way like this. I said no. I want to take my economic independence by myself. Because I had an operation, I had an illness. When I received a report, I thought a lot when I stayed at home for 6 months. It is not for me to stay at home. Teaching is different profession. As you do, you are improving yourself and getting stronger. Working in this regard has always been good for me. In this sense, I always think that women should have independence. (Sare)

The traditionalist approach, which divides the professions into categories in terms of gender, includes women in the workforce by preserving their traditional status. That is why women are heavily employed in sectors such as health, education and food. Employers are not preferred to be employed in managers, decision-making positions, as they appear to be very likely to disrupt or quit work for reasons such as marriage and children. For all these reasons, the woman did not rise in terms of career and had to work in low-paid jobs. The teachers who participated in the research mentioned that the fee they received was not enough to support a family. It is just enough to meet their own needs.

In addition, they stated that economic independence was a great freedom, and at the same time they stated that their earnings were not in a quantity that could be called freedom, and that the expenses of the family were mostly supplied by their spouses.

> Economic independence is really good for a lady. It's not about establishing domination, but you feel more confident, you feel safe. You can fulfill your requests more easily. Also, I am not a domestic person. Since I am a person who loves to work, the economic thing can give me more power financially. And I can contribute household a little financially. (Ceyda)

The participation of women in paid working life is extremely important for both herself and the society. As a matter of fact, this situation affects and changes the role of the woman, who has been going on for centuries, with her home-bound family and

economically dependent on men. In other words, nowadays, an increasing number of women gain economic independence while participating in working life so her roles in her family and society also change. However, gaining women's economic independence does not mean that she uses her income independently. The dependence on men in the economic sense, which has traditionally been ongoing for centuries, also affects the way of using income. In other words, women gain economic independence by participating working life, but this independence does not eliminate its dependence on men economically (http://www.tisk.org.tr/, 05.09.2014).

The effects of women gaining the quality of wage labor by participating in working life on individuals and society can be listed as follows:

- It blurs the distinction between women's belonging to home and men's role as belonging to society.
- The woman's understanding that her labor is a value causes her to oppose the male dominant structure created in the historical context, the privileges this situation brings for the man and the value system that supports it.
- Women want to bring the rules and practices at home to a more egalitarian position by using the economic recovery provided by their own wages as a leverage.
- The increase in the households where the woman is the head of the family eliminates the gender-based structure of the house rules and the shaping of the family based parent-child and wife-husband relationship. (Pessar, 1994)

3.2.6. Having a Profession as a Married Woman

In the labor market, there may be some negative attitudes and obstacles imposed on women by employers. Employers may be reluctant to employ women and invest in them. Women continue to face discrimination in job applications, recruitment, promotion and wages. It may be possible for women to become pregnant at their most productive age, or to be underestimated mentally as they are physically weak.

For example, in recruitment interviews women have to deal with many questions such as "Do you have children?" or "If you promise not to get pregnant for 2 years, we can hire you."

Three of the teachers in the interview talked about the difficulties in having a profession as a married female teacher as follows:

> I had no problems but there are things that make me nervous. I constantly think about what happens if I become pregnant. I'm just married now. I am married for 4 months, but how does the pregnancy process develop and what do I do. This situation is very difficult for me because I am in a private school. (Günce)

> In recruitment negotiations, when I encounter a question like 'Do you think of having a child' in the first interview, I encounter such a thing, (Ezgi)

> I faced such a problem. When I first gave birth, I was not given unpaid leave. Either I had to go back to school shortly after my son was born, or I had to resign. I resigned too. Actually, I took a risk at that time. I wanted to raise my son. After all, I couldn't find a job after I left. But I took it as a risk and stayed home until a year and a half and then started in another college. (Hatice)

While women in working life have to choose between work career and family, while deferring their thoughts such as marriage or having children, men can both establish family life and continue their business life in this process. One of the teachers participating in the interview stated that being a married woman did not cause any problems in her professional life, but she delayed the idea of marriage and having children for a while.

> No, I did not encounter any problems. I personally overcome problems. I have not been married for 10 years and 11 years anyway. Because I had a dream to work abroad. I postponed marriage because this dream may not be possible when I am married. I did not have a child because it would be an obstacle, too. (Gözde)

Two of the teachers, on the other hand, stated that being married is not a problem in their professional life. They even said that this profession is advantageous.

> I do not think marriage is a factor affecting the teaching profession. In other words, I don't think that it can really create a problem in performing this profession because I think our job is one of the most advantageous professions in terms of being married in this sense. (Jülide)

> I think I am experiencing the things that teaching brings me. By looking at my friends working in the private sector in other professions around me, I really see the advantages of teaching. (Sare)

Some teachers believe that teaching does not harm their family life.

I did not encounter any problems. Teaching is not a profession that will disrupt my marriage or harm my marriage. Sometimes parents can call in the evening. This is a situation arising from the private sector. But if you have a principle that you do not pick up the phone after 7 in the evening, the parent is not calling in any way. A problem about the profession is not reflected to your family. In this way, any problems related to the profession are not reflected to your family. (Zeliha)

3.2.7. Family Life

Two of the problems experienced by female teachers are; they have difficulties with their "duties and responsibilities in the home" and the problems encountered at school affect their family lives negatively. Female teachers stated that they had difficulties in social roles such as "child care", "cooking" and "cleaning".

It is understood from the words of female teachers that the roles imposed on women by the society in "duties and responsibilities in the home" are heavy for them, and the problems they experience at school affect their family lives and themselves psychologically.

> I sometimes had trouble with the responsibilities at home due to the very busy work of the school. There were times when I was in school until very late. I had a hard time in seminars such as 1 week and 2 weeks, especially when I left school at 11 and 12 at night, I went to school on Saturday and Sunday, I was at school during some holidays, especially for compulsory periods. My husband and my family were both uneasy and some things were disrupting our routine. (Kezban)

It is true that some teachers find it difficult to balance work and family life due to heavy responsibilities of teaching.

> Yes. As a married woman, I think more responsibilities are brought in at home. While I was single, I could spend all of my energy on school, education, but due to my responsibilities to my spouse and home while at home, the time was limited for me. In addition, the fact that parents are much more involved in the education system in private schools can sometimes overwhelm me and take my energy. (Elif)

This work and family life unbalance is more apparent in the private sector.

> I face problems in my private life. Because at school, parents and students wear us out a lot. I cannot express my feelings too much because we are also a private school teacher. I reflect all the things in me to the house. And this situation somewhat creates some disturbance between me and my husband and in my

78

private life. We can be much more angry at home, we can explode at home. We can experience an emotional outburst at home. (Tuğba)

3.2.8. Opinions on the Effect of the Profession on the Family

Family and work are considered as the two most important central areas in human life (Kanter, 1979). The family is one of the most important social institutions where the person realizes his first socialization, completes and maintains the basic interests and needs of his life. Occupation or working life is also the second area that takes an important place in meeting the economic and other vital needs of the individual. Family and work roles are the most comprehensive and long-term roles in life (England, 1977). Although family and profession constitute two important areas of an individual's life, one's life is basically a whole and unique. Work and family roles are intertwined in one's life and are in constant interaction.

Because of this interaction, some of the female teachers participating in the research mentioned the positive reflections of the teaching profession on their families, as they could spend more time on their homes and children.

> I did not have a problem in my marriage due to being a teacher. Since I am a teacher, I have a 2-day holiday. I can spend more time in my house. I can spare more time for my spouse. If I have a child in the future, my summer vacation is long. Holidays and working hours are a little more certain. I think these are the positive aspects. (Günce)

In addition, some female teachers participating in the research stated that the roles and responsibilities required by femininity and family life are compatible with the teaching profession. "Since I am regular and disciplined, my work at home, my responsibilities or my relationship with my husband is progressing more regularly and in a planned manner." (Ceyda)

Some of the teachers interviewed mentioned the advantages of being a teacher, stated that they were given more value, and mentioned that they could take their children's responsibilities more advantageously. They stated that the teaching profession reflects positively on their life skills.

> In addition to the educational life of children, you have the opportunity to get to know a lot of different families, while spending time with them. Therefore, we have what we thank in our own lives. I have two children. When you look

as a mother, there are situations when we learn lessons about our own children. I always saw its advantageous sides. (Jülide)

In my private life, I still encounter people who value the profession. So, there are times when I feel different. (Ezgi)

It is true that teaching is a profession which requires constant self-development, which is among the inner motivation of the profession.

Since my years passed by seeing good and bad examples in terms of students, I tried to avoid negative ones and use positive examples in my own child. And in a school where I worked, we had the chance to spend a few years with my son. Since he was a teacher child, he had a scholarship. You create a certain environment in your working life. In the meantime, since I had teacher friends from different branches, I had the chance to get ideas and support from them on the issues I had problems. Currently, a few teachers of my son's school are friends from institutions I have worked with before. It also had an advantage for us. (Hatice)

Some of the teachers also stated that teachers have to improve themselves at the point of being more competent in both children and human psychology.

I can share one-on-one psychological and pedagogical terms with my husband. Especially about approaching our child after we have a child. My husband is an engineer. Sometimes he doesn't think pedagogically in terms of education. I say these behaviours are normal due to the age of our child. But he says "no, it's not normal". In this sense, I can support him. Since we are close to primary school because of the books I read, my profession, my field, we should behave like this. I can also give extra support to my child about education. (Sare)

When you raise a child or make a comment, I can say that you can not see from my point of view, I am a teacher, I have received education. There is a positive aspect in this regard. (Beren)

Some of the teachers stated that teaching is a profession that requires a lot of patience and learning to be patient in the profession reflects positively on their marriage life, too. "The most important is patience. As you communicate with children, you learn to be patient. This allows you to be patient and become more patient in your own marriage life over time." (Zeliha)

Some of the teachers stated that their close environment respect her and her ideas were taken on some issues.

Since I have both experience and interest in education, I am often asked about ideas, lessons and homework about schools. I am consulted about

developments related to the education life by all my close relatives and neighbors. My idea is taken. As teachers, I think we can observe the society much better. In this sense, it helps the family and the immediate environment. (Kezban)

Answers indicate that being a teacher requires being a good observer of the society.

If I look at it from the point of view of my family members, my family values very much because I am a teacher. In addition, as I am a high school teacher, individuals who have adolescent psychology in my family share it with me. I think our patience actually fascinate them. Apart from that, my family values much more because I can take care of my cousins in my family or people who are close to me. I get such support. I feel like I'm special. But I cannot see this support from my husband much. (Tuğba)

One of the teacher interviewed said that although it is considered as an ideal profession due to less working hours, teaching is among difficult jobs. She stated that her workload is very high.

Especially when I was in high school but not in primary school, I had to take a lot of work home. I had almost no private life. I was constantly preparing new materials and this is especially difficult in schools where the material was prepared by ourselves. It is necessary to read the exam frequently. We were reading homeworks at home and then handing it over to the students. Parent meetings or weekend meetings that continued until late at times, caused me to disrupt my home life. (Hatice)

This study was carried out for the purposes of examining the factors affecting the teachers' choosing the teaching profession, determining whether existing perceptions underwent a significant change over time, and questioning the relationship between profession preferences and some variables. The teaching profession is preferred due to self-interested, extrinsic, internal and altruistic reasons. Over past years, there have been some positive changes such as preferring internal reasons more. Findings show that gender and the perception of one's own socioeconomic level are determinative in terms of career preferences. These findings draw attention to the following points.

First, it was concluded that the teachers' reasons for choosing the teaching profession are multidimensional. However, it is striking that the attractiveness and appeal in Sinclair's (2008) statement are not in education but rather in the opportunities provided by the profession. However, in Sinclair's findings in the Australian context, it is seen that attractiveness lies more in internal factors than external factors. The findings obtained in this study showed that self-interested and external factors are more

dominant than internal and altruistic factors on career choices. The teaching profession is predominantly preferred based on one's expectations of interest (which is one of the personal rights in democratic societies) or factors outside of themselves. These findings coincide with the fact that previous studies have pointed out that profession preferences are driven by economic (Behymer & Cockriel, 1998; Kniveton, 2004) or external factors (Bastick, 2000). It also sheds light on why the rate of people leaving the teaching profession is high (Erden, 2008). In short, those who make their preferences based on interests and external reasons see the profession as a "safety valve". When they find another job that offers better opportunities, it is easy for them to leave the profession. In addition, the role of the current economic structure and level of development on career choices should not be overlooked. According to the findings of the previous (Bastick, 2000) and current study, in underdeveloped or developing societies, extrinsic motivation sources are a stronger determinant of profession choice than internal ones, as it is the situation in Turkey. Then, in the teaching process, there is a need for activities that support affective learning and emphasize the altruistic side of the profession as well as cognitive learning. On the other hand, without eroding the existing attitudes, the false perceptions of the candidates should be transformed into more consistent perceptions and expectations should be revised, because the candidates have some misperceptions such that the working conditions of the teaching profession are "comfortable and less stressful". However, it has long been known that the teaching profession is among the most stressful professions (Ellison, 1990), and in some studies, participants see teaching as a difficult and stressful profession (Richardson & Watt, 2005).

Secondly, the findings obtained about the teaching process provide important clues about the change in perceptions and stagnation. It is observed that the preference reasons in the self-interest category show a structure resistant to change and that candidates do not compromise their personal expectations and interests.

This situation can be attributed to the concern created by the 2009 global crisis and therefore the unemployment rate that climbed to 15% (Alptekin, 2009) on the participants, most of whom come from low income groups. It is striking that some of the participants started to think about the facilities that teaching will provide in the upcoming military service. Despite this, it is observed that external factors lose their

importance to a great extent at the graduation stage. There may be several main reasons for this. First, based on age and experience, it can be thought that candidates deal with their profession preferences more autonomously. Second, the fact that some reasons such as "the type of high school graduated from" and "the OSS score is sufficient for only the current department" are not taken into account at the graduation stage may have affected the preferences in the external category. Additionally, the teacher training process can be considered to have a positive effect, because it is known that vocational courses and teaching practice process have a positive effect on perceptions towards profession preference (Sinclair, 2008). In this respect, it is meaningful that some participants expressed the teaching practice process within external factors. The positive effect of the teacher training process becomes more evident when the increase in intrinsic and altruistic reasons at the graduation stage is taken into account. Obviously, the candidates who will graduate express the most internal reasons in their choice of profession, different from their thoughts on entering the teacher training program. However, despite these, the view of the participants to the profession at the graduation stage also points to some important problems. The findings confirm the findings of a study (Kniveton, 2004) showing that the family and society are more effective than teachers on candidates' profession preferences. In addition, the fact that nearly half of the candidates stated that "if they had a chance again" they would not choose classroom teaching again, shows that they still have problems in their commitment to the profession.

Third, the findings highlight important details in terms of gender factor and socioeconomic status. Despite many studies indicating that teaching has become a "woman's profession", especially in developed societies (Foster & Newman, 2005) in our country men also prefer classroom teaching at a rate approaching female candidates. Although the rate of male candidates in primary school teaching programs is relatively low (Saban, 2003), the rate of male participants is more than half compared to women as an exception in the group participating in the study. Nevertheless, the findings show that there is a perception of "women's profession" among women. The fact that men have a higher tendency not to "re-choose the profession" compared to women suggests a similar perception among men. If there really exists such a perception, this perception may be related to social pressure (Foster

& Newman, 2005) and thus to a psychological impact (self-injury) on men (Foster & Newman, 2005).

In addition, the fact that male participants prefer the self-interested and external factors more than female participants in the entrance and exit of the teacher training program may be related to this pressure and perception. Perhaps, since female participants see teaching as a "women's profession", they are more dependent on internal reasons in both stages of their choice of profession. These findings coincide with the findings of studies (Johnston, McKeown & McEwen1999; Saban, 2003) showing that men prefer the teaching profession for external reasons and women for internal reasons. Findings also draw attention to the role played by the socioeconomic level in career choices. While the fact that most of the participants do not see themselves at high socioeconomic levels confirms the previous studies (Saban, 2003); findings indicate that professional commitment is lower at higher socioeconomic levels.

As a result, even though there are self-interested, external, internal and altruistic factors underlying the pre-service teachers' reasons for choosing the profession; it is seen that self-interested factors are more resistant to change than others. Although internal and altruistic reasons are more preferred at the end of the teacher training process, the ratio of those who say "I would not have chosen the profession again" (especially among men) creates the impression that the perception of "women's profession" is common. Considering that the current attitudes of male candidates towards the profession are lower (Çapri & Çelikkaleli, 2008), the need to employ ways (such as action research) that will deeply affect attitudes and beliefs during the teacher training process arises. Teacher training programs should examine the misperceptions of the candidates (such as easy profession, women's profession) and turn them into more consistent perceptions. Politicians and education managers should also protect and develop the opportunities offered by the profession. Studies to be carried out can make important contributions to the teaching profession and the teacher training process by examining how new teachers' thoughts about their own profession preferences have changed and developed.

As a result of the current analyses, it has been found that the most important reasons for teachers to prefer teaching profession are "family and environmental impact" as an

external motivation, and "loving children" and "loving teaching" as internal reasons. From there, as these external and internal reasons are all related to the social and emotional factors and to the "connectedness" towards others, it may be speculated that under the effect of Turkish culture and sociology, the motivation behind becoming a teacher is mainly shaped as a result of our interaction with other people and with the society.

It is true that there is a societal expectation in the society for women to balance their work and family life, so either consciously or subconsciously, women prefer teaching as it is perceived as a profession that is suitable for women in which private life and family life might be balanced. Even though some teachers stated that teaching allow them to spend more time with their families and has appropriate working hours, an important amount of participants also stated that teaching might have very long and unplanned working hours which cause them to spend less time with their families and cause their energy to be exhausted at home. However, on the other hand, some participants have also stated that the learned patience and understanding during teaching profession has also contributed to their marriage and family life. This also highlights the fact that motivation behind becoming a teacher is highly related to interrelational factors, especially in Turkey.

Some of the teachers interviewed stated that there might be slight differences in terms of gender in teaching profession, especially due to branch differences. It has been stated that women encounter less difficulties in pre-school and males have less problems in high schools. It is also mentioned that being emotional affect women negatively during their profession.

Despite most of the participants perceive the prestige of the teaching profession as diminished over years, the major social reasons to prefer teaching are the prestige, respect and holiness of the profession in society. Also, the fact that teaching profession's social aspect and the continuous interaction with children and with other people at school are also among the positive aspects. These findings are also supported by the existing literature. Due to the holiness of the profession, teachers usually carry the responsibility and anxiety of fulfilling the duties of their profession. To summarize briefly Fuller (1969) evaluates the professional anxiety of pre-service teachers from a

developmental perspective and argues that professional anxiety should be experienced and resolved by prospective teachers in order to be a better teacher. In other words, the professional anxiety felt by teacher candidates is considered as a reflection of their desire to successfully fulfill the duties required by the teaching profession. The discrepancy between the abilities of an individual and the duties to be performed is accepted as an important cause of anxiety. Idealistic, conscious and voluntary attitudes of teacher candidates at the stage of choosing the teaching profession also gain importance at this point. It is an intriguing question whether their acceptance of the teaching profession as their ideal profession or their preference for teaching for reasons such as job security will create a meaningful differentiation in the levels of professional anxiety, which is accepted as a reflection of the desire of teacher candidates to successfully fulfill the duties required by the profession.

In the literature, there are also studies investigating the relationship between attitudes towards profession or professional competencies and professional anxiety (Doğan & Çoban, 2009). Regarding the relationship between the attitude towards the teaching profession and the choice of the profession, it was determined that those who prefer teaching willingly have a positive attitude towards teaching (Özder, Konedralı, & Perkan-Zeki, 2010). As a result of these studies, it was stated that the concept of attitude coincides exactly with the preference (Dağ, 2010) and that the teaching profession is consciously preferred in our country (Aydın & Sağlam, 2012). Similarly, the negative relationship between positive attitudes towards the profession and professional anxiety (Doğan & Çoban, 2009) suggests that examining the relationship between preference reasons and professional anxiety, which reflects pre-service teachers' attitudes towards teaching, will provide meaningful findings to the literature. However, in the literature, there is no study investigating the relationship between pre-service teachers' reasons for choosing teaching and professional anxiety.

CHAPTER 4

CONCLUSION

Being a woman and a man refers to gender by making it necessary to talk about both social roles and internal definitions. Although biological sex remains constant, gender, a socio-cultural structure, has a feature that can change according to place and time (Bhasin, 2003: 6). Therefore, the concept of gender means more than biological sex (Illich, 1996: 88). In other words, it finds meaning as a process and a product of sociality rather than an object. In addition, gender role functions as a classification system (Connell, 2001: 191-199). One of the most important concepts in the gender literature is the concept of role (Connell, 1979). "Gender roles are learned throughout life and are constantly re-internalized. In this way, gender stereotypes are constantly reproduced and transformed into realities" (Onur and Koyuncu, 2004: 41). These realities are subject to a set of patterns that are determined by the society for women and men and formed as roles of femininity and masculinity. In summary, every society determines the gender roles that govern the behavior of women and men. (Kite, 1996: 361). Thus, the different expectations of the society from men and women lead to the development of behavior appropriate to the gender of the individual (Bhasin, 2003: 1-2).

The stereotypes imposed on women and men in many areas of social life create discrimination against women, often causing women to be put in the background in social life and the continuation of an inequality model that values men more than women. This inequality model is especially noticeable in work/opportunity, education and career choice. According to Correll (2001), cultural beliefs based on gender also

affect individuals' perceptions of their competencies in various professions and their control over their abilities.

The relationship between these stereotypes and gender role expectations and career choice started at this point and it has caused both men and women to make career and career choices in accordance with their own gender roles or in a way that they will not disrupt these roles in any area of their lives.

The literature on education and gender suggests that the teaching profession has developed as a profession that has traditionally been feminised, that is, perceived as specific to women (Boyle, 2004). The reasons for this may be that the working hours of teaching are more suitable for women in establishing a balance between housework, childcare and work, which are traditionally seen as women's duties.

The main aim of this study is to analyze women teachers' motives in becoming a teacher and their ideas about teaching profession. Based on the findings, the most effective internal and external reasons for teachers to prefer teaching profession have been determined. Under the "external causes" category, "family and environmental impact" constitute the most important reasons. Under the 'internal causes' category, the two most stated opinions are "loving children" and "loving teaching". One limitation might be that only the opinions of female teachers were asked. So, in the future, male teachers might also be included in the interviews that are conducted. In one past study Here, he views of male and female teachers about the obstacles to women's career development might differ. First of all, in extant literature, a significant difference was found between the views of male and female teachers according to the gender variable in "family reasons", "gender stereotypes" and "education, marital status, economic reason, age and gender" dimensions. In all three dimensions, the source of the difference was female teachers.

Female teachers stated that family reasons cause more obstacles for women to pursue a career. This is because, in today's societies, men classify women's primary duties as motherhood, housewife and spouse, while career development activities are perceived as men's work. In the process of developing career and recruiting in senior positions, the existence of long working hours and the situation of bringing work to home forces women who are expected to fulfill their primary duties such as childcare and

housework. This situation causes the teaching profession, which enables women to fulfill these duties, to be perceived as a traditional woman job (Usluer, 2000). Therefore, while the teaching profession, which has short working hours and long holidays, is accepted by the society, career development processes that prevent women from fulfilling such duties are not supported. As a result, women do not want to enter the career development process, influenced by high-ranking men who outnumber them and the male-dominated organizational culture established and maintained by them.

Female teachers state that gender stereotypes pose more obstacles for women to pursue a career than male teachers. Some findings support this view. Considering the employment rates of women in the field of education there is a situation in favor of women worldwide (Oplatka, 2006). For example, 92% of teachers in England are women. At the same time, it is noteworthy that 56% of women are employed in education sector in the USA. Indeed, the high proportion of women's employment in education does not support the view that they have equal rights with men, or at least as much as they participate in the workforce; because such numerical data support the fact that there is a gender discrimination and gender inequality against women when compared to numerical data for other business lines.

Numerical data showing that women in the USA are employed in top positions of the most important companies at a rate of 4%, 13% are senators in politics, 2% are in senior positions in the military field, only 30% of women are employed as lawyers in the field of law. (Eagly & Carli, 2007) clearly demonstrates that women can only be teachers, that the teaching profession suits women better, women cannot fulfill the duties related to high-level positions and they cannot exhibit the leadership qualities required by these positions, and that gender stereotypes still exist in today's societies. In a study showing the situation of women in 1996, Tan states that although the general directorate of preschool education and girls' technical education generally concern women, even the top level administrators in these areas are men. Even though it is not determined by written rules, we encounter a situation that prevents women from taking roles in senior positions due to the structure called glass ceiling (Usluer, 2000: 2). It is a stereotype that has been formed by the society for a long time that an important career phase such as school administration is perceived as only a male job, the teaching profession is a female profession, and the educational administration is a male

profession. For this reason, men may have thought differently than women on this issue.As a result, the glass ceiling created against women, that is, opinions containing such prejudices and discrimination, are also produced by the society and continue to exist effectively (Charles & Davies, 2000).

According to marital status, single teachers expressed a different opinion than married and divorced teachers in gender stereotypes dimension. Single teachers state that gender stereotypes create a problem against single teachers. Within the traditional structure of Turkish society, it is unusual to have a single teacher in a managerial position, especially that this is a woman. Prejudices by other teachers, parents and the environment towards single teachers' being administrators may have caused single teachers to express this opinion.

According to the variable of seniority, a significant difference was found between the views of teachers with 1-5 and 6-10 years of seniority and teachers with 11-15 years of seniority in terms of family reasons. Again, in the dimension of women's own perspectives, teachers with seniority of 1-5 years and teachers with seniority of 11-15 years and 21 years and more formed the source of the difference. The 11-15 year seniority phase is known as the empiricism and activism phase. Teachers are known to have a high level of physical and mental ability at this stage, and this stems from energy, ambition, effort and self-confidence (Bakioğlu, 1996). Therefore, it can be said that a teacher who has devoted himself to research, fulfilling the requirements of the field and questioning can evaluate the events more objectively. On the other hand, in the early years of the profession, teachers' lack of field experience and a process of inexperience, especially teachers who have approached their last years in the profession, started to have the characteristic of the step of disconnection, and their self-confidence, enthusiasm and fatigue came to the agenda (Bakioğlu, 1996) may have caused teachers to express an opinion in this direction.

In terms of women's own perspective towards career making, teachers with 1-5 years of seniority stated that women's own perspective is an important obstacle to women's career development compared to other group teachers. Many teachers who are just starting the profession want to rise and improve over time. However, as time progresses, teachers' perspectives change, especially as retirement approaches. The

inexperience of teachers who have just started the profession is in question, and they may have caused them to express different opinions from other group teachers, especially with their insufficient self-confidence, not being willing and feeling of failure.

Considering all the stated reasons, it is clear that there are important factors that prevent women from pursuing a career. For this, they should create a suitable environment for women to make a career, organize necessary in-service training activities and encourage them to make a career. Breaking gender stereotypes and using women teachers as administrators will bring different perspectives and different management activities to the education system.

According to the findings of the research, teachers stated that female teachers had a "moderate" career barrier due to "educational status, gender, working hours, age and marital status". They saw "family reasons" as the biggest obstacle for female teachers to make a career, while they saw "economic reasons" as the least obstacle.

Significant differences were found between teachers' perceptions of career obstacles experienced by female teachers regarding "family reasons", "social structure", "school and environment" and "education, working hours, age and marital status" according to the gender variable. Female teachers think that they encounter more career barriers related to these sub-dimensions than male teachers.

According to the number of children variable, a significant difference was found between teachers' perceptions of the career barriers experienced by female teachers regarding "family reasons", "social structure", "school and environment", "economic reasons" and "education, working hours, age and marital status". In general, teachers with fewer children emphasized that female teachers experience more career barriers in the specified fields than those with many children.

According to the professional seniority variable, significant differences were determined between teachers' perception of career barriers experienced by female teachers regarding "social structure", "school and environment" and "economic reasons" and "education, working hours, age and marital status". Here, teachers with less professional seniority found the "social structure" and "school and environment"

more obstacle to the career development of female teachers than teachers with higher professional seniority.

Within the scope of the following recommendations regarding working, responsibility for childcare should not be left alone to the woman, this responsibility should be shared by family members. The understanding of the social structure that sees career as a man's job should be changed through education. Managers should treat male and female teachers who want a career fairly. As a result of the career, a financial increase should be provided compared to the previous situation. Teachers should be told that career-making will continue throughout life as a form of development.

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APPENDICES

A. RESPONDENT PROFILES

Table A.1 Respondent Profiles

Name	Age	Job	Graduation	Experience	Children
GÜNCE	27	Spanish Teacher	Ankara University	4	No
EZGİ	32	Social Studies Teacher	Dokuz Eylül University	9	No
CEYDA	30	Maths Teacher	Başkent University	6	No
ELİF	28	Science Teacher	Gazi University	4	No
RABİA	29	Maths Teacher	Afyon Kocatepe University	4	Yes
BEREN	33	Science Teacher	Gazi University	8	Yes
GÖZDE	52	Primary School Teacher	Gazi University	31	Yes
SARE	31	Primary School Teacher	Atatürk University	10	Yes
KEZBAN	44	English Teacher	Ankara University	20	No
ŞEYDA	29	Primary School Teacher	Celal Bayar University	6	Yes
NAZLI	32	Philosopy Teacher	Gazi University	9	Yes
JALE	45	Chemistry Teacher	Hacettepe University	21	No
YAPRAK	27	English Teacher	Hacettepe University	2	No
ZELİHA	35	Information Technologies Teacher	Başkent University	11	No
TUĞBA	37	Turkish Teacher	Ankara University	13	Yes
HATİCE	40	English Teacher	Hacettepe University	14	Yes
JÜLİDE	36	Maths Teacher	Hacettepe University	12	Yes

B. THESIS INTERVIEW QUESTIONS

1) Eğitim durumunuzdan bahsedebilir misiniz? Hangi okullarda hangi şehirlerde öğrenim gördünüz?

2) Meslek olarak neden öğretmenliği seçtiniz?

3) Meslek hayatınızın erken dönemini ile bu gününüzü değerlendirdiğimizde seçiminizi nasıl değerlendiriyorsunuz?

4) Evli bir kadın öğretmen olarak meslek hayatınızda Herhangi bir sorunla karşılaştınız mı?

5) Mesleğinizin kamusal hayatta ne gibi olumlu yanları olduğunu düşünüyorsunuz?

6) Evli bir kadın öğretmen olarak özel/ aile hayatınızda herhangi bir sorunla karşılaştınız mı?

7) Erkek meslektaşlarınızla kendinizi karşılaştırdığınızda mesleki açıdan mesleğinizin gereklerini yerine getirme açısından farklılıklar olduğunu düşünüyor musunuz?

8) Evli kadın öğretmenler ile evli erkek öğretmenlerin mesleki deneyim açısından eşit olduğunu düşünüyor musunuz?

9) Ekonomik bağımsızlığa sahip olmayı nasıl değerlendiriyorsunuz?

10) Mesleki hayatınızla özel hayatımızdaki rol ve sorumluluklarınızı ne ölçüde yerine getirdiğinizi düşünüyorsunuz?

11) Kadın olmanın mesleğinizde nasıl bir anlamı olduğunu düşünüyorsunuz?

12) Mesleki hayatınızda ve özel hayatınızda toplumsal cinsiyet eşitsizliğinin etkilerini nasıl hissediyorsunuz?

13) Mesleğinizin toplumsal statüsünü nasıl değerlendiriyorsunuz? Siz bu statüden nasıl etkileniyorsunuz?

14) Öğretmenlik genel olarak kadın mesleği olarak değerlendiriliyor biz bu konuda ne düşünüyorsunuz?

15) Evli bir kadın öğretmen olarak sınıfta disiplin kurma konusunda sıkıntılar yaşıyor musunuz?

16) Cinsiyetçi kavramların mesleki hayatınızı nasıl etkilediğini düşünüyorsunuz?

17) Kadın öğretmenlerin yönetici konumunda çalışmasını nasıl değerlendiriyorsunuz?

18) Mesleki gelişiminiz için kamusal hayatımızdan ve özel hayatınızdan destek alıyor musunuz?

19) Erkek öğretmenlerle sorun yaşıyor musunuz? Eğer yaşıyorsanız ne tür problemlerle karşılaşıyorsunuz?

20) Kadın olduğunuz için velilerle problemleriniz oluyor mu? Eğer yaşıyorsanız ne tür problemlerle karşılaşıyorsunuz?

21) Öğretmenlik mesleğinin size ne gibi katkılarda bulunduğunu düşünüyorsunuz?

22) Yeni bir imkânınız olsa tekrardan öğretmenliği seçer miydiniz? Neden?

23) Eklemek istediğiniz başka bir şey var mı?

C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

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Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Ayça ERGUN

Danışmanlığını yaptığınız Ümmühan Sayın GÜRAN'ın "Evli Kadın Öğretmenler Kamusal ve Özel Hayatlarında Rollerin Nasıl Algılıyorlar?" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 457 ODTU 2019 protokol numarası ile onaylanmıştır.

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Toplumların yaşam tarzları yıllar içinde toplumsal cinsiyet normlarına göre şekillenmiştir. Cinsiyet, bireyi doğduğu andan itibaren çevreleyen cinsiyet rollerini ifade eder. Bu roller günlük yaşamdaki iletişim biçimlerimizi ve davranış ölçütlerimizi belirler. Cinsiyet algısı, kadınların daha duygusal, hassas ve erkeklerin daha mantıklı ve fiziksel olarak daha güçlü olduğunu bildirmektedir. Bazı işlerin kadınlara, bazı işlerin erkeklere uygun olduğu gibi genel görüşleri ifade eder. Sanayi devriminin etkisi gibi gelişmelere rağmen, kadınlara uygun görülen işlerin nitelikleri, toplumun kadın cinsiyetine yüklediği görev ve misyon çerçevesini aşamaz (Pilcher &Whelehan, 2004). Dolayısıyla toplumsal hayatta kadına atfedilen edilgen rollerin kadınları büyük ölçüde sınırladığı söylenebilir. Correll'e (2001) göre bu tür ayrımcı tutumlar, özellikle kadınlar için iş fırsatlarını kısıtlamaktadır. Bu durum, her iki cinsiyet için de meslek seçiminde gönüllü bir tavırla geleneksel cinsiyet rolleriyle uyumlu mesleklere yönelme durumunu ortaya koymaktadır.

Toplumda kabul gören kalıp yargılar, ulaşılması gereken ideal kimliklerdir. Kadınlarla ilgili ön kabuller onun duygusal, sevecen ve iyi bir anne olmasıyla ilgilidir. Dolayısıyla kadınlar bu niteliklere sahip olmanın gerekliliği bilinciyle büyüyecek ve hatta bu kalıp yargılara uygun bir kimlik geliştireceklerdir.

Kadınlar, toplumsal cinsiyet rolleri temelinde toplumda yaygın olan inanışa uygun olarak bağımlılık, bakım, annelik, şefkat gibi daha duygusal alanlara yönlendirilirken, erkekler başarı ve güç gibi alanlarda vurgulanmaktadır (Lindsey, 1990).

Kadınların çalışma hayatındaki rollerinin ev içi rollerini bozmaması gerektiği argümanları ile kadınlar aile rollerine uygun mesleklere yaklaştırılmakta ve meslekler arasında cinsiyete dayalı bir ayrım ortaya çıkmaktadır. Kadının aile içinde olduğu kadar kamusal alanda da duygusal emek bağlamında üstlendiği sorumlulukları üstlenmesi beklenir ve bu doğrultuda benimsenen algı ile birlikte "ideal meslek" algısı ortaya çıkar. Öğretmenlik ve özellikle sınıf öğretmenliği ve okul öncesi öğretmenliği

gibi meslekler, kadınların aile içinde duygusal emek bağlamında yerine getirdikleri sorumlulukların uzantısı olan en belirgin meslek grupları arasında yer almaktadır.

Öğretmenlik, gerektirdiği nitelikler ve sunduğu olanaklar açısından kadınların bireysel ve mesleki rollerini bir arada yürütebilecekleri bir meslektir. Yani öğretmenlik, uzun tatilleri, esnek çalışma seçenekleri, duygusallığı ve iletişim becerileri ile ana rolü annelik olan bir kadın için "benzersiz" bir iştir.

Bu çalışmanın amacı, herhangi bir kural, kanun ve benzeri yazılı unsurlar olmamasına rağmen bazı mesleklerin kadın doğasına daha uygun olduğu görüşünden hareketle, kadın çalışanların öğretmenlik mesleğine yönelmelerinde cinsiyet faktörünün etkilerini araştırmaktır.

Kadınlar kamusal hayata ne kadar çok katılırsa, mesleki eşitsizliğin boyutları o kadar derin ortaya çıkmakta ve eşitsizliğe neden olan değerlerin kadınlar tarafından ne kadar yoğun bir şekilde benimsendiği daha iyi görülmektedir.

Richard Anker (1998), çalışma hayatında ve meslek seçiminde kadın ve erkek arasındaki ayrımcılığın önemini şu şekilde açıklamaktadır: "Çalışma hayatında cinsiyete dayalı ayrımcılık, kadınların bakış açılarının kendileri üzerindeki olumsuz etkilerini göstermekte ve toplumsal cinsiyet kalıp yargılarının etkilerini artırmada önemli rol oynamaktadır".

Dünyadaki örneklere bakıldığında, toplumlarda toplumsal cinsiyet rollerine ilişkin görüşlerin pek değişmediği ve değişimin uzun bir zaman dilimine yayıldığı rahatlıkla söylenebilir. Kadınların çalışma hayatındaki konumları ve bu konumun iç dinamiklerindeki sorunların öncelikle kadınlar tarafından çözülebileceği önemli bir noktadır.

Cinsiyet kavramının çalışanlar üzerindeki etkisinin keşfedilmesi ve bu kavramın çalışanlar tarafından kabul edilmesinin meslek seçimi ve iş tatmini üzerindeki etkisinin ortaya çıkarılması bu araştırmanın önemini ortaya koymaktadır.

Bu araştırma kapsamında evli kadınların toplumdaki, kamusal ve özel yaşamdaki rolü de derinlemesine araştırılmıştır. Mevcut çalışma, veri toplama yöntemi olarak

görüşmeleri seçmiş ve derinlemesine cevaplar almak ve kadın öğretmenlerin eylemlerinin ardındaki gerçek motivasyonu bulmak için açık uçlu sorular sormuştur.

Bu çalışma, kadın öğretmenlerin öğretmenlik mesleğini seçme nedenlerinin yanı sıra, kendilerine yöneltilen sorular aracılığıyla beklentileri ile deneyimleri arasındaki uçurumu da ortaya koymaktadır.

Bu bağlamda, bu araştırma, kadın öğretmenlerin öğretmenlik mesleğine ilişkin algılarını araştırmış ve öğretmenlik mesleğinde yaşadıkları zorlukları veya beklentilerini karşılamayı ortaya koymuştur.

Mevcut çalışma, sadece kadın öğretmenlerin meslek seçimindeki motivasyonlarını değil, aynı zamanda öğretmenlerin olumlu ve olumsuz deneyimlerine de yoğunlaşmıştır. Her bir görüşmeci ile yapılan derinlemesine görüşmeler sayesinde bu çalışma, onların işlerini yaparken yaşadıklarını deneyimlemelerine olanak tanımaktadır. Bunu yaparak öğretmenlerin meslekten beklentilerinin neler olduğu ve nelerle karşılaştıklarına dair çok çeşitli görüşler elde edilmiştir.

Bu çalışmada, öğretmenlerin mesleğini neden seçtiklerine ilişkin motivasyon ve inançları ile bu motivasyonların sonucunda ne tür deneyimler yaşadıkları araştırılmaktadır. İnsanların öğretmenlik mesleğine ve yaşadıkları durumlara ilişkin düşünce ve algılarının, kendilerini ifade etme biçimlerinin araştırılması ve kullandıkları kelime veya cümlelerin tam olarak analiz edilmesiyle en iyi şekilde ele alınabileceği sonucuna varıldığından, araştırma, katılımcılardan alınacak sözlü/sözlü verilerin ana odak noktası olacağı nitel bir araştırmadır.

Bu çalışma uygun örnekleme ve kartopu örnekleme tekniği ile gerçekleştirilmiştir. Araştırmacı, Ankara'da aynı özel okuldan evli kadın öğretmenleri seçmiştir ancak öğretmenlerin eğitim verdikleri sınıflar farklıdır. Bunlardan dördü ilkokul, yedisi ortaokul, altısı lise öğretmenidir. Katılımcıların yaşları ve sahip oldukları çocuk sayıları biraz farklıdır. Araştırmaya katılacak kişilerin belirlenmesinde bu çeşitlilik göz önünde bulundurulmuştur. Bu çeşitlilik, evli kadın öğretmenlerin rol algılarını etkileyen unsurları net bir şekilde ortaya çıkarmak için bilinçli olarak seçilmiştir.

Görüşme formunu geliştirmek için ana başlıklar altında araştırmanın amacına yönelik sorular oluşturulmuştur. Öğretmenlik mesleğini seçme güdülerinin sınıflandırılmasını

ve değerlendirilmesini anlamak için katılımcılara "neden öğretmenliği tercih ediyorsunuz" veya "seçiminizi nasıl değerlendiriyorsunuz" gibi sorular sorulmuştur. Evli bir kadın olarak meslek sahibi olmak, iş sahibi olma açısından toplumsal cinsiyet rollerini değerlendirmek için sorulan başka bir başlıktı. Mesleğe ilişkin algıyı, statüsünü, mesleğin avantaj ve dezavantajlarını anlamak için öğretmenlik mesleğinin toplumsal konumu ve kamu ve özel yaşamdaki yararları hakkında sorular sorulmuştur. Evli ve aile sahibi olmanın meslek seçimi ile ilişkisi bu çalışmada araştırılan bir diğer konudur. Kadın öğretmenler tarafından ekonomik bağımsızlığa sahip olmanın nasıl değerlendirildiği ile ilgili sorular da bulunmaktadır. Öğretmenlik mesleğinin toplum tarafından kadın mesleği olarak algılanmasına ilişkin görüşler ve kadın öğretmenlerin bu konudaki görüşleri araştırmaya dahil edilen bir diğer sorudur. Son olarak cinsiyetçi kavramların kadın öğretmenlerin hayatlarını nasıl etkilediğine dair sorular sorulmuştur.

Bu noktada, hem araştırma sorularına göre görüşmeciyi yönlendirebilmek hem de görüşmecilere cevap verirken esneklik sağlamak açısından standartlaştırılmış açık uçlu görüşmenin araştırma için en uygun görüşme türü olarak ortaya çıktığını söylemek mümkündür.

Burada mevcut araştırmanın en büyük avantajı, verilerin içeriden öğrenilmiş olarak toplanmasıdır. Ben de araştırmacı olarak öğretmen olduğum için görüşme sorularını öğretmen gözüyle oluşturup değerlendirmem mümkün oldu. Bu aynı zamanda görüşme sorularının ana temalarını oluşturmamı ve uygun bir örneğe ulaşmamı da kolaylaştırdı.

Bu araştırmanın sınırlılıklarından biri araştırmaya katılan öğretmenlerin özel okullarda çalışıyor olmaları olabilir. Bir araştırmadan da anlaşılacağı üzere kamuda görev yapan öğretmenler özel sektörde çalışan meslektaşlarına göre öğretmenlik mesleğinden daha çok memnundurlar (Togia, Koustelios ve Tsigilis, 2004).

Teorik arka plan başlıklı ikinci bölümde; kadınsı bir meslek olarak görülen öğretmenliğin toplumsal cinsiyet, toplumsal cinsiyete dayalı iş bölümü, toplumsal cinsiyete dayalı işbölümü bağlamında kadınlık ve erkeklik rolleri, toplumsal cinsiyet ve kariyer seçimi ekseninde kurulması ve gelişmesi ile ilgili literatür bilgisi bulunmaktadır, araştırma konusunun temeli budur. Ayrıca kamusal alan ve özel alan

kavramları açıklanmıştır. Bu kavramlar ile toplumsal cinsiyet rolleri arasındaki ilişki değerlendirilmekte ve bu ilişkilerin kadın işlerine etkisi araştırılmaktadır.

Kamu-özel ayrımına ilişkin ilk kamusal tartışma 1960'larda başlamış ve bu kavram, Habermas tarafından devletten bağımsız, sivil toplum içinde oluşturulmuş, yurttaşların özgür ve eşit bireyler olduğu, ortak sorunları tartışıp çözüm aradığı bir alan olarak tanımlanmıştır (Habermas, 2004: 95-102). Aslında Habermas, vatandaşların eşit ve özgür bireyler olarak homojen olduğunu varsayarak bu liberal kamusal alanı idealize eder. Bu noktada Habermas'ın kamusal alan kavramını eleştiren Nancy Fraser, kadınların kamusal alanı, işçilerin kamusal alanı gibi birbiriyle rekabet eden alt-kamusal alanlardan bahseder. Buna göre, bu alt grupların üyeleri, ezilen toplumsal gruplar olarak kimlikleri, çıkarları ve ihtiyaçları konusunda karşıt söylemler oluştururlar (Fraser, 1990: 107-110).

Bu bağlamda, Habermas'ın idealleştirdiği gibi homojen kamusal alan hiçbir zaman var olmamıştır. Aksine bu alan, eşitsiz ve özgür olmayan bir ilişkinin yaşandığı ve farklı kamusallıkların bu ilişkide birbirleriyle rekabet ettiği bir alana dönüşmektedir. Bu eşitsiz ilişki, daha çok farklı kimliklerin kamusal alanda temsil edilme olanağına sahip olmadığı ve tüm bireylerin bu alana eşit ve özgürce erişemediği durumlarda yaşanmaktadır (Marshall, 2000). Başka bir deyişle, bu kavram en baştan karşıtıyla var olur ve kamusal olmayan (özel) bir alanın varlığını gösterir. Bazı kimlikler de özel alan sınırları içinde hapsedilerek kamusal alandan dışlanmaktadır. Yani, özel ve kamusal alanlar arasındaki ayrım, özel alanın baskı altına alınmasını ve bu iki alan arasındaki eşitsiz ilişkiyi meşrulaştıran hegemonik söylemlere hizmet etmektedir (Lindsey, 1990).

Kamusal alan akıl, mantık, nesnellik, resmi ilişkiler, adalet, eşitlik, kurallar alanı olarak tanımlanırken, özel alan ise duygusallık, öznellik, doğa, ahlak, kültür ve sevgi alanı olarak tanımlanmaktadır. Bu tanımlar kadın ve erkek olarak tanımlanmakta ve özel alan kadın alanı, kamusal alan ise erkek alanı olarak tanımlanmaktadır (Lewis, 2021).

Türkiye Cumhuriyeti'nin kurulmasıyla birlikte kadın kamusal alanda tanımlanmaya başlamıştır. Cumhuriyetin resmi ideolojisi, kadının kamusal alanda ortaya çıkması ve bir meslek sahibi olması taraftarıdır. Ancak dönemin kadın algısına daha yakından

bakıldığında toplumsal cinsiyet rolleri açısından gelenekçi ve modernist kalıp yargılar arasında temel bir farkın olmadığı görülmektedir. Özetle, kadınlara yüklenen geleneksel roller değişirken, dönüşürken ve gelişirken temelde aynı kalmaktadır.

Bir başka deyişle, kadının kamusal alana girmesi kadının ikincil konumunu değiştirmez, aksine kamusal alanda farklı güç ilişkileri nedeniyle bu baskı güçlenir ve kadın emeği her iki alanda da sömürülür.

Carol Pateman (1988) bu süreci hane ataerkilliğinin ataerkil sivil topluma (erkeklerin kardeşliği) dönüşmesi olarak tanımlar. Dolayısıyla ona göre kamusal alan erkeğe ait olduğu için vatandaşlık ve sivil toplum kavramları da erkek egemendir. Kadın aynı zamanda bir vatandaştır ama aynı zamanda öncelikle bir eş ve annedir.

Tüm bunlara ek olarak, işler "kadın işleri" ve "erkek işleri" olarak ayrılırken, kadınların hemşirelik, öğretmenlik, sekreterlik gibi "kadın işleri"nde de çalışması beklenmektedir. Müfettişlik, kaymakamlık gibi mesleklerden sırf kadın oldukları için dışlanmaktadırlar (Anker, 1998).

Bu genel çerçevede, kadınların özellikle ücretli işlerde kamusal temsili ve görünürlüğü otomatik olarak çoğulculuğu getirmemiştir. Çünkü kadınlar hala kamusal alanda anne ve eş olarak geleneksel rolleriyle tanımlanmaktadır. Toplumsal cinsiyet, kadın hareketini sadece özel alanda değil, aynı zamanda kamusal alanda da sınırlandırmaktadır. Kısacası, kamusal alana giriş kadınları "özgürleştirmedi", aksine kadınların "özne" olarak görülmediği gerçeğini kapsıyordu (Dekeseredy, 1990).

Toplumsal cinsiyet algıları, toplumsal değerler ve kurallar gibi toplumsallaşma süreciyle yeniden üretilmekte ve kuşaktan kuşağa aktarılmaktadır. Kadın ve erkeğin yetiştirildiği alanların birbirinden farklı olması, onları farklı alan ve disiplinlerde ustalaşmaya ve beceri kazanmaya, farklı cinsiyetleri farklı şekillerde istihdam etmeye yöneltmektedir. Bu, cinsiyete dayalı iş bölümünün güçlü bir kısıtlama sistemi olarak işlev görmesine neden olur. Cinsiyete dayalı iş bölümü, ücretli işlerde çalışan kadınların ev işlerinin uzantısı olan işlere konsantre olmalarına ve bu tür işlerin öğretildiği okullara gitmelerine neden olmaktadır (Pilcher ve Whelehan, 2004).

Kadınların belirli mesleklere daha yatkın oldukları ve bazı meslekleri tercih etmedikleri, tercih ettikleri mesleklerde dahi yöneticilik pozisyonlarında yer

almadıkları tespit edilmiştir. Bu durum mesleki yaşamlarında cinsiyet ayrımcılığı sorunu yaşamalarından kaynaklanmaktadır (Vaus ve Mcallistar, 1991). Çünkü kadınların kariyer gelişiminin erkeklerin kariyer gelişiminden oldukça farklı ve karmaşık olduğu bilinmektedir.

Türkiye'de öğretmenlik, kadınlar için en eski meslek alanlarından biridir. Kadın öğretmenlerin yetiştirilmesine tarihsel açıdan bakıldığında, kadınlara öğretmenlik mesleğinin kapıları aralanmış ve özellikle kadınların nesiller yetiştirmedeki rolü vurgulanmıştır (Kandiyoti, 1988).

Kadını çocuk bakımına, ev hizmetlerine ve erkeğin çalışmasına bağımlı kılan, kadının fizyolojisi değil, toplumda hakim olan yaşama biçimidir (Atabek, 2002). Türkiye'de kadınların işyerlerinde karşılaştıkları zorluklar ülkemizin geleneksel, ekonomik ve sosyo-kültürel yapısı ile yakından ilgilidir (Kandiyoti, 1988). Bu nedenle Türkiye'de kadınlara en uygun meslek olarak öğretmenlik mesleği akla gelmektedir. Bunun nedeni öğretmenlik mesleğinin annelikle ilişkilendirilmesi ve ebeveynlikle ilişkilendirilmesi olarak görülebilir.

Geleneksel, cinsiyete dayalı iş bölümü, işlerin cinsiyete göre ayrılmasına neden olduğundan, kadınlar da geleneksel rollerine paralel işlere yöneldiler. Örneğin öğretmenlik mesleğinin kadına atfedilmesi, annelik rolünün devamı olarak görüldüğü için toplumsal rollerle ilişkilendirilebilir. Kadın çalışma hayatında aktif olmak istese bile, öncelikle anne, eş ve ev hanımı rolünü yerine getirmeli, ardından çalışan kadın kimliğine girmeli ve çalışma hayatında olabildiğince kendi "yaratılışlarına" uygun şeyler yapmalıdır. Geleneksel toplum yapısı, bu ve benzeri mitlerle yüzyıllardır kadınları tutsak etmiştir. Annelik ve çocuk bakımı kutsanarak, bu sorumluluklar kadının varoluş amacı gibi zihinlere kazınmıştır. Geleneksel toplumsal yapı, modern çağla birlikte çalışma hayatına giren kadının peşinden koşmayı bırakmamış, işleri cinsiyet rollerine göre sınıflandırmış ve kadının yaşam alanını daraltmaya devam etmiştir (Koenig & Eagly, 2014).

Üçüncü bölümde, araştırmanın ana bulguları ile birlikte veriler ve analizi sunulmaktadır. Bu bölümde, kamu ve özel alan, toplumsal cinsiyet rolleri ve öğretmenlik mesleği kavramlarına ilişkin çalışmanın bulguları incelenmiştir.

Çalışma yaşamında cinsiyet ayrımcılığının en önemli nedenlerinden biri biyolojik farklılığı nedeniyle kadına biçilen toplumsal olarak şekillendirilmiş rollerdir. Sosyalleşme sürecinde kızların uysal, yumuşak ve özverili olma davranışları pekiştirilir. Buna karşılık, erkek çocukların rekabetçi, kendine güvenen ve girişken olma davranışları pekiştirilir. Görünen o ki, bu durum eğitim farklılıklarını, kız ve erkek çocuklar için ücretsiz aktivite türlerini ve dolayısıyla potansiyellerini geliştirebilecekleri alanları, kariyer seçimlerini ve mesleki yaşamlarını daha da ileriye götürüyor.

Kadınların öğretmenlik mesleğini daha çok tercih etmelerinin nedeni, öğretmenlik mesleği ile çocuk yetiştirme arasındaki benzerlik ve uyum olarak görülebilir. Ayrıca öğretmenlik mesleği, kadının doğasında var olan ve kadının yetiştirilme biçimiyle bütünleşen bir meslektir. Çünkü kadın öğretmen bir annedir. Bu nedenle çocuğun gelişimi onun için ön plandadır. Öğretmenlik kimliğine baktığımızda kadınlara en uygun meslektir. Çünkü öğretmen; çocuğa gerçek hayatı gösterecek bir öğretici, çocuğa belirli bilgi ve birikimleri kazandıracak bir eğitimci, çocuğu topluma hazırlayan bir sosyalleştirici, okulu, aileyi ve çevreyi bir araya getiren bir kaynaştırıcıdır.

Saracaloğlu, Serin, Bozkurt ve Serin (2004), kadınların öğretmenlik mesleğinin çalışma ve yaşam koşullarına ilişkin algılarının, mesleğin kadınlara daha uygun olduğu anlayışına uygun olduğunu ifade etmişlerdir. Bu fikirle bağlantılı olarak bir öğretmen, çalışma saatleri sabit olduğu için öğretmenliğin bir "kadın mesleği" olduğunu söyleyerek görüşünü ifade etmiştir. Yani öğretmenlik mesleği onların özel hayatına fırsat vermektedir.

Ayrıca ikili rol yaklaşımına göre kadınlar büyük hedefleri olmadığı için düşük ücretle çalışmaya hazırdır. Sadece çocuklarının iyiliği için yeterli paraya sahip olmaya isteklidirler. Erkek çalışanlardan çok daha az ücret almayı umursamıyorlar. Bu teori, cinsiyete dayalı meslek seçiminin olağan olduğunu vurgular. Erkeklerin çalışma hayatında olması, kadınların ise evdeki görev ve sorumluluklarını yerine getirmesi gerektiğini savunur. Kadınların doğum ve çocuk bakımı gibi nedenlerle işlerine ara vermek zorunda kaldıklarını ve erkeklere göre daha yetersiz olduklarını savunan bu

teoriye göre, kadınlar her zamanki gibi iş eşitsizlikleriyle de karşılaşmaktadır (Metz ve Tharaneou, 2001).

İşe alımda ayrımcılık kadınların çalışma hayatında karşılaştıkları zorluklardan biridir. Kadınlar bazı pozisyonlarda sadece cinsiyetleri nedeniyle çalıştırılmıyorlar. Annelik rolü nedeniyle kadınlar, işlerini ikinci plana atabilecekleri veya işten ayrılabilecekleri inancıyla istihdamda güçlü bir yere sahip olamamışlardır.

Çalışan kadınlar, erkekler gibi hayatlarının çoğunu profesyonel bir kariyer elde etmek için harcarlar. Ancak kadınlar evlenip çocuk sahibi olduklarında çocuk yetiştirme konusunda kocalarıyla eşit paya sahip olamamaktadırlar. İşverenler, kadınlara bu koşullarda kariyerlerini devam ettirebilmeleri için esnek çalışma süresi sağlama konusunda destek vermemektedir. Yani kadınlar üzerindeki baskıyı azaltmazlar. Bu faktörler, kadın ve cinsiyet ayrımcılığı konusunda kalıp yargılar yaratmaktadır. Bu durum kadınları mesleki hedefleri ve kararlarıyla çelişmeye zorlar. Bu bağlamda, görüşmeye katılan öğretmenlerden biri kendi bebeğini dünyaya getirdikten sonra kişisel sorumluluklarına önem vererek mesleğini geri plana attığını ifade etmiştir.

İşgücü piyasasında işverenler tarafından kadınlara yönelik bazı olumsuz tutumlar ve engeller olabilir. İşverenler kadınları istihdam etme ve onlara yatırım yapma konusunda isteksiz olabilir. Kadınlar iş başvurularında, işe alımlarda, terfilerde ve ücretlerde ayrımcılığa maruz kalmaya devam ediyor. Kadınların en üretken yaşlarında hamile kalmaları veya fiziksel olarak zayıf oldukları için zihinsel olarak hafife alınmaları mümkün olabilir. Örneğin işe alım mülakatlarında kadınlar, "Çocuğunuz var mı?" veya "2 yıl hamile kalmayacağınıza söz verirseniz sizi işe alabiliriz" gibi pek çok soruyla uğraşmak zorunda kalıyor.

Çalışma hayatındaki kadınlar evlilik veya çocuk sahibi olma gibi düşüncelerini erteleyerek iş ve aile arasında seçim yapmak zorunda kalırken, erkekler bu süreçte hem aile hayatı kurabilmekte hem de iş hayatına devam edebilmektedir. Görüşmeye katılan öğretmenlerden biri evli bir kadın olmanın meslek hayatında herhangi bir sorun yaratmadığını ancak evlilik ve çocuk sahibi olma fikrini bir süre ertelediğini ifade etmiştir.

Aile ve iş, insan hayatındaki en önemli iki merkezi alan olarak kabul edilir (Kanter, 1979). Aile, kişinin ilk sosyalleşmesini gerçekleştirdiği, yaşamının temel ilgi ve ihtiyaçlarını tamamladığı ve sürdürdüğü en önemli sosyal kurumlardan biridir. Meslek veya çalışma hayatı da bireyin ekonomik ve diğer hayati ihtiyaçlarının karşılanmasında önemli yer tutan ikinci alandır. Aile ve iş rolleri hayattaki en kapsamlı ve uzun vadeli rollerdir (England, 1977). Aile ve meslek, bireyin yaşamının iki önemli alanını oluştursada, kişinin yaşamı temelde bir bütün ve benzersizdir. İş ve aile rolleri kişinin hayatında iç içedir ve sürekli etkileşim halindedir.

Bu etkileşimden dolayı araştırmaya katılan kadın öğretmenlerin bir kısmı evlerine ve çocuklarına daha fazla zaman ayırabildikleri için öğretmenlik mesleğinin aileleri üzerindeki olumlu yansımalarından bahsetmişlerdir.

Ayrıca araştırmaya katılan bazı kadın öğretmenler, kadınlık ve aile hayatının gerektirdiği rol ve sorumlulukların öğretmenlik mesleği ile uyumlu olduğunu belirtmişlerdir.

Bu araştırma, öğretmenlerin öğretmenlik mesleğini seçmelerine etki eden faktörleri incelemek, mevcut algıların zaman içinde önemli bir değişim gösterip göstermediğini belirlemek ve meslek tercihleri ile bazı değişkenler arasındaki ilişkiyi sorgulamak amacıyla yapılmıştır. Öğretmenlik mesleği çıkarcı, dışsal, içsel ve özgecil nedenlerle tercih edilmektedir. Geçmiş yıllarda iç nedenlerin daha çok tercih edilmesi gibi olumlu değişiklikler olmuştur. Bulgular, cinsiyetin ve kişinin kendi sosyoekonomik düzeyine ilişkin algısının kariyer tercihleri açısından belirleyici olduğunu göstermektedir.

Yapılan mevcut analizler sonucunda öğretmenlerin öğretmenlik mesleğini tercih etmelerindeki en önemli nedenlerin dış motivasyon olarak "aile ve çevresel etki", içsel nedenler olarak ise "çocukları sevmek" ve "öğretmeyi sevmek" olduğu tespit edilmiştir. Bu dışsal ve içsel nedenlerin tümü, sosyal ve duygusal faktörlerle ve başkalarına "bağlılık" ile ilgilidir. Türk kültürü ve sosyolojisinin etkisi altında öğretmen olma motivasyonunun büyük ölçüde diğer insanlarla ve toplumla olan etkileşimimiz sonucunda şekillendiği tahmin edilebilir.

Araştırmanın bulgularına göre öğretmenler, kadın öğretmenlerin "eğitim durumu, cinsiyeti, çalışma saatleri, yaşı ve medeni durumu" nedeniyle "orta" bir kariyer

engeline sahip olduklarını belirtmişlerdir. Kadın öğretmenlerin kariyer yapmalarının önündeki en büyük engel olarak "ailesel nedenleri", en az engel olarak da "ekonomik nedenleri" görmüşlerdir.

Cinsiyet değişkenine göre, kadın öğretmenlerin "aile nedenleri", "sosyal yapı", "okul ve çevre" ve "eğitim, çalışma saatleri, yaş ve medeni durum" ile ilgili yaşadıkları kariyer engellerine ilişkin algıları arasında anlamlı farklılıklar bulunmuştur. Kadın öğretmenler, erkek öğretmenlere göre bu alt boyutlara ilişkin kariyer engelleriyle daha fazla karşılaştıklarını düşünmektedirler.

Çocuk sayısı değişkenine göre, kadın öğretmenlerin yaşadıkları kariyer engellerine ilişkin algıları arasında "ailesel nedenler", "sosyal yapı", "okul ve çevre", "ekonomik nedenler" ve "eğitim, çalışma saatleri, yaş ve medeni durum" ile ilgili olarak yaşadıkları kariyer engellerine ilişkin algıları arasında anlamlı farklılıklar tespit edilmiştir. Genel olarak, daha az çocuğu olan öğretmenler, kadın öğretmenlerin çok çocuklu öğretmenlere göre belirtilen alanlarda daha fazla kariyer engeli yaşadıklarını vurgulamıştır.

Mesleki kıdem değişkenine göre, öğretmenlerin "sosyal yapı", "okul ve çevre" ve "ekonomik nedenler" ile "eğitim, çalışma saatleri, yaş ve medeni durum" ile ilgili olarak kadın öğretmenlerin yaşadıkları kariyer engellerine ilişkin algıları arasında anlamlı farklılıklar tespit edilmiştir. Burada mesleki kıdemi daha az olan kadın öğretmenlerin kariyer gelişimlerinde mesleki kıdemi yüksek öğretmenlere göre "sosyal yapı" ve "okul ve çevreyi daha fazla engel bulmuşlardır.

Çalışmaya ilişkin aşağıdaki öneriler kapsamında çocuk bakımı sorumluluğu yalnız kadına bırakılmamalı, bu sorumluluk aile bireyleri tarafından paylaşılmalıdır. Kariyeri erkek işi olarak gören toplumsal yapı anlayışı eğitimle değiştirilmelidir. Yöneticiler, kariyer yapmak isteyen erkek ve kadın öğretmenlere adil davranmalıdır. Kariyerin bir sonucu olarak, önceki duruma göre maddi bir artış sağlanmalıdır. Öğretmenlere kariyer yapmanın bir gelişim biçimi olarak yaşam boyu devam edeceği söylenmelidir.

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